



**PARKLAND**  
**SCHOOL DIVISION**

# HEALTH & SAFETY MANUAL

This manual is intended to be a living document and as changes occur in legislation, codes or regulations, modifications will be made to the manual. Principals and non-school based department heads will be notified of these modifications by e-mail and are expected to keep their printed version of the manual up-to-date.

# Foreword

Parkland School Division developed this manual to assist principals and non-school based department heads to provide a safe and healthy environment for employees, students, volunteers and visitors. The manual has been developed to address the requirements of the Alberta Occupational Health and Safety Act, Regulation and Code.

This manual is intended to be a living document and as changes occur in legislation, codes or regulations, modifications will be made to the manual. Principals and non-school-based department heads will be notified of these modifications by email and are expected to keep their printed version of the manual up-to-date.

## Disclaimer - Occupational Health and Safety Manual

This manual was prepared as a guideline for the exclusive use of Parkland School Division No. 70, with specific regard to the particular needs, policies, and intended uses of schools within the Division. This manual is not a legal document and is not intended for any other purpose but to provide information and guidelines to the employees, students, volunteers and parents of Parkland School Division No. 70. This manual is the copyrighted work product of and shall not be used in any way by anyone else without the prior written consent of Parkland School Division No. 70. All such requests should be directed through the Superintendent, Human Resource Services. The Division does not accept any liability or responsibility for any occurrence arising out of the use of the manual by any other person, organization or agency.

## Acknowledgements

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# Table of Contents

1. Introduction .....	8
1.1 Why an Occupational Health and Safety Program? .....	8
1.2 Demonstrating Commitment to Occupational Health and Safety .....	10
Appendix I: Division Commitment to Health and Safety .....	12
2. Implementing Occupational Health & Safety in Schools and Division Worksites .....	14
2.1 Overview .....	14
2.2 Getting Started (Establishing Due Diligence) .....	14
2.3 Developing an Action Plan .....	18
2.4 Demonstrating Due Diligence (On-going Activities) .....	20
2.5 Monitoring and Compliance .....	21
3. Hazard Assessment and Control .....	29
3.1 Overview .....	29
3.2 Legislative Requirements .....	29
3.3 Guidelines for Meeting Legislative Requirements .....	32
3.4 Training Requirements .....	39
3.5 Implementation Process .....	39
Appendix I: Conducting Internal Workplace Inspections .....	42
Appendix II: Division Position Hazard Assessments .....	47
Forms.....	102
Hazard Report Form.....	103
Position Hazard Assessment .....	105
Task Hazard Analysis .....	106
Worksite Inspection Forms .....	107
4. Emergency Preparedness .....	179
4.1 Overview .....	179
4.2 Legislative Requirements .....	179
4.3 Guidelines for Meeting Legislative Requirements .....	180
4.4 Training Requirements .....	186
4.5 Implementation Process .....	186
Appendix I: Emergency Response System Inspections .....	187
Forms.....	188
Emergency Preparedness Development Tool.....	189

Emergency Preparedness Plan Template .....	191
Safety Drill Record Form .....	194
Emergency Call Card .....	195
Other Emergency Call Card .....	196
5. First Aid .....	199
5.1 Overview .....	199
5.2 Legislative Requirements .....	199
5.3 Guidelines for Meeting Legislative Requirements .....	200
5.4 Training Requirements .....	204
5.5 Implementation Process .....	205
APPENDIX I: First Aid Training and Supplies - Minimum Requirements for Schools and Division Worksites .....	206
APPENDIX II: Required Contents of First Aid Kits .....	208
APPENDIX III: Frequently Asked Questions .....	210
APPENDIX IV: First Aid Checklist for Schools / Departments .....	214
Forms.....	215
Trained First Aiders .....	216
6. Chemical Hazards.....	219
6.1 Overview .....	219
6.2 Legislative Requirements .....	220
6.3 Guidelines for Meeting Legislative Requirements .....	225
6.4 Special Considerations .....	245
6.5 Training Requirements .....	258
6.6 Implementation Process .....	259
Appendix I: Hazardous Waste Pick-up Procedures .....	261
Forms.....	261
Worksite Hazardous Waste Disposal Document (Caretaking) .....	262
Worksite Chemical Disposal Form (Mixed Chemical) for Science, CTS, Art and Drama .....	263
Worksite Chemical Disposal Form (Pure Chemical) for Science, CTS, Art and Drama .....	264
Receiving Dangerous Goods (TDG) Check List .....	265
Chemical Inventory List.....	266
Annual WHMIS / TDG Site Evaluation Instrument .....	267
7. Personal Protective Equipment .....	272
7.1 Overview .....	272
7.2 Legislative Requirements .....	272

7.3 Guidelines for Meeting Legislative Requirements .....	274
7.4 Training Requirements .....	279
7.5 Implementation Process .....	279
Appendix I: Division Personal Protective Equipment Guide.....	281
8. Hearing Conservation .....	286
8.1 Overview .....	286
8.2 Legislative Requirements .....	286
8.3 Guidelines for Meeting Legislative Requirements .....	288
8.4 Training Requirements .....	289
8.5 Implementation.....	289
Appendix I: Occupational Exposure Limits for Noise .....	292
9. Confined/Restricted Spaces.....	296
9.1 Overview .....	296
9.2 Legislative Requirements .....	297
9.3 Guidelines for Meeting Legislative Requirements .....	299
9.4 Training Requirements .....	300
9.5 Implementation Process .....	301
Appendix I: Confined/Restricted Space Code of Practice .....	303
Attachment I: Confined/Restricted Space Checklist .....	317
Attachment II: Training Requirements .....	318
Attachment III: Emergency Response Guide.....	320
Attachment IV: Confined/Restricted Space Entry Summary .....	320
Forms.....	323
Confined/Restricted Space Entry Permit (Level I).....	325
Confined/Restricted Space Entry Permit (Level II).....	326
Atmospheric Testing Record Form .....	326
Task Hazard Analysis .....	327
10. Infection Control.....	330
10.1 Overview .....	330
10.2 Legislative Requirements .....	330
10.3 Guidelines for Meeting Legislative Requirements .....	330
10.4 Training Requirements .....	344
10.5 Implementation Process .....	344
Forms.....	345

Visual Mold Inspection Checklist .....	346
Appendix I: Definitions .....	347
11. Employee Safety and Security .....	349
11.1 Overview .....	349
11.2 Legislative Requirements .....	349
11.3 Guidelines for Meeting Legislative Requirements .....	349
11.4 Training Requirements .....	350
11.5 Implementation Process .....	350
Appendix I: Safety and Security.....	351
Forms.....	352
Employee Safety and Security - Workplace Checklist .....	353
12. Accident / Incident Reporting and Investigation .....	356
12.1 Overview .....	356
12.2 Legislative Requirements .....	357
12.3 Guidelines for Meeting Legislative Requirements .....	359
12.4 Training Requirements .....	373
12.5 Implementation Process .....	373
Appendix I .....	375
TABLE 1 – Accident Investigation.....	375
TABLE 2.1 – Incident (Event) Investigation .....	376
TABLE 2.2 – Incident (Personal Behavior) Investigation .....	376
TABLE 3 – Hazard Investigation.....	377
Reporting and Investigation Flow Chart .....	379
Forms.....	380
Accident Report and First Aid Record Form.....	381
Accident Report and First Aid Record Form.....	384
Accident Report and First Aid Record Form.....	387
Hazard Report Form.....	390
Accident Investigation Report Form .....	391
Witness Statement Form .....	394
13. Safe Work Practices .....	397
13.1 Overview .....	397
13.2 Legislative Requirements .....	397
13.3 Guidelines for Meeting Legislative Requirements .....	398

13.4 Training Requirements .....	399
13.5 Implementation.....	400
14. Third Party Contractor Adherence.....	402
14.1 Overview .....	402
14.2 Legislative Requirements .....	403
14.3 Guidelines for Meeting Legislative Requirements .....	403
14.4 Training Requirements .....	406
14.5 Implementation Process .....	406
Appendix I: Activity Assessment of Program Support Contractors/Service Providers.....	408

# 1. Introduction

## ***Why an Occupational Health and Safety Program?***

- To Protect Employees and Students
- To Meet Legislative Requirements
- To Demonstrate Due Diligence
- To Reduce the Cost of Accidents and Incidents

## ***Demonstrating Commitment to Occupational Health and Safety***

- Division Commitment
- Roles and Responsibilities of Employees

## ***Appendix I: Division's Commitment to Health and Safety***



# 1. Introduction

## 1.1 Why an Occupational Health and Safety Program?

### To Protect Employees and Students

The Superintendent, senior officers, principals and non-school based department heads have a statutory obligation to provide a safe and healthy environment in which the Division's employees, students and volunteers can perform to the best of their abilities.

Many of the components of a proactive workplace Occupational Health and Safety Program are also applicable to student health and safety (e.g., emergency preparedness, hazard identification and control, incident investigation, infection control). These components recognize that all employees have a role to play and are the key to the program's success.

**Note:** Students are not generally defined as “workers”, and therefore are not covered by this legislation: however, student safety is paramount in the workplace and it is expected by the Division that safe work practices extend to all situations.

### To Meet Legislative Requirements

Occupational Health and Safety is a legislated requirement in Alberta. Principals and non-school based department heads, as the employer's representatives at each location, have statutory obligations to:

- Ensure that all reasonable precautions are taken in accordance with the Alberta Occupational Health and Safety Act, Regulation and Code and other relevant acts and regulations.
- Identify possible hazards in the work location and take steps to either eliminate or control them.
- Ensure the correct use of appropriate personal protective equipment.
- Ensure that employees are aware of and follow codes of practice, e.g., asbestos removal, safe work procedures.
- Ensure that contractors comply with the legislation.
- Investigate serious injury accidents and incidents that have the potential of causing a serious injury.
- Develop an emergency preparedness plan for the workplace and plan drills and simulations to keep employees in a high state of readiness.
- Ensure that employees are educated in the handling and use of controlled (chemical) products.
- Ensure that employees are aware of their responsibilities and duties under the Occupational Health and Safety Act, Regulation and Code.
- Ensure that employees are competent to perform their tasks if the work can endanger themselves or others.

Government officials charged with administering the legislation have the authority to prosecute for contraventions of statutory obligations. Individuals working for the Division as well as the Division itself can be subject to prosecution, and, where prosecutions result in convictions, fines of up to \$1,000,000 and/or jail sentences of up to 12 months may be imposed.

If an accident or injury occurs at the school or worksite, principals and non-school based department heads may be liable to prosecution unless they can demonstrate due diligence.

## To Demonstrate Due Diligence

Due diligence is a legal defense that was defined in 1978 by the Supreme Court of Canada. If an employee is injured on the job, the employer may be charged under the Occupational Health & Safety Act, Regulation and Code for failing to protect the employee's health and safety. The employer's only defense is due diligence by showing that **he or she took all reasonable steps to prevent the injury**. This would consist of anticipating the injury, providing necessary training, ensuring personal protective equipment is being used, safe work procedures and supervision.

Due diligence is demonstrated by developing plans to meet the legislative requirements. One key element of any plan is ensuring the competency of employees. Under section 14(1) of the General Safety Regulation, principals and non-school based department heads **shall ensure, where work is to be done which may endanger any worker, that the work is done only by a competent worker or by a worker who is not competent working under the direct supervision of a competent worker**.

This manual outlines those aspects of the legislation that apply to various areas within the Division. Not all sections will apply to every school or worksite. For instance, Section 9, Confined Spaces, will only apply to those locations that have an identified confined space, e.g., crawl space, chillers or elevator shafts.

The Superintendent, senior officers, principals and non-school based department heads demonstrate due diligence by taking action in three key areas - awareness of legislative requirements, competency of employees and monitoring and compliance.

The first area is awareness of legislative compliance. Ignorance of the law is no defense. The Superintendent, senior officers, principals and non-school based department heads demonstrate due diligence by ensuring that they and their employees are aware of the legal requirements that pertain to their particular role and responsibilities. The Occupational Health and Safety Act, Regulation and Code have over five hundred sections that apply to employers and employees in Alberta.

The second area is competency of employees. Competency includes awareness of the proper procedures as well as necessary training and development. Principals and non-school based department head demonstrate due diligence by ensuring that their employees are properly trained to handle tasks that could be considered dangerous to their health and safety. For example, what would take place if a cleaning assistant, while handling hazardous cleaning chemicals, is badly burned in a chemical spill at a school?

A provincial investigator would determine if the employee:

- Was competent to handle these chemicals.
- Had received necessary training in identifying and handling hazardous chemicals.
- Knew where information on this chemical was located.
- Knew how to use the appropriate personal protective equipment.

If the investigator determined that the cleaning assistant was not competent to handle this chemical, the head custodian and/or the principal or the non-school based department head could be held liable and charged under the legislation.

The third area of due diligence is concerning monitoring and compliance. It is not enough for the Superintendent, senior officers, principals and non-school based department heads to make employees aware of their legal requirements and provide proper training. They shall also monitor their school or worksite to ensure that employees are complying with the legislation and working in a safe and healthy manner. If a serious accident or incident occurs, provincial investigators will want to determine:

- If proper monitoring processes are in place.
- If employees are receiving ongoing training.
- If hazards are being identified and controlled.
- If incidents and accidents are investigated.
- If emergency procedures are reviewed and updated on a regular basis.

The Superintendent, senior officers, principals and non-school based department heads demonstrate due diligence by ensuring that these processes are in place, utilized on a regular basis and documented. In determining how much diligence is enough, each situation will differ. The greater the likelihood of an incident occurring, the more stringent the monitoring system should be.

### **To Reduce the Cost of Accidents and Incidents**

Accidents and incidents are costly, both from a human or financial perspective. The Division has a responsibility to provide a safe and healthy environment for employees, students, volunteers and visitors.

In addition to the human cost, there is a significant financial cost to the Division when employees are injured on the job. The Division pays an assessment each year to the Workers' Compensation Board (WCB) to cover costs of medical aid and lost wages for injured employees who are covered by Workers' Compensation. The assessment is partly based on the Division's accident experience, as compared with that of other school divisions in Alberta. The majority of teaching staff is not covered by WCB, but is eligible for Division benefits if they are injured on the job.

When an employee is injured, there are other additional costs incurred to cover hiring, wages of replacement staff, property damage, reduced efficiency, overtime, etc.

Accidents are preventable through appropriate risk management.

## **1.2 Demonstrating Commitment to Occupational Health and Safety**

The Division's commitment to occupational health and safety is manifested in three important ways: Division Procedure, Roles and Responsibilities of Staff and the Occupational Health and Safety Program. The Superintendent has articulated her support in the *Division Commitment to Health and Safety* statement which has been posted in all Division facilities. A copy of this statement can be found in Appendix I of this section.

## Division's Commitment

The Parkland School Division Administrative Procedure 160 clearly outlines the Division's commitment concerning the Treatment of Employees, Students and Staff.

In addition, the division expects employees and students to recognize their obligation to protect the health and safety of themselves and others.

## Roles and Responsibilities of Employees

The responsibilities of the Superintendent, senior officers, principals and non-school based department heads, as employer representatives, under the Occupational Health and Safety Act, Regulation and Code were outlined in the section of Due Diligence on page 1.3.

In addition, the Occupational Health and Safety Act, Regulation and Code makes all employees, including the Superintendent, senior officers, principals and non-school based department heads, responsible for:

- Following codes of practice and safe work procedures established by the Division and implemented at the worksite.
- Knowing and complying with all occupational health and safety regulations.
- Having knowledge of hazards of their particular job.
- Reporting any hazardous or potentially hazardous situations to their supervisor.
- Reporting any injuries or occupational illness immediately to their supervisor.
- Participating in health and safety training.
- Wearing the required personal protective equipment.
- Making sure all equipment, including personal protective equipment, is in proper working order.
- Knowing the location, type and, if so designated, the operation of emergency equipment.
- Asking questions if they do not know the proper safe work procedure.
- Refusing to perform work that would cause imminent danger to themselves or other employees (as referenced in Section 2, *Refusing Unsafe Work or "Imminent Danger"* in this Manual).

## Appendix I: Division Commitment to Health and Safety

- Pursuant to the policies of the Board of Trustees and Administrative regulations, Parkland School Division No. 70 believes that all individuals are entitled to a safe and healthy work/learning environment. The Division is committed to the safety and well being of our employees, students, visitors and contract workers.
- The Division's goal is to eliminate or minimize hazards which cause accidents or injuries by implementing a division-wide Occupational Health and Safety Program.
- The Division's Occupational Health and Safety Program has also been developed to comply with all legislative requirements which have relevance to the operation of a school division.
- Employees must take reasonable care to protect themselves and others in the workplace and are expected to cooperate with the employer to create a safe work/learning environment.

# 2. Implementing Occupational Health & Safety in Schools and Division Worksites

## **Overview**

### ***Getting Started (Establishing Due Diligence)***

- How to Use This Manual
- Responsibility of the Principal or Non-School Based Department Head
- Some Suggestions for Developing an Occupational Health and Safety Program
- Employee Involvement
- Strategies for Employee Involvement
- Set up a Health and Safety Committee
- Coordinate the Health and Safety Program

### ***Developing an Action Plan***

- Example: Developing an Action Plan for First Aid Training

### ***Demonstrating Due Diligence (On-going Activities)***

- Achieving Due Diligence

### ***Monitoring and Compliance***

- Responsibility for Contract Workers
- Employee Responsibility for Health and Safety
- Refusing Unsafe Work or “Imminent Danger”
- Training
- Health and Safety Evaluations
- Continuous Improvement

# 2. Implementing Occupational Health & Safety in Schools and Division Worksites

## 2.1 Overview

The implementation of a successful Occupational Health and Safety Program is a significant undertaking for your school and other Division facilities. Not only is it required by regulation, but experience has shown that where there is an effective focus on health and safety issues, employees are more productive and complete higher quality work.

Involvement of employees is the key to successful implementation. Every employee has a role to play. Some will take responsibility for specific parts of the health and safety program. Others will assist, for example, with inspections. Above all, everyone needs to work in a way that protects not only their own health and safety but also the health and safety of colleagues, students and members of the general public who might be present in the facility from time to time.

In this section, detailed guidelines are set out for getting started and for maintaining due diligence on an on-going basis, including action plans, employee involvement and monitoring and compliance.

The Board of Trustee's and the Superintendent are committed to meeting all requirements of the Occupational Health and Safety Act, Regulation and Code and other relevant acts and codes and shall provide the resources for achieving this objective.

## 2.2 Getting Started (Establishing Due Diligence)

### How to Use This Manual

This manual consists of multiple sections, Codes of Practices and Guidelines, Information on Sources of Safety Training and Information, a Glossary and an Index.

Most sections are organized as follows:

- Overview
- Legislative Requirements
- Guidelines for Meeting Legislative Requirements
- Training Requirements
- Implementation Process

Each section provides the information needed to establish and maintain on an on-going basis, a compliance program for the topic under discussion.

Section	Read this section to find out about:
1. Introduction	The scope and purpose of the manual.

2. Implementation	The steps required to implement a health and safety program to ensure due diligence.
3. Hazard Assessment and Control	Hazard assessment and control techniques to assure due diligence on an on-going basis.
4. Emergency Preparedness	The legislated and Division's requirements for emergency preparedness.
5. First Aid	The legislated and Division's requirements for first aid.
6. Chemical Hazards	The legislated and Division's requirements for use, storage, handling, disposal and transport of hazardous chemicals.
7. Personal Protective Equipment	The legislated and Division's requirements for personal protective equipment.
8. Hearing Conservation	The legislated and Division's requirements for hearing conservation.
9. Confined Spaces	The legislated and Division's requirements for confined spaces.
10. Infection Control	The legislated and Division's requirements for infection control.
11. Employee Safety and Security	The legislated and Division's requirements for ensuring the safety and security of employees.
12. Accident/Incident Reporting	The legislated and Division's requirements for accident/and Investigation incident reporting and investigation.  Reporting and investigation assures due diligence on an on-going basis.
13. Safe Work Practices	Safe work practices to assure due diligence on an on-going basis.
Codes of Practice and Guidelines	Codes of practice that must be used for confined space entry, respiratory protective equipment, and asbestos abatement.
14. Third Party Contractor Adherence	The legislated and Division's requirements for contractor adherence.
15. Glossary	Definitions of key terms used in the manual.

All principals and non-school based department heads are expected to review the **overview**, **legislative requirements** (if applicable) and **implementation** areas of all applicable sections. Most sections will apply to every facility; however, not all sections will apply to the same degree. For example:

- A senior high school will need to have a comprehensive chemical hazards program to cover science labs, Career and Technology Studies (CTS) and custodial activities.

- An early year's school will need to cover the chemicals used by custodians, plus a limited number of chemicals used by teaching and support staff.



- A maintenance facility will not need to be concerned about infection control to the same degree as a school.
- Maintenance staff and CTS staff will have to be particularly concerned about hearing conservation, because they are more likely to be exposed to high noise hazards, e.g., working with power tools.

**Implementation** summarizes, for the Superintendent, principal or non-school based department head, the major tasks that must be carried out to assure due diligence.

### **Responsibility of the Principal or Non-School Based Department Head**

In deciding which topics to be concerned with, it is helpful to remember that, a principal or non-school based department head represents the Superintendent and is responsible for the health and safety of all employees, students and workers who are present and working in the facility at any given time. This includes:

- Employees who work in the facilities on a regular basis.
- Division employees who are working at the facilities from time to time, e.g., maintenance staff, supply staff, hourly staff.
- Employees employed by contractors who are working at the facilities,

Note: This issue of contractor staff is dealt with in more detail later in this section, under Responsibility for Contractor Workers.

### **Some Suggestions for Developing an Occupational Health and Safety Program at Schools and Division Facilities**

An effective Occupational Health and Safety Program at your school or facility is a major undertaking. However, following these suggestions will assist in ensuring compliance in this area.

- You may already have made a good start in some areas, e.g., first aid, training for Workplace Hazardous Materials Information System (WHMIS). Review the relevant sections in your manual and expand upon or revise your plans.
- The manual is designed to help you implement your program. It contains “off-the-shelf” materials that you can take and use as is, or modify to your own requirements.
- Safe work practices have been developed for particularly hazardous tasks, e.g., working with a table saw, working with acids (see Section 13 *Safe Work Practices*). These materials will provide an excellent resource in ensuring that employees are following appropriate procedures when performing hazardous tasks.
- In each section of the manual, materials (including forms and procedures) are available for your use, e.g., hazard identification.

**Caution:** Where a report or form is intended to be returned to central office, e.g., an accident / incident report, the form presented in the manual must be used.

**Note:** There are slight variations between the forms to be used for different groups of employees, and also for students. Please refer to the Insurance, Risk Management and Disaster Planning Manual, Module 14 - *Reporting Procedures*.

- Where you do not have all of the resources you need, specialist training and information services are available. Please refer to the Division contact individual for the issue concerned e.g., CTS - Supervisor CTS.
- Aim to achieve due diligence systematically. Initial emphasis should be on getting the building blocks in place. Start by making a plan. Focus on high-risk areas. Prioritize goals, and then start to work on them one at a time.
- Use your employees to the fullest extent possible. Delegate responsibilities. Every facility in the Division contains employees with valuable knowledge, expertise and/or interest in the different areas in which you must establish compliance. It would be extremely difficult to achieve compliance in such areas as science, CTS and caretaking without direct involvement of employees from these areas.

## Employee Involvement

While the Superintendent, principal or non-school based department head has overall responsibility for the Occupational Health and Safety Program in Division facilities, experience has shown that the program will be more successful with employee involvement. Advantages of involving employees include:

- Sharing the work load.
- Engaging employees who have been working on parts of the Occupational Health and Safety Program to help identify the current status and deficiencies. They can also help in prioritizing activities.
- Engaging employees who are responsible for a part of the program to take “ownership”, so the program will be more successful.
- Engaging some employees who may have particular expertise or knowledge that you want to draw on, e.g., a science teacher might be a good choice for dealing with Chemical Hazards.

## Strategies for Employee Involvement

Two different ways of involving your employees are:

1. Delegate responsibility for the program to a Health and Safety Committee.
2. Coordinate the program and delegate specific tasks.

## Set up an Occupational Health and Safety Committee

Delegate the coordination of Occupational Health and Safety Program to the Health and Safety Committee. For example, the committee could:

- Review all areas for compliance,
- Assign detailed responsibilities,

- Conduct surveys, investigations and inspections, and
- Set up an emergency preparedness program.

The Health and Safety Committee would make recommendations to the principal or non-school based department head on key issues but take over day-to-day coordination of the Occupational Health and Safety Program.

This approach ensures widest involvement of employees in the program. However, the principal or non-school based department head remains accountable.

### **Coordinate the Health and Safety Program**

The other option is to take responsibility for the overall program, and delegate specific responsibilities to selected employees.

With this approach, the principal or non-school based department head is the program coordinator, and acts very much in a “hands-on” basis. This approach will require a greater commitment of time and effort than using a Health and Safety Committee.

## **2.3 Developing an Action Plan**

Here are some suggested steps to begin implementation of an Occupational Health and Safety (OH&S) Program:

1. Read the Manual, and decide which sections apply. Every school must have an emergency response plan, but not every school will need a confined space program.

The principal or non-school based department head does not need to read each section in depth. Familiarity with the main topics, legislated and Division requirements and the basic steps needed is a starting point. Read the Overview, Legislative Requirements, Training Requirements and Implementation sections of each relevant section.

If you need more guidance or direction, contact your respective Superintendent.

2. Evaluate where the school or facility is with respect to meeting legislative and Division requirements.

Establishing a program for one or more of the areas requiring attention may have already occurred. If so, don't go back to square one and start all over again. Evaluate the program you have or have started, and build on it.

3. Decide employee roles:

- Form a Health and Safety Committee and delegate the task.
- Coordinate the whole program yourself and delegate specific tasks to given individuals. (See preceding topic for more information on these options.)

4. Deliver or facilitate the Division's safety orientation program for all employees or for newly hired employees. The program must cover the following topics:

- Introduction to Occupational Health and Safety.
- Responsibilities of the employer and all employees. Note: This issue is dealt with in more detail later in this section, under *Employee Responsibility for Health and Safety*, page 2.13.
- Right to refuse an unsafe task. Note: This issue is dealt with in more detail later in this section, under *Refusing Unsafe Work or "Imminent Danger"*, page 2.13.
- Overview of key topics: summarize legislative areas, explain how accidents happen, stress importance of hazard identification and evaluation, and ensure competency and training and what to do if an accident occurs.
- Training requirements.

After the safety orientation there should be the development of a first draft of an action plan.

5. Work with employees to develop a detailed plan for each major topic that affects your school or facility. The plan should include:

- **Goals:** What is to be achieved by when?
- **Responsibilities:** Who will be responsible for achieving each goal?
- **Indicators of success:** How you will know if/when the goal has been achieved?
- **Training required for employees:** This should include training for the employee who will be responsible, as well as training for employees who carry out the activity. For example, the employee in charge of chemical hazards may need training in WHMIS; the employees who work with hazardous chemicals may be able to use self-directed training to enable them to safely carry out the tasks they perform on a daily basis.
- **Budget:** This should cover all possible costs, including training and other materials that may be necessary to meet the goals.
- **Monitoring and reporting:** How you will know if the legislative and Division's requirements are being met on an on-going basis?

6. Get Started.

Occupational health and safety is just one of your many responsibilities. It is important to recognize, however, that the division may not be fully in compliance with existing regulations. If you are subject to a workplace inspection by Alberta Labor, you may not have all the pieces in place but if you have a plan that you are working on diligently, the inspector will most likely look favorably on your operation.

**The worst thing you could do is to put this manual aside, intending to work on it at a more convenient time.**

### **Example: Developing an Action Plan for First Aid Training**

Here are the steps that you could follow to develop an action plan for a first aid program.

1. Read Overview, Legislative Requirements and Implementation areas of Section 5: First Aid.
2. Assign responsibility for first aid to an employee. Ideally, this would be someone who is interested in this area, e.g., program aide, physical education teacher, laboratory technician.
3. Agree what the role of this employee will be, together with a plan of action. Timelines and dates for reporting back should be included in the action plan. At this point, you can pass the responsibility to the employee.
4. The employee should review the full section on first aid, with particular focus on the guidelines and on training requirements. The employee should then assess current compliance with respect to availability of certified personnel, emergency conveyance, equipment and supplies; signage; recordkeeping; and other requirements. Questions that should be addressed include:
  - Who is trained? to what standard? is training current? are all trained persons certified? are sufficient trained people available? is a record kept of first aid personnel?
  - Are adequate procedures established for administering first aid?
  - Is an emergency conveyance readily available? if not, have alternative arrangements been made?
  - Are the required number of kits, supplies and other equipment available? do the kits have required contents and are they replenished or renewed as required?
  - Are accurate and complete records of first aid incidents maintained?
  - Is required signage posted?
5. Deficiencies should be noted, and a plan to bring all deficient areas up to full compliance detailed. This plan should indicate estimated costs.

Based on the outcome of this project, the first aid area can be brought into compliance.

Remember that documentation is a critical aspect of due diligence. A record of the evaluation together with findings and recommendations and action taken should be kept, even if the evaluation indicates that the first aid program is fully in compliance.

## 2.4 Demonstrating Due Diligence (On-going Activities)

Experience has shown that a successful Occupational Health and Safety Program require continued focus and commitment. Even though you will make remarkable progress fairly quickly, it takes most organizations many years of hard work before they can truly say that they are doing everything that is reasonable in the circumstances to protect the health and safety of employees.

A major reason for this is that due diligence usually requires a change in culture in the way people think about how they do their jobs. Employees must learn to think differently about the way they work. The

object is not just to get the job done, but to get it done safely. Employees must learn to stop and think before they start a task.

What are the hazards? What precautions can be taken to reduce the risk? How can colleagues and other employees who might be in the vicinity be adequately protected?

Eventually, you will find that employees pro-actively pursue safety. Here is a good test:

When someone sees a fellow employee working unsafely, e.g., taking a short cut that might endanger their health and safety or the health and safety of others, do they intervene and suggest a safe work procedure, or do they look the other way?

When your employees begin to help each other in a positive, constructive manner, you will be well on your way to achieving due diligence.

It all starts, in the safety orientation, by making employees aware that they are responsible, under the Occupational Health and Safety Act, for their own safety, as well as for the health and safety of others.

## Achieving Due Diligence

Major activities that ensure that your program is always improving include:

- Monitoring and Compliance.
- Contractor Safety.
- Safety Orientation for New Employees.
- Ensuring Competency.
- Documentation.
- Site Evaluations.

## 2.5 Monitoring and Compliance

The Superintendent, principal or non-school based department head is responsible in the final analysis for ensuring that the Occupational Health and Safety Program in their facility is successful. Here are some things you can do to assure compliance on an ongoing basis.

1. To help keep the focus on health and safety, put it on the agenda for every staff meeting. If someone brings up a health and safety concern, e.g., the air quality in a CTS shop, treat it seriously. Make employees feel comfortable about discussing health and safety issues. Make it an expectation that health and safety issues get brought to the forefront and get dealt with promptly.
2. Review the plans of all employees who take on responsibility for health and safety at your facility. Go over their plans with them and review progress regularly. In this way, you make sure the program has the right focus and direction.
3. Make sure that health and safety is considered for unusual activities. If some building work or maintenance work or grounds work is going on at your school or facility, make sure that relevant health and safety issues are dealt with before the work begins.

4. The Division will advise principals and non-school based department heads of any changes to the Occupational Health and Safety Act and Regulations and how the changes affect the Division.
5. Be sure to communicate regularly with your colleagues. Share information. If you learn an important lesson from a chemical spill that occurs in a lab at your school, make sure that others in the division are aware, so that they can take appropriate precautions.
6. Review your Occupational Health and Safety Program regularly to make sure that all on-going elements are working as they should, particularly:
  - **Emergency preparedness:** Are plans updated as required, to reflect changes, e.g., are students' home phone numbers current? Are drills conducted regularly, to keep emergency responders in an adequate state of readiness?
  - **Hazard identification and control:** Are all hazards being identified, evaluated and dealt with appropriately? Are inspections conducted regularly, and are recommendations dealt with promptly?
  - **Accident/incident reporting and investigation:** Are all employee accidents reported to appropriate authorities, as required? Has a near-miss incident reporting system been set up and is it working effectively? Are near-miss incident statistics being evaluated and analyzed and are appropriate actions being taken?
  - **Environmental protection:** Are all releases being reported? Is hazardous waste being properly identified, stored and disposed of?
  - **Safe work practices:** Are safe operating procedures being developed for hazardous jobs? Are employees trained as required in these procedures?
  - **Training:** Are employees trained as required? Are training records kept? Is refresher training conducted as required? Are all new employees given safety orientation training?
7. Make sure you are informed of all health and safety incidents and issues.
8. Make sure that all reports required by Alberta Human Resources and Employment and other government agencies, e.g., serious accidents, lost-time accidents, noise surveys, releases of substances that are harmful to the environment, are filed as required.

### Responsibility for Contract Workers

The Alberta Occupational Health and Safety Act, Regulation and Code sets out the basic responsibility of the employer (or employer's representative) for Division employees and for staff employed by other employers (i.e., contractor workers) who are present at the Division facility:

- 2(1) Every employer shall ensure, as far as it is reasonably practicable for him to do so,
- (a) the health and safety of:
    - (i) workers engaged in the work of that employer, and
    - (ii) those workers not engaged in the work of that employer but present at the worksite at which that work is being carried out.

In most cases, the owner of a worksite is the employer, e.g., the Division takes on the responsibility for health and safety of all workers present at the worksite. Division employees (e.g., Construction and

Maintenance Department) shall have the primary role of monitoring contract work. Principals and non-school department heads shall report any concerns they have regarding contract workers to the appropriate Construction and Maintenance staff.

Assuring due diligence for contractor staff is different from assuring due diligence for your Division, because contractor staff have their own supervisors and they are employees of a different organization. There is not the same degree of control over them, with respect to training or safe work practices, as there is over the employees of the Division.

**No school shall enter into contract arrangements without prior approval of the Division Superintendent of Business Services (see Division Regulation DGA Signing Authorities) or initiate renovations without prior approval of the Division Superintendent, Support Services.**

Here are some specific things that must be done to ensure due diligence for contractors:

- Make sure the contractor has a safety program that comes up to the standards of the Division's Occupational Health and Safety Program before hiring. This should be a condition of awarding the contract. Evaluate the contractor's safety program by interviewing the contractor (or safety representative), looking over their safety manual, checking their accident record with WCB, getting references, etc.
- Before contractor workers begin work at a Division facility, clearly identify the specific hazards in the workplace to which contract workers will be exposed. Identify relevant safe work practices and procedures that contract workers are expected to follow on the worksite (e.g., brief the contractor workers on procedure for evacuation of the school).
- Review with the contractor that workers have been adequately trained.
- Monitor the safety performance of contractor workers. Make expectations of Operational Health and Safety performance very clear to the contractor and workers. As soon as it becomes clear that expectations are not being met, (e.g., the worker is not using recommended personal protective equipment) immediately stop the work and bring the problem to the attention of the contractor's representative. If a positive response is not received, discharge the contractor or specific workers who are causing the problem from the worksite.
- For more details related to Responsibility for Contract Workers see Section 14 *Third Party Contractor Adherence*.

## **Employee Responsibility for Health and Safety**

The Alberta Occupational Health and Safety Act, Regulation and Code also sets out the basic responsibility of all employees for their own health and safety and for the health and safety of their fellow employees:

2(2) every worker shall, while engaged in an occupation,

- (a) take reasonable care to protect the health and safety of himself and of other workers present while he is working, and
- (b) co-operate with his employer for the purposes of protecting the health and safety of



- (i) the worker,
- (ii) other workers engaged in the work of that employer, and
- (iii) other workers not engaged in the work of that employer but present at the work site at which work is being carried out.

### **Refusing Unsafe Work or “Imminent Danger”**

Any Employee can refuse unsafe work. Employees should refer to Section 35 of the Alberta Occupational Health and Safety Act, Regulation and Code for guidance on this topic.

The following is general advice on refusing unsafe work and dealing with situations involving potentially unsafe work or “imminent danger”:

- If an employee is asked to do something unsafe that is not part of their normal work; or if the employee thinks something at the workplace is unsafe to him/her or other employees they should tell their principal or non-school based department head.
- The principal or non-school based department head is responsible for looking into the employees concern and taking appropriate action.
- The principal or non-school based department head may wish to use the assistance of the Division’s Health and Safety Officer in resolving the situation.
- For further explanation of the Act, two publications are found on the Work Place Health and Safety website [www.whs.gov.ab.ca](http://www.whs.gov.ab.ca): Occupational Health and Safety Act - Worker’s Guide (LI008).

### **Training**

Training of employees is one of the most important issues in assuring due diligence. Part 1 of the Occupational Health and Safety Code defines competent as “in relation to a person, means adequately qualified, suitably trained and with sufficient experience to safely perform work without supervision or with only a minimal degree of supervision.” *Direct supervision* is defined as “a competent worker is personally and visually supervising the worker who is not competent and is able to communicate readily and clearly with the worker who is not competent.”

The Occupational Health and Safety Regulation Part 1 Sections 14 and 15 explain competency and training in more detail:

#### **Section 14: Duties of Workers**

A worker who is not competent to perform work that may endanger the worker or others must not perform the work except under the direct supervision of a worker who is competent to perform the work.

#### **Section 15: Safety Training**

1. An employer must ensure that a worker is trained in the safe operation of the equipment the worker is required to operate.
2. An employer must ensure that the training referred to in subsection (1) includes the following:
  - a. The selection of the appropriate equipment.
  - b. The limitations of the equipment.

- c. An operator's pre-use inspection.
  - d. The use of the equipment.
  - e. The operator skill required by the manufacture's specifications for the equipment.
  - f. The basic mechanical and maintenance requirements of the equipment.
  - g. Loading and unloading the equipment if doing so is a job requirement.
  - h. The hazards specific to the operation of the equipment at the worksite.
3. If a worker may be exposed to a harmful substance at a worksite, an employer must:
- a. Establish procedures that minimize the worker's exposure to the harmful substance.
  - b. Ensure that a worker who may be exposed to the harmful substance
    - is trained in the procedures.
    - applies the training.
    - is informed of the health hazards associated with exposure to the harmful substance.
4. A worker must participate in the training provided by an employer.
5. A worker must apply the training referred to in points 1 and 3 above.

Each section of the manual provides an outline of training requirements. In addition to WHMIS and procedure-based training (safe work practices and codes of practice), the following training topics should be considered:

- Safety orientations for new employees.
- Employee duties and responsibilities under the Occupational Health and Safety Act, Regulation and Code.
- Safety awareness training. For example, when a near-miss incident reporting system is instituted, it is usually necessary to train employees how and what to report and why reporting is so important.
- Safety motivation.
- Supervisory Staff should be familiar with safe work practices, correction and coaching techniques.
- Training will be required for employees who are involved in conducting inspections, audits and assessments.
- Training will be required for emergency response staff.

Over time, the focus of training will change from health and safety training to the development of the skills and capabilities to act in a truly "duly diligent" fashion. Remember that due diligence is not a set of techniques, but rather a way of approaching day-to-day activities.

Employees who are trained should be tested. "Certification" for any task should be based on performance testing. Those who fail tests must be required to repeat the program. All training records (instructor name, attendance lists, achievement, etc.) should be carefully documented. Current records of employees

trained in first aid, WHMIS and TDG should be kept in the Occupational Health and Safety Documentation Binder.

## **Health and Safety Evaluations**

Well conducted audits are a very important part of monitoring performance to see if the program is operating effectively. Be sure to conduct WHMIS/TDG evaluations regularly, using the forms provided in the Chemical Hazard section.

There is an important difference between an evaluation and an inspection.

- The objective of an inspection is to determine whether the organization is in compliance with legislation and with internal standards.
- The objective of an evaluation, on the other hand, is to determine whether there are systems in place that will assure compliance.

When your evaluation is complete, be sure to go over your findings with relevant employees and initiate any changes required.

An external audit of the Division's overall Occupational Health and Safety Program will be conducted every three years.

## **Continuous Improvement**

Due diligence is an attitude of how you operate your school or other facility. To succeed at due diligence, you must achieve a fundamental change in culture.

# 3. Hazard Assessment and Control

## **Overview**

### **Legislative Requirements**

Hazard Assessment, Elimination and Control

### **Guidelines for Meeting Legislative Requirements**

#### A. Hazard Identification

1. Employee Health and Safety Concerns / Input
2. Inspections
  - Government Inspections
  - Internal Workplace Inspections
3. Division Audits
4. Workplace Assessment

#### B. Hazard Evaluation and Classification

#### C. Hazard Reporting

#### D. Hazard Reduction

- Engineering Controls
- Administrative Controls
- Personal Protective Equipment (PPE)

### **Training Requirements**

### **Implementation Process**

- Getting Started
- Ongoing Activities
- Hazard Response

### **Appendix I: Conducting Internal Workplace Inspections**

### **Appendix II: Division Position Hazard Assessments**

### **Forms**

- Hazard Report Form
- Position Hazard Assessment
- Task Hazard Analysis
- Worksite Inspection Forms

Classroom  
Hallways/Washrooms  
Library/Computer Lab  
Stairwells/Staircases  
General Storage Rooms  
Art Room  
Music Room  
Office Area/Staffroom/Workroom/Infirmary  
Gyms/Change Rooms/Weight Rooms/Gym Storage Rooms  
Drama/Theater Rooms  
Parking Lots/Sidewalks/Ramps  
Exterior Sheds/Green Boxes/Garbage Enclosures  
Confectionaries/Canteens  
Science Lab  
CTS Shop/Lab  
Maintenance Shop  
Warehouse

# 3. Hazard Assessment and Control

## 3.1 Overview

A hazard means a situation, activity or substance that may be dangerous to the health or safety (may cause an injury, illness or loss) of employees, students, volunteers and visitors. Hazards are often grouped into three categories: physical, chemical and biological.

Principals and non-school based department heads are responsible for identifying and evaluating hazards in their facility. If a hazard cannot be eliminated, the employer must use controls to reduce the hazard to a level as low as reasonably achievable.

## 3.2 Legislative Requirements

Under provincial workplace health and safety legislation, the principal or non-school based department head is required to identify hazards and take every reasonable measure in the workplace to reduce them to acceptable levels.

### **Hazard Assessment, Elimination and Control**

#### Hazard Assessment

1. An employer must assess a work site and identify existing or potential hazards before work begins at the work site.
2. An employer must prepare a report of the results of hazard assessment and the methods used to control or eliminate the hazards identified.
3. An employer must ensure that the date on which the hazard assessment is prepared or revised is recorded on the report.
4. An employer must ensure that the hazard assessment is repeated:
  - at reasonably practicable intervals to prevent the development of unsafe and unhealthy working conditions.
  - when a new work process is introduced.
  - when a work process or operation changes.
  - before the construction of a new work site.

#### Employee Participation

1. If reasonably practicable, an employer must involve affected employees in the hazard assessment and in the control or elimination of the hazards identified.

2. An employer must ensure that employees affected by the hazards identified in a hazard assessment report are informed of the hazards and the methods used to control or eliminate the hazards.

### Hazard Elimination and Control

1. If an existing or potential hazard to employees is identified during a hazard assessment, an employer must take measures in accordance with this section to:
  - eliminate the hazards.
  - or if elimination is not reasonably practicable, control the hazard.
2. If reasonably practicable, an employer must eliminate or control a hazard through the use of engineering controls (see page 3.9).
3. If a hazard cannot be eliminated under subsection 2, the employer must use administrative controls to reduce the hazard to a level as low as reasonably achievable (see page 3.10).
4. If the hazard cannot be eliminated or controlled under subsections 2 or 3, the employer must ensure that the appropriate personal protective equipment is used by employees affected by the hazard.
5. If the hazard cannot be eliminated or controlled under subsections 2, 3 or 4, the employer may use a combination of engineering controls, administrative controls or personal protective equipment if there is a greater level of employee safety because a combination is used.

### Hazard Identification and Control Example

A custodian has to clean graffiti off a locker. The product that he plans to use is an aerosol called *Graffiti Remover*. The last time that the custodian used this product in similar circumstances, he suffered from headache and nausea. What should be done?

**Step One:** *Identify the hazard.* Clearly, this application of this particular product causes a risk to the health and safety of the custodian from inhalation of the aerosol vapors.

**Step Two:** *Evaluate the hazard.* How do you know this hazard is serious? Refer to the MSDS for more information. The Material Safety Data Sheets (MSDS) should tell you how to eliminate or reduce the hazard.

**Step Three:** *Report the hazard.* Who do you report the hazard to? Complete the Hazard Report Form and submit it to your direct supervisor.

**Step Four:** *Eliminate or reduce the hazard.* Possible options include:

- Find an alternative product that does not produce toxic vapors.
- Provide some form of ventilation that will reduce the hazard to acceptable levels.
- Provide the custodian with appropriate personal protective equipment and train him in the proper use of it. Refer to the MSDS to determine necessary Personal Protective Equipment (PPE).

**Reminder: follow-up is necessary as part of the reduction process.**

## Hazard Identification and Control Compliance

Hazard identification and control is judged for compliance from a *prevention* standard. The questions a government inspector would ask are:

- Are on-site inspections and surveys being done on a regular basis at the workplace?
- Are potential hazards and inherent safety risks being identified and pointed out to employees?
- Are work processes and controls in place to reduce or eliminate the potential hazards and safety risks?
- Is there adequate on-site supervision and direction if the hazards pose a high risk?
- Is there appropriate consideration given to the age and condition of the workplace and the equipment used?
- Are periodic in-depth audits conducted to determine if due diligence is being demonstrated?
- Is there active involvement by employees in identifying and controlling hazards?
- Is the hazard assessment in writing and available to employees at the site affected by the hazard?
- Have as many identified hazards as possible been eliminated or controlled?
- Have appropriate controls been identified and developed for each hazard?

If the answers to the above questions are YES, then there is compliance.

Principals and non-school based department heads demonstrate compliance by ensuring:

- Protection for employees from possible hazards by using reasonable measures to eliminate or reduce the hazard.
- Position Hazard Assessments for higher risk positions.
- Required medical assessments.
- Appropriate PPE are used.
- Controls are working.
- Suitable training for employees is provided so that they are competent to perform hazardous work.
- Time is provided for regular hazard evaluations of the workplace.
- There is a process for receiving input from employees about specific acts or conditions that should be monitored for hazards.
- Immediate feedback is provided to employees when unsafe acts or conditions have been identified.
- Follow-up on agreed upon corrective actions and methods to prevent hazards.



Following their orientation, employees should know:

- The risks at the workplace.
- Physical and health hazards at their workplace.
- The basic safe work practices for any hazardous tasks they perform.

### Emergency Control of Hazard

If emergency action is required to control or eliminate a hazard that is dangerous to the safety or health of employees:

- Only those employees competent in correcting the condition, and the minimum number necessary to correct the condition, may be exposed to the hazard.
- Every reasonable effort must be made to control the hazard while the condition is being corrected.

## 3.3 Guidelines for Meeting Legislative Requirements

The process of hazard identification, evaluation, reporting and reduction is commonly referred to as risk management. To meet regulatory requirements, each workplace shall implement a systematic, ongoing program of risk management utilizing Hazard Reports, Site Inspections, Position Hazard Assessments and Task Hazard Analysis. It is not sufficient to wait until an accident happens. Although the identification of hazards is one of the most complex and time-consuming parts of an Occupational Health and Safety Program, it is one of the most important steps.

### A. Hazard Identification

**Hazards are often grouped into three categories:**

(i) Physical Hazards

- Lifting and handling loads such as manual materials handling
- Highly repetitive motions
- Slipping and tripping hazards
- Moving parts of machinery such as belts, flywheels, pinch points
- Working at heights such as from mezzanine floors, on roofs or from an elevated work platform.
- Pressurized systems such as piping vessels, boilers
- Vehicle usage
- Fire
- Electricity such as poor wiring, worn cords, high energy danger
- Excess noise such as portable hand held tools, compressors, engines

- Inadequate lighting
- Extreme temperatures
- Vibration
- Workplace violence
- Workplace conditions

(ii) Chemical Hazards

- Chemicals such as battery acid, solvent
- Dusts from grinding, sanding, asbestos removal
- Fumes such as welding fumes
- Vapors and mists such as solvents, cleaning products, spray painting

(iii) Biological Hazards

- Fungi, bacteria and molds
- Blood and body fluids
- Sewage

**Three sources of hazards are:**

(i) People

Lack of training, poor communication or other factors may cause behavior that is a source of hazards.

(ii) Equipment and Materials

The equipment, tools and materials used in the job process can be sources of hazards. Some items are inherently hazardous and others become hazardous over time due to inadequate maintenance, storage or disposal.

(iii) Environment

The overall workplace, including factors such as facility layout, ventilation and lighting, walking surfaces and other variables can all be sources of hazards.

**The four processes the Division will use to identify hazards are:**

- (i) Employee Health and Safety Concerns / Input
- (ii) Inspections
- (iv) Division Audits
- (v) Workplace Assessments

1. Employee Health and Safety Concerns / Input

Hazards can be identified as a result of the following:

- Input by employees about hazards that they are exposed to when carrying out particular tasks or activities. Often, the person who knows most about the hazards of any job is the one who does the work. This is an integral part of the Position Hazard Assessment process.
- Concerns expressed by employees.
- Issues discussed at in-service training or from sharing of hazard experiences of other workplaces.
- Analysis of workers' compensation claims for lost-time accidents.
- Analysis of Hazard Report Forms (see *Forms* at the end of this section).
- Medical assessments for employees as legislatively required.
- An outcome of an accident/incident. See Section 12 of the manual, *Accident/Incident Reporting and Investigation*.

Clearly, there are a wide variety of methods for determining the hazards that workplace employees may be exposed to. To meet legislated requirements, the principal and nonschool based department heads shall be diligent in exploring every opportunity to reduce the risk of injury or health problems. All of the above sources should be utilized on a regular basis.

Every employee should be encouraged to regularly review the tasks he/she performs from a safety point of view. This process is termed *task hazard analysis*. When hazards are identified it will facilitate the development of safe work practices.

#### **Medical Assessments**

Special medical assessments may be required by legislation under certain circumstance. The Division will identify, as part of the hazard assessment process, those employee positions where individuals will require special medical assessments. All applicable employees shall be notified by the Division.

The Division will also determine when a pre-placement medical assessment must be conducted for new employees.

The Division will determine the process for when and how health assessments are conducted and the Division may direct employees to special physicians. The medical examination portion of the assessment shall only be carried out by a physician.

## 2. Inspections

### **Government Inspections**

The government has the right to inspect the workplace. Under the Alberta Occupational Health and Safety Act, Regulation and Code, an officer has a very wide range of powers and can:

- Enter into or on any workplace at any reasonable hour to inspect.
- Ask the principal or non-school based department head to produce any records, books, plans or other documents which relate to the health and safety of employees, examine or copy them or remove them or take them temporarily for the purpose of making copies.

- Inspect, seize or take samples of any material, product, tool or appliance, or equipment being produced, used or found in or on the workplace which is being inspected.
- Make tests and take photographs or recordings in respect to any workplace.
- Interview and obtain statements from employees at the workplace.
- Stop the work if, in the opinion of the officer, it is unhealthy, unsafe or may pose a danger for employees.
- Order the principal or non-school based department head to take specific measures to ensure that the work will be carried out in a healthy and safe manner.

It is against the law to interfere with an officer's duty to exercise the above powers.

**Anytime a Workplace Health and Safety inspection occurs, the principal or nonschool based department heads shall notify the Division Health and Safety Officer immediately.** If a principal or non-school based department head has concerns about a workplace inspection made by an officer and cannot resolve them with the officer they should, notify their immediate supervisor and the Division Health and Safety Officer.

A government inspection should not be viewed as an intrusion but rather as another form of insurance.

If the inspector finds that there is not compliance with one or more regulations, an order will be issued identifying the hazard and directing corrective action.

If the inspector gives the workplace a favorable report, it does not necessarily mean that the workplace is safe and free of hazards. Inspections tend to identify unsafe conditions more readily than unsafe behavior.

Since most major causes of workplace accidents are due to unsafe work behaviors, it is important for the principal and non-school based department head to regularly schedule and conduct workplace inspections.

### **Internal Workplace Inspections**

Regular workplace inspections are one of the most effective ways in which the Division can identify hazards in the workplace. Principals or non-school based department heads must ensure that planned inspections are conducted annually, and more frequently, if there are serious hazards that need to be monitored. The principal or non-school based department head should schedule **when** these workplace inspections are going to occur, **what** process will be involved in conducting these inspections and **who** will be involved in the process. The larger and more complex the facility the more employee involvement may be required e.g., larger school with CTS labs, science labs, etc. compared to small early years school (See *Appendix I - Conducting Inspections*).

### **3. Division Audits**

Division audits are a comprehensive and objective tool to verify that workplace safety systems actually work as intended and meet regulatory requirements.

A Division audit will be conducted on a regular basis to address the roles and actions of all employees and to assess the health and safety compliance across the Division. In addition, periodic site inspections may be conducted by Division staff.

#### 4. Workplace Assessments

Hazard assessments in the workplace, such as those for noise or air quality, can indicate not only where there are problems in the workplace that exceed exposure guidelines, but also how many employees may be affected. More information on noise assessments can be found in Section 8 of the manual *Hearing Conservation*. For information regarding assessments for air quality monitoring and other environmental workplace concerns, principals or non-school based department heads should contact the Division Health and Safety Officer.

### B. Hazard Evaluation and Classification

The purpose of hazard evaluation or classification is to prioritize hazard concerns and thereby ensure that the response is commensurate with the risk. Some of the hazards that are identified at the workplace will be high risk and they should be ranked first and dealt with urgently. Others will be low risk and low probability so the people who are exposed may only need to be advised.

For every hazardous situation the following should be considered:

- What harm could this do to employees, students or visitors?
- How is the person protected from harm?
- Can the hazard be removed?
- Can the person's exposure be reduced or eliminated?

A system of hazard classification can also assist in making these decisions.

Principals and non-school based department heads should work together with employees who are working in the area being evaluated, as they are most familiar with the hazards of the job.

Hazards can be classified as High, Medium or Low.

#### High Hazard

A condition or practice likely to cause *permanent* disability, loss of life or body part and/or extensive loss of structure, equipment and material. Immediate action required to address these situations.

**Example 1:** A guard missing on a table saw.

*Action:* Power should be disconnected; blade removed and saw not used until guard is replaced.

**Example 2:** Maintenance employees servicing a large sump pump in an unventilated deep pit, with a gasoline motor running.

*Action:* Stop work until appropriate confined space procedures are in place.

#### Medium Hazard

A condition or practice likely to cause injury or illness resulting in *temporary* disability and/or property damage that is disruptive but not extensive.

**Example 1:** A leaking water pipe in a hallway or washroom.

*Action:* Place warning signs, contain leak and have repaired as soon as possible.

**Example 2:** A broken tread at the bottom of stairs.

*Action:* Place warning signs and leave in place until repair work completed.

**Low Hazard**

A condition or practice likely to cause minor, *non-disabling* injury or illness and/or non-disruptive property damage.

**Example 1:** A carpenter handling rough lumber without gloves.

**Example 2:** A custodian using mild cleaning products without adequate ventilation.

If additional help is needed to clarify any specific hazard classification, contact the Health and Safety Officer.

Some standards for high risk activities are specifically set by regulation:

**Example:** If employees shall work in a confined space, the Occupational Health and Safety Act Regulation and Code requires that a code of practice and orientation for all employees who enter a confined space shall be completed.

**Remember: In order to comply with legislation and demonstrate due diligence, all hazard assessment and analysis shall be documented. (See Forms at the end of this section).**

**C. Hazard Reporting**

Hazard reports shall be used to alert principals and non-school based department heads to any hazardous conditions or work procedures found daily by employees and others at the workplace. Hazard reports fill in the gaps between regular inspections, allowing principals and non-school based department heads to become aware of, and address hazards as they occur in the workplace. They also identify near-miss situations, which must also be documented under the legislation. (See Section 12, *Accident/Incident Reporting and Investigation*).

Employees, volunteers, contractors and subcontractors shall notify the principal or nonschool based department head directly or through their immediate supervisor of any hazards they see by completing a Hazard Report Form. Hazard Report Form, which can be found at the end of this section (*Forms*), should be used to report hazards.

This report should be signed by the originator and by the principal or non-school based department head that carries out the follow-up investigation. The originator should be advised of the outcome.

All **high** and **medium** hazards reported should be immediately investigated and controlled. They should also be entered on the Electronic Accident/Incident Reporting System. This would satisfy the legislative requirements of near-miss reporting.

Written Hazard Report Forms should be kept on file in the Occupational Health and Safety Document Binder.

**D. Hazard Reduction**

There are three basic approaches to reducing or controlling hazards:

1. Engineering controls
2. Administrative controls
3. Personal protective equipment.

## Engineering Controls

The following engineering controls use a preventive approach, which helps to reduce employee, visitor, volunteer and student injuries and inefficient work practices:

- **Elimination**

This is the complete removal of the hazard.

- **Substitution**

This method is frequently used with hazardous chemicals.

Example: Many custodial chemicals have been replaced with non-hazardous alternatives, e.g., bleach - a disinfectant - has been replaced with non-toxic quaternary ammonia bactericides.

- **Change or alteration of a process**

Example: Use micro-samples of chemicals for scientific experiments, which will minimize the potential risk of adverse effects.

- **Ventilation**

This may include local exhaust, general or dilution ventilation. The term *local* means a specific machine or location. General ventilation is used to control air quality in an entire room or area.

Examples: Fume hoods remove fumes, thereby minimizing exposure to toxic materials; the dust collecting system used to remove sawdust in a wood-working lab.

- **Isolation**

This includes enclosure and special control methods for unique hazards that require separating employees from the hazard.

Example: Enclosing hazard with Plexiglas, use of guards on machinery.

## Administrative Controls

- **Preventive Maintenance**

Preventive maintenance is a procedure or practice that involves the regular scheduled inspection and servicing of equipment or machinery prior to use. By replacing worn parts before they fail, the risk of loss or injury can be significantly reduced.

- **Housekeeping**

Poor housekeeping results in increased accidents and injuries and decreased productivity. It can be as damaging as the most severe accident.

The term *housekeeping* is more than just cleaning. Housekeeping is an orderly arrangement of work operations, tools, equipment, storage facilities and supplies.

Good housekeeping shall be planned and promoted just as carefully and completely as any other activity affecting or requiring the participation and cooperation of all employees and students.

- **Purchasing Controls**

Health and safety considerations should always be applied to the procurement of goods or services. The best buys are not the least expensive, but those that will be cost-effective and will not harm employees or other people, property or physical property assets. Sometimes purchasing limited quantities can reduce wastage due to expiring shelf life.

- **Signs**

Signs should be used to restate critical rules and regulations, to assist employees in complying with high risk procedural requirements and to reinforce written rules and regulations at the point of control.

- **Scheduling of Employees**

Tasks should be scheduled to minimize employee's exposure to hazards.

- **Installation of Warning and Alarm Systems**

Alarm systems are used to alert employees to emergency situations that could occur throughout the workplace.

## Personal Protective Equipment (PPE)

Since PPE is the *last line of defense*, it is extremely important for it to be used properly and in accordance with established standards. For more information refer to Section 7, *Personal Protective Equipment* in this manual.

## 3.4 Training Requirements

All new or present employees should be trained so they have a clear understanding of hazard identification and control in the workplace.

Training should occur:

- At regular intervals.
- When new work processes or equipment are introduced into the workplace.

## 3.5 Implementation Process

### Getting Started

Principals and non-school based department heads shall identify health and safety concerns by:



- Reviewing and modifying Position Hazard Assessments with employees involved in higher risk positions and establish a schedule for re-evaluation.
- Training employees in hazard identification and reporting techniques.
- Having employees who do the same work, consult in identifying job hazards.
- Arranging for support from supervisors/consultants as required.
- Assigning responsibility for investigating and correcting reported hazards.

### **Ongoing Activities**

Principals and non-school based department heads shall:

- For all higher hazard tasks, review the written Task Hazard Analysis and the related safe work practices.
- Re-evaluate Position Hazard Assessments periodically (yearly) or whenever a change is made that significantly affects the health and safety of the employee doing the work.
- Ensure all hazard reporting documentation is being filed and kept in the Occupational Health and Safety Document Binder at the workplace for reference, follow-up and review.
- Include identification of hazards or potential hazards as part of their daily routines.
- Ensure that all steps are followed for WHMIS/TDG as outlined in Section 6, *Chemical Hazards*, including a review and follow-up in areas where improvement is needed.
- Conduct regular assessments for specific areas in which hazards have been noted or where it is required by regulation, e.g., noise, air monitoring, waste.
- Monitoring to ensure that all employees apply health and safety information to their job situation.
- Schedule annual inspections. Hazard assessments need to be performed regularly, even when nothing has changed. This ensures that employees are following correct procedures and that equipment is in proper working condition. Inspections may be required more frequently, if special hazards or concerns need to be monitored.
- Constantly increase the number of trained employees who are available to participate as inspection team members. It is important to bring in new team members, who bring a fresh perspective to the inspection process.
- Have all team members evaluate and critique the inspection process. Incorporate changes as appropriate, so that continuous improvement is ensured.
- Ensure all inspection reports and follow-up action plans are being filed and kept in the Occupational Health and Safety Document Binder at the workplace for reference and review.

## Hazard Response

**Principals and non-school based department heads should make every effort to address hazards locally.**

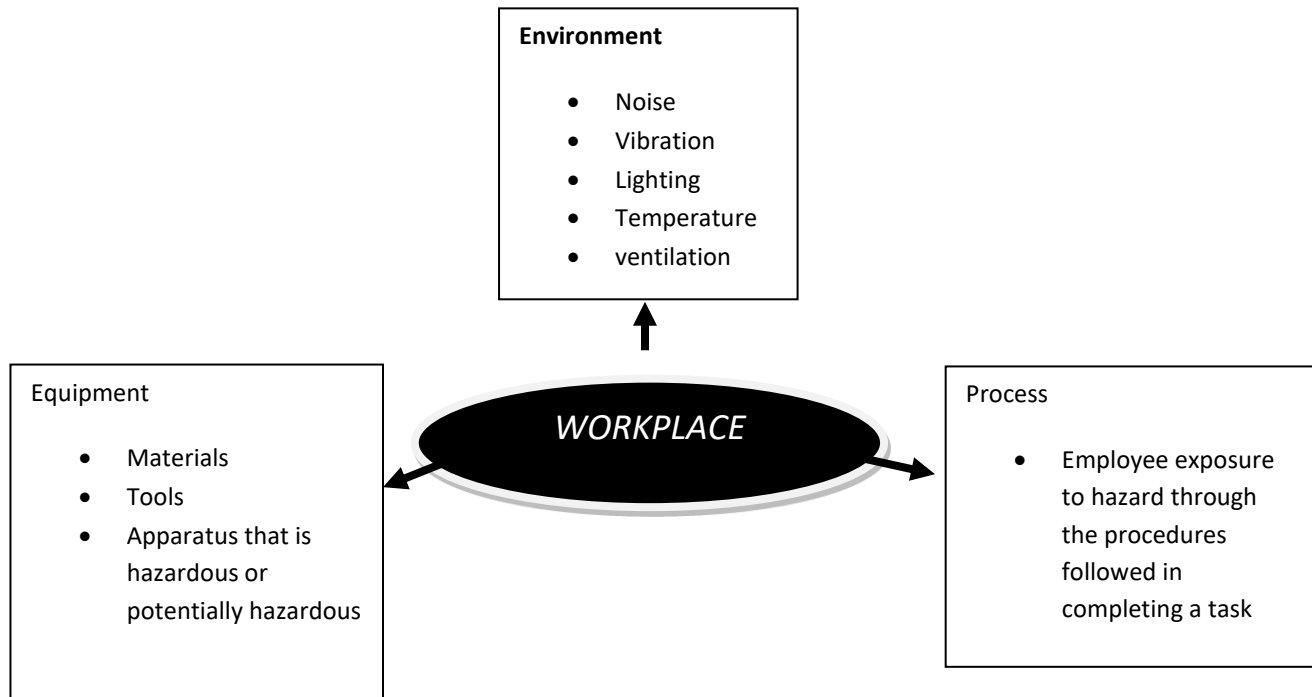
Some hazards require Maintenance Department action but local action should be taken on a temporary basis to reduce or eliminate the hazard until permanent repairs can be made. Note that the Maintenance Department receives thousands of requests annually for repairs and must set priorities based on urgency, budget and available resources. It is essential that Self-Service Requests (SSR) provide sufficient information to identify the nature and urgency of the hazard. Use the “long description” available in the SSR to fully describe the hazard. It is also essential that local action be taken while waiting for Maintenance Department repairs. Where local actions are not possible and the urgency of the hazard repair is great, the SSR should be clear that a high hazard situation requiring Maintenance Department immediate action exists.

Do not “cry wolf” by identifying all repairs as “urgent” or “high hazard” as this could result in delays in dealing with legitimate high hazard situations.

# Appendix I: Conducting Internal Workplace Inspections

The principal or non-school based department head is accountable and must establish the timing, scope and objectives of the inspection and process by which the inspection will be conducted.

The following three factors should be considered in conducting inspections:



Planned inspections help to identify:

- Equipment problems before a loss occurs.

Wear and abuse are two basic causes of accidents. Inspections help to determine when equipment and facilities have reached an unsafe state.

- Proper and/or unsafe/substandard employee actions.

Employees don't always learn or remember to do work the right way. Inspections can uncover substandard practices as well as conditions. These might indicate inadequate knowledge and improper motivation.

- Any changes in the work environment, both positive and negative.

Processes are often changed to use newer or different materials. Employee turnover leads to more change. Most changes are gradual and their cumulative effects go unnoticed until they cause major problems.

Effective supervisors give as much attention to positive performance as they do to substandard performance. Inspections provide excellent opportunities to note and reinforce positive factors, such as good housekeeping, consistent use of personal protective equipment, adherence to proper practices, and related acts and conditions.

- Hazards that have been identified and reported have had the appropriate corrective action taken.

If school/department action has not addressed the hazard, follow-up may be required to request action at the Division level.

- Potential problems.

Not every possible problem is recognized when planning a new facility or a modification. Hazards can even be overlooked during a safety analysis. The inspection provides a cross-check on oversights.

Planned inspections also provide supervisors with a picture of:

- Adequacy of preventive maintenance.
- Efficiency of work layout.
- Orderliness of workplace.
- Control of waste and damage.
- Safety of work areas.

Finally, inspections demonstrate the commitment of the Division and the value it places on the Occupational Health and Safety Program by verifying the safety of the workplace.

Planned inspections can be of the following various types:

- housekeeping inspections
- preventive maintenance inspections
- general safety and health inspections
- legislated inspections, e.g., elevators, boilers, pressure vessels, fire extinguishers
- pre-use inspections, e.g., new equipment, returning boiler to service

Workplace Inspection Forms have been developed and should be used in planned inspections (see Forms). Once completed, Workplace Inspection Forms should be filed in the Occupational Health and Safety Document Binder and provide, not only a record of the inspection process, but a reference base for future inspections.

Some elements of facility inspection are done at the Division level. Such things as elevators, stair lifts, emergency fire equipment, alarm systems, gym equipment, playground structure and hoists are inspected regularly through the Division Maintenance Department. Records regarding these inspections are kept by the Maintenance Department and are available, if required, in the audit process.

## **Inspection Leader**

The principal or non school-based department head is the inspection leader because of their awareness of the facility and the activities in the workplace.

The role of the leader is not to necessarily conduct the investigation, but to facilitate the inspection process. The leader should concentrate his/her efforts on ensuring that the inspection is conducted thoroughly and impartially, that any employee may have input in discussing the findings and recommendations and that expert knowledge is sought and obtained from Division personnel when necessary.

The principal or non school-based department head shall also be responsible for communicating findings and recommendations to employees and ensuring corrective actions are completed as required.

### **Team Approach**

Depending on the size of the facility and the scope of the inspection requirements the principal or non-school based department head may add team members or delegate responsible members to assist with the inspection process. It is highly critical that the principal or non-school based department head involve employees with expertise in specific areas. Representatives from custodial, teaching and supervisory employee groups might be represented on an inspection team. A team with members from as many different areas as possible will help to ensure that different points of view are represented and that all major hazards are inspected. In addition to physical plant inspections, the team may look at every job and work process at the workplace and, in particular, high hazard tasks and positions. Division expertise may be utilized if there is a particular hazard that the inspection team is concerned about. For example the Division Health and Safety Officers, Maintenance staff, CTS Supervisor or Science Consultant.

The principal or non-school based department head is responsible for ensuring that team members are aware of Division Occupational Health and Safety expectations and have access to relevant information.

### **Inspection Procedure**

Past inspection records can be an important tool and should be found in the Occupational Health and Safety Document Binder. These records have identified previous areas of concern and also show what past inspection teams have concentrated on and what areas were not inspected. The inspection report can draw attention to possible hazards, but the team should not simply repeat or copy previous inspections. The previous inspection reports should be used to determine whether recommendations were implemented and hazards addressed.

Review all accident/incident reports since the last inspection to confirm corrective measures have been implemented.

The inspection should follow these basic steps:

- Prepare a floor plan of the area to be inspected indicating known hazards and particular areas to be inspected, e.g., hazardous chemical product storage, particular machinery. The floor plan indicating hazards should be retained for future inspections. Include general use areas such as parking lots, staff rooms, storage areas and locker rooms.
- Listen to concerns of employees. Interview employees identified as working in high hazard positions.
- Use inspection forms for recording information clearly and immediately.
- When and where possible, observe employees carrying out hazardous tasks.
- Review relevant records, such as maintenance requests or inventory records for hazardous chemicals.
- Look for off-the-floor and out-of-the way items, e.g., cabinets, closed rooms.
- Identify existing unsafe conditions, including unnecessary clutter which creates a potential hazard.
- **Take immediate temporary actions if any serious risk is found, e.g., rope off area, post warning signs, lock-out equipment.**
- Pay particular attention to components most likely to develop potential hazards due to: stress, wear, impact, vibration, corrosion, chemical reaction, misuse, noise, energy, weather, heat, cold, electricity, radiation or pressure.
- Evaluate hazard controls (engineering controls, administrative controls, safe work procedures, personal protective equipment).
- To the extent possible, determine the cause(s) of hazardous conditions identified during the inspection and classify the hazard according to severity.

### Inspection Follow-up

All inspection records, including checklists, worksheets, notes, minutes of meetings, reports, etc. should be carefully filed and retained in the Occupational Health and Safety Document Binder.

A report of findings and recommendations should be reviewed by the principal or nonschool based department head and shared with any relevant employees. Serious hazards should be dealt with immediately. **It is imperative that local action be taken to reduce or eliminate the hazard, even if a maintenance request has been submitted.** Corrective action should be initiated for all identified hazards and an action plan be put in place to ensure that corrective measures have been implemented.

The action plan should include:

- Prioritization of identified hazards.
- A time-line for corrective action (temporary or permanent).
- A list of individuals involved in corrective action.
- How the corrective action is to be accomplished, e.g., work orders.
- Follow-up process if corrective action not completed.

Sometimes corrective actions:

- Cannot be completed because of financial restrictions.
- Solve one problem but create another.
- Do not work.
- Only ease the problem, not correct it entirely.
- Worked very well and can be applied to other problem areas.

Hazards identified as high risk, must be addressed. It is critical that principals or nonschool based department heads appropriately classify hazards (see page 3.8) to enable limited Division resources to be focused on high priority needs.

Corrective actions taken to control the hazards shall be shared and communicated to all employees.

# Appendix II: Division Position Hazard Assessments

Position Title	Risk Level	Page
H.S. CTS Teacher (Mechanics)	High	53
Industrial Arts Assistant - H.S. CTS (Mechanics)	High	54
H.S. CTS Teacher (Fabrication)	High	55
H.S. CTS Teacher (Construction)	High	56
H.S. CTS Teacher (Auto Body)	High	57
Industrial Arts Assistant - H.S. CTS (Auto Body)	High	58
H.S. CTS Teacher (Electronics)	High	59
H.S. CTS Teacher (Cosmetology)	Medium	60
Middle Years CTS Teacher (Applied Technology)	High	61
Middle Years and H.S. Science Teacher	High	62
School Assistant - H.S. Science	High	63
Middle Years and H.S. Art Teacher	Medium	64
H.S. Drama Teacher	Medium	65
Extra Curricular Drama Teacher	Medium	66
Early Years Educational Support I Teacher	Medium	67
Special Ed. Assistant – Early Years Educational Support I	Medium	68
Middle Years Educational Support I Teacher	Medium	69
Special Ed. Assistant – Middle Years Educational Support I	Medium	70
Early Years Educational Support II Teacher	Medium	71
Special Ed. Assistant – Early Years Educational Support II	Medium	72
Middle Years Educational Support II Teacher	Medium	73
Special Ed. Assistant – Middle Years Educational Support II	Medium	74
Early Years Educational Support III Teacher	Medium	75
Special Ed. Assistant – Early Years Ed. Support III	Medium	76
Middle Years Educational Support III Teacher	Medium	77
Special Ed. Assistant – Middle Years Ed. Support III	Medium	78
H.S. Work Study I & II Teacher	Medium	79
Special Ed. Assistant - H.S. Work Study I & II	Medium	80
H.S. Work Study III Teacher	Medium	81
Special Ed. Assistant - H.S. Work Study III	Medium	82



Behavior Adaptation Teacher	Medium	83
Special Ed. Assistant - Behavior Adaptation	Medium	84
Observation Teacher	Medium	85
Special Ed. Assistant - Observation	Medium	86
Congregated Behavior Adaptation Teacher	High	87
Special Ed. Assistant - Congregated Behavior Adaptation	High	88
H.S. Park Program Teacher	Medium	89
Special Ed. Assistant - H.S. Park Program	Medium	90
Secondary Science Consultant	Medium	91
CTS Supervisor	Medium	92
Maintenance Repairman I & II/Carpenter	High	93
Maintenance Repairman II/Control Technician	High	94
Maintenance Repairman II/Plumber	Medium	95
Equipment Operator	High	96
Laborer	High	97
Summer Grounds Maintenance Student Worker	High	98
Technical Assistant III - Construction	Medium	99
Technical Assistant - Facilities Management	Medium	100
Materials Handler/Vehicle Operator	Medium	101
Health and Safety Officer	Low	102
Caretaker	High	103
Cleaner/Cleaning Assistant	High	104
Secretary/Clerical Staff	Low	105

## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: H.S. CST Teacher (Mechanic) Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Power tools</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Welders</li> <li>• Slipping and tripping hazards</li> <li>• Electrical shock</li> <li>• Hoists, lifts, jacks, stands and cranes</li> <li>• Vehicle movement</li> <li>• Sharp materials</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Extreme temperatures of materials</li> <li>• Compressed air</li> <li>• Noise</li> <li>• Accidental release of air bag</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Proper signs and labels</li> <li>• Safe work practices</li> <li>• Substitution to less hazardous product</li> <li>• Maintenance of equipment</li> <li>• Wearing personal protective equipment</li> <li>• Work to be conducted in well ventilated area</li> <li>• Proper use of hoists and lifts</li> <li>• Wheel chocks</li> <li>• Carbon monoxide monitor with alarm</li> <li>• Vehicles only moved by teacher or assistant</li> <li>• Localized ventilation</li> <li>• Follow hazardous waste disposal procedure</li> <li>• Permanent or portable screens</li> <li>• Appropriate storage of chemicals</li> <li>• Spill kits</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Exhaust from vehicles</li> <li>• Dusts (glass/sand blasting)</li> <li>• Asbestos (brake pads)</li> <li>• Degreasers</li> <li>• Chemical handling</li> <li>• Flammable chemicals and oil rags</li> <li>• Battery acids</li> <li>• Welding fumes</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

Copies of this document and relevant Task Hazard Analysis Forms should be reviewed and provided to the employee and a copy filed in the Occupational Health and Safety Document Binder.

## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Industrial Arts Assistant – H.S. CTS (Mechanics) Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Power tools</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Welders</li> <li>• Slipping and tripping hazards</li> <li>• Electrical shock</li> <li>• Hoists, lifts, jacks, stands and cranes</li> <li>• Vehicle movement</li> <li>• Sharp materials</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Extreme temperatures of materials</li> <li>• Compressed air</li> <li>• Noise</li> <li>• Accidental release of air bag</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Proper signs and labels</li> <li>• Safe work practices</li> <li>• Substitution to less hazardous product</li> <li>• Maintenance of equipment</li> <li>• Wearing personal protective equipment</li> <li>• Work to be conducted in well ventilated area</li> <li>• Proper use of hoists and lifts</li> <li>• Wheel chocks</li> <li>• Carbon monoxide monitor with alarm</li> <li>• Vehicles only moved by teacher or assistant</li> <li>• Localized ventilation</li> <li>• Follow hazardous waste disposal procedure</li> <li>• Permanent or portable screens</li> <li>• Appropriate storage of chemicals</li> <li>• Spill kits</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Exhaust from vehicles</li> <li>• Dusts (glass/sand blasting)</li> <li>• Asbestos (brake pads)</li> <li>• Degreasers</li> <li>• Chemical handling</li> <li>• Flammable chemicals and oil rags</li> <li>• Battery acids</li> <li>• Welding fumes</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

Copies of this document and relevant Task Hazard Analysis Forms should be reviewed and provided to the employee and a copy filed in the Occupational Health and Safety Document Binder.

## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: H.S. CTS Teacher (Fabrication) Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Power tools</li> <li>• Machines</li> <li>• Welders</li> <li>• Slipping and tripping hazards</li> <li>• Electrical shock</li> <li>• Hoists, lifts, jacks, stands and cranes</li> <li>• Vehicle movement</li> <li>• Sharp materials</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Extreme temperatures of materials</li> <li>• Compressed air</li> <li>• Noise</li> <li>• Open flame</li> <li>• Flash from Arc Welding</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Proper signs and labels</li> <li>• Safe work practices</li> <li>• Substitution to less hazardous product</li> <li>• Maintenance of equipment</li> <li>• Wearing personal protective equipment</li> <li>• Permanent or portable screens</li> <li>• Work to be conducted in well ventilated area</li> <li>• Localized ventilation</li> <li>• Follow hazardous waste disposal procedure</li> <li>• Appropriate storage of chemicals</li> <li>• Spill kits</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Dusts</li> <li>• Chemical handling</li> <li>• Welding fumes</li> <li>• Compressed gas</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: H.S. CTS Teacher (Construction) Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Power tools</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Slipping and tripping hazards</li> <li>• Electrical shock</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Compressed air</li> <li>• Noise</li> <li>• Working from heights</li> <li>• Flash from Arc Welding</li> <li>• Moving parts</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Proper signs and labels</li> <li>• Safe work practices</li> <li>• Guards</li> <li>• Isolation for glass burning</li> <li>• Wearing personal protective equipment</li> <li>• Substitute to less hazardous product</li> <li>• Maintenance of equipment</li> <li>• Localized ventilation</li> <li>• Follow hazardous waste disposal procedure</li> <li>• Appropriate storage of chemicals</li> <li>• Spill kit</li> <li>• Dust collection</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Dusts</li> <li>• Chemical handling</li> <li>• Flammable chemicals</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: H.S. CTS Teacher (Auto Body) Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Power tools</li> <li>• Compressed air</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Welders</li> <li>• Slipping and tripping hazards</li> <li>• Electrical shock</li> <li>• Hoists, lifts, jacks, stands and cranes</li> <li>• Vehicle movement</li> <li>• Sharp materials</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Compressed air</li> <li>• Noise</li> <li>• Extreme temperatures of materials</li> <li>• Open flames</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Proper signs and labels</li> <li>• Safe work practices</li> <li>• Wearing personal protective equipment</li> <li>• Substitute to less hazardous product</li> <li>• Maintenance of equipment</li> <li>• Work to be conducted in well ventilated area</li> <li>• Proper use of hoists and lifts</li> <li>• Wheel chocks</li> <li>• Carbon monoxide monitor with alarm</li> <li>• Vehicles only moved by teacher or assistant</li> <li>• Localized ventilation and paint booth</li> <li>• Follow hazardous waste disposal procedure</li> <li>• Appropriate storage of chemicals</li> <li>• Spill kit</li> <li>• Permanent or portable screens</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Dusts</li> <li>• Exhausts from vehicles</li> <li>• Chemical handling</li> <li>• Fumes and vapors</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

Copies of this document and relevant Task Hazard Analysis Forms should be reviewed and provided to the employee and a copy filed in the Occupational Health and Safety Document Binder.

## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Industrial Arts Assistant – H.S. CTS (Auto Body) Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Power tools</li> <li>• Compressed air</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Welders</li> <li>• Slipping and tripping hazards</li> <li>• Electrical shock</li> <li>• Hoists, lifts, jacks, stands and cranes</li> <li>• Vehicle movement</li> <li>• Sharp materials</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Compressed air</li> <li>• Noise</li> <li>• Extreme temperatures of materials</li> <li>• Open flames</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Proper signs and labels</li> <li>• Safe work practices</li> <li>• Wearing personal protective equipment</li> <li>• Substitute to less hazardous product</li> <li>• Maintenance of equipment</li> <li>• Work to be conducted in well ventilated area</li> <li>• Proper use of hoists and lifts</li> <li>• Wheel chocks</li> <li>• Carbon monoxide monitor with alarm</li> <li>• Vehicles only moved by teacher or assistant</li> <li>• Localized ventilation and paint booth</li> <li>• Follow hazardous waste disposal procedure</li> <li>• Appropriate storage of chemicals</li> <li>• Spill kit</li> <li>• Permanent or portable screens</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Dusts</li> <li>• Exhausts from vehicles</li> <li>• Chemical handling</li> <li>• Fumes and vapors</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

Copies of this document and relevant Task Hazard Analysis Forms should be reviewed and provided to the employee and a copy filed in the Occupational Health and Safety Document Binder.

## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: H.S. CTS Teacher Assistant (Electronics) Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Power tools</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Slipping and tripping hazards</li> <li>• Electricity</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Proper signs and labels</li> <li>• Safe work practices</li> <li>• Wearing personal protective equipment</li> <li>• Substitute to less hazardous product</li> <li>• Maintenance of equipment</li> <li>• Work to be conducted in well ventilated area</li> <li>• Follow hazardous waste disposal procedure</li> <li>• Appropriate storage of chemicals</li> <li>• Spill kit</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Acids (batteries)</li> <li>• Lead</li> <li>• Chemical handling</li> <li>• Fumes</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: H.S. CTS Teacher (Cosmetology) Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Electrical tools</li> <li>• Thermal tools</li> <li>• Hand tools</li> <li>• Slipping and tripping hazards</li> <li>• Lifting and manual handling of supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Rules for the lab to prevent slip and trip hazards</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Proper signs and labels</li> <li>• Safe work practices</li> <li>• Wearing appropriate footwear</li> <li>• Wearing personal protective equipment</li> <li>• Substitute to less hazardous product</li> <li>• Maintenance of equipment</li> <li>• Cart to move supplies and products</li> <li>• Review decontamination and infection controls</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Chemical handling</li> <li>• Fumes</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Middle Years CTS Teacher (Applied Technology) Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Compressed air</li> <li>• Noise</li> <li>• Power tools</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Welders</li> <li>• Slipping and tripping hazards</li> <li>• Lifting and manual handling of supplies</li> <li>• Electrical shock</li> <li>• Sharp materials</li> <li>• Extreme temperature of materials</li> <li>• Moving parts</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Proper signs and labels</li> <li>• Safe work practices</li> <li>• Wearing personal protective equipment</li> <li>• Substitute to less hazardous product</li> <li>• Maintenance of equipment</li> <li>• Work to be conducted in well ventilated area</li> <li>• Localized ventilation</li> <li>• Follow hazardous waste disposal procedure</li> <li>• Appropriate storage of chemicals</li> <li>• Dust collection</li> <li>• Spill kit</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Chemical handling</li> <li>• Fumes and vapors</li> <li>• Compressed gas</li> <li>• Dusts</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Middle Years & H.S. Science Teacher Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Slipping and tripping hazards</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Open flames and hot plate</li> <li>• Broken glassware</li> <li>• Electrical shock</li> <li>• Moving parts</li> <li>• Extreme temperatures</li> <li>• Working with sharp instruments</li> <li>• Outdoor studies</li> <li>• Field trips</li> <li>• UV rays</li> </ul>	<ul style="list-style-type: none"> <li>• Fume hoods</li> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Proper signs and labels</li> <li>• Safe work practices</li> <li>• Wearing personal protective equipment</li> <li>• Substitute to less hazardous product</li> <li>• Maintenance of equipment</li> <li>• Change to alter process (i.e., micro chemistry)</li> <li>• Proper housing for animals and plants</li> <li>• Follow hazardous waste disposal procedure</li> <li>• Appropriate storage of chemicals</li> <li>• Purchasing controls regarding chemicals and equipment</li> <li>• Proper hygiene</li> <li>• Follow division's field trip requirements</li> <li>• No use of human blood and body fluids</li> <li>• Spill kit</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Chemical handling</li> <li>• Fumes and vapors</li> <li>• Cryogenics</li> <li>• Spill clean up</li> <li>• Mercury</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>• Fungi, bacteria and mold</li> <li>• Animal parts, live animals and plants</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: School Assistant H.S. Science Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Slipping and tripping hazards</li> <li>Lifting and manual handling of materials and equipment</li> <li>Open flames and hot plate</li> <li>Broken glassware</li> <li>Electrical shock</li> <li>Explosions</li> <li>Moving parts</li> <li>Extreme temperatures</li> <li>Working with sharp instruments</li> <li>Outdoor studies</li> <li>Field trips</li> <li>UV rays</li> </ul>	<ul style="list-style-type: none"> <li>Fume hoods</li> <li>Good housekeeping</li> <li>Training (WHMIS and/or TDG)</li> <li>Proper signs and labels</li> <li>Safe work practices</li> <li>Wearing personal protective equipment</li> <li>Substitute to less hazardous product</li> <li>Maintenance of equipment</li> <li>Change to alter process (i.e., micro chemistry)</li> <li>Proper housing for animals and plants</li> <li>Follow hazardous waste disposal procedure</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling</li> <li>Fumes and vapors</li> <li>Cryogenics</li> <li>Storage of chemicals</li> <li>Spill clean up</li> <li>Mercury</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate storage of chemicals</li> <li>Purchasing controls regarding chemicals and equipment</li> <li>Proper hygiene</li> <li>Follow division's field trip requirements</li> <li>No use of human blood and body fluids</li> </ul>
<b>Biological</b>	<ul style="list-style-type: none"> <li>Fungi, bacteria and mold</li> <li>Animal parts, live animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>Spill kit</li> </ul>

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Middle Years & H.S. Art Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of materials and equipment</li> <li>Hand tools</li> <li>Slipping and tripping hazards</li> <li>Sharp materials</li> <li>Extreme temperatures</li> <li>Standing and walking on cement floors</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping</li> <li>Proper footwear</li> <li>Safe work practices</li> <li>Substitute to less hazardous product</li> <li>Training (WHMIS)</li> <li>Proper signs and labels</li> <li>Wearing personal protective equipment</li> <li>Follow hazardous waste disposal procedure</li> <li>Appropriate storage of chemicals</li> <li>Work in well ventilated area</li> <li>Localized ventilation</li> <li>Spill kit</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling</li> <li>Dust</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: H.S. Drama Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Working from heights</li> <li>• Sharp objects</li> <li>• Hot equipment (irons, glue guns)</li> <li>• Lighting</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Electric shock</li> <li>• Overhead work</li> <li>• Staple guns</li> <li>• Hand tools and hardware</li> <li>• Slipping and tripping hazards</li> <li>• Power tools</li> <li>• Open flames</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Safe work practices</li> <li>• Substitute to less hazardous product</li> <li>• Lanyards for tools and persons</li> <li>• Training (WHMIS)</li> <li>• Maintenance of equipment</li> <li>• Glow tape</li> <li>• Proper signs and labels</li> <li>• Wearing personal protective equipment</li> <li>• Appropriate storage of chemicals</li> <li>• Proper hygiene</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Chemical handling</li> <li>• Dust</li> <li>• Spill clean up</li> <li>• Dry ice</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>• Body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Extra Curricular Drama Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Working from heights</li> <li>• Sharp objects</li> <li>• Hot equipment (irons, glue guns)</li> <li>• Lighting</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Electric shock</li> <li>• Overhead work</li> <li>• Staple guns</li> <li>• Hand tools and hardware</li> <li>• Slipping and tripping hazards</li> <li>• Power tools</li> <li>• Open flames</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Safe work practices</li> <li>• Substitute to less hazardous product</li> <li>• Lanyards for tools and persons</li> <li>• Training (WHMIS)</li> <li>• Maintenance of equipment</li> <li>• Glow tape</li> <li>• Proper signs and labels</li> <li>• Wearing personal protective equipment</li> <li>• Appropriate storage of chemicals</li> <li>• Proper hygiene</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Chemical handling</li> <li>• Dust</li> <li>• Spill clean up</li> <li>• Dry ice</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>• Body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Early Years Educational Support Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches. Throwing things)</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Assistance readily available</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Special Ed. Assistant -

Position Title: Early Years Educational Support Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches. Throwing things)</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Assistance readily available</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Middle Years Educational Support I Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches. Throwing things)</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Assistance readily available</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Special Ed. Assistant -

Position Title:     Middle Years Educational Support I     Risk Level:     Medium    

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches. Throwing things)</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Assistance readily available</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Early Years Educational Support II Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches. Throwing things)</li> <li>Unpredictable body movements</li> <li>Food preparation</li> <li>Restraining students</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Assistance readily available</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Body placement for hand-over-hand assistance</li> <li>Use of mechanical lift</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Special Ed. Assistant -

Position Title: Early Years Educational Support II Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches. Throwing things)</li> <li>Unpredictable body movements</li> <li>Food preparation</li> <li>Restraining students</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Assistance readily available</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Body placement for hand-over-hand assistance</li> <li>Use of mechanical lift</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Middle Years Educational Support II Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches. Throwing things)</li> <li>Unpredictable body movements</li> <li>Food preparation</li> <li>Restraining students</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention, Manual lifting)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Assistance readily available</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Body placement for hand-over-hand assistance</li> <li>Use of mechanical lift</li> <li>Instructions for students in safe walking, working, public transportation</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Special Ed. Assistant -

Position Title:     Middle Years Educational Support II     Risk Level:     Medium    

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Lifting and manual handling of students and equipment</li> <li>• Aggressive student behavior (bites, kicks, hits, scratches. Throwing things)</li> <li>• Unpredictable body movements</li> <li>• Food preparation</li> <li>• Restraining students</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping (organized for situation)</li> <li>• Training (non-violent crisis intervention, Manual lifting)</li> <li>• Safe work practices</li> <li>• Classroom management strategies: very structured, routines and positive reinforcement</li> <li>• Wearing personal protective equipment</li> <li>• Assistance readily available</li> <li>• Appropriate storage of chemicals</li> <li>• Proper hygiene</li> <li>• Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>• Body placement for hand-over-hand assistance</li> <li>• Use of mechanical lift</li> <li>• Instructions for students in safe walking, working, public transportation</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>• Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

Copies of this document and relevant Task Hazard Analysis Forms should be reviewed and provided to the employee and a copy filed in the Occupational Health and Safety Document Binder.

## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Early Years Educational Support III Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention, Manual lifting)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Use of mechanical lift</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Special Ed. Assistant -

Position Title: Early Years Educational Support III Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention, Manual lifting)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Use of mechanical lift</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Early Years Educational Support III Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention, Manual lifting)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Use of mechanical lift</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Special Ed. Assistant -

Position Title: Early Years Educational Support III Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention, Manual lifting)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Use of mechanical lift</li> <li>Body placement for hand over hand assistance</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: H.S. Work Study I & II Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches, throwing things)</li> <li>Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Instruction for students in safe walking, working, public transportation</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Special Ed. Assistant -

Position Title: H.S. Work Study I & II Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches, throwing things)</li> <li>Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Instruction for students in safe walking, working, public transportation</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: H.S. Work Study III Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches, throwing things)</li> <li>Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Special Ed. Assistant -

Position Title: H.S. Work Study III Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches, throwing things)</li> <li>Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Appropriate storage of chemicals</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling (cleaners)</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Behavior Adaptation Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches, verbal abuse, throwing things)</li> <li>Removal of students from playground equipment</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Appropriate furniture and design for situation</li> <li>Time out areas</li> </ul>
<b>Chemical</b>		
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Special Ed. Assistant -

Position Title: Behavior Adaptation Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches, verbal abuse, throwing things)</li> <li>Removal of students from playground equipment</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Appropriate furniture and design for situation</li> <li>Time out areas</li> </ul>
<b>Chemical</b>		
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Observation Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches, throwing things, fights, verbal abuse, potential weapons)</li> <li>Removal of students from playground equipment</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Appropriate furniture and design for situation</li> <li>Time out areas</li> <li>Body placement for hand-over-hand assistance</li> </ul>
<b>Chemical</b>		
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Special Ed. Assistant – Observation Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches, throwing things, fights, verbal abuse, potential weapons)</li> <li>Removal of students from playground equipment</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement</li> <li>Wearing personal protective equipment</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Appropriate furniture and design for situation</li> <li>Time out areas</li> <li>Body placement for hand-over-hand assistance</li> </ul>
<b>Chemical</b>		
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Congregated Behavior Adaptation Teacher Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches, throwing things, fights, verbal abuse, potential weapons)</li> <li>Climbing on playground equipment</li> <li>If teacher accompanies student to CST Program refer to Middle Years CTS (Applied Technology) Position Hazard Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement, non intrusive, least restrictive approach</li> <li>Wearing personal protective equipment</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Appropriate furniture and design for situation</li> <li>Body placement for hand-over-hand assistance and unpredictable lashing out</li> <li>Keep inventory and control of equipment and school items</li> </ul>
<b>Chemical</b>		
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Special Ed. Assistant -

Position Title: Congregated Behavior Adaptation Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of students and equipment</li> <li>Aggressive student behavior (bites, kicks, hits, scratches, throwing things, fights, verbal abuse, potential weapons)</li> <li>Climbing on playground equipment</li> <li>If teacher accompanies student to CST Program refer to Middle Years CTS (Applied Technology) Position Hazard Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement, non intrusive, least restrictive approach</li> <li>Wearing personal protective equipment</li> <li>Proper hygiene</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Appropriate furniture and design for situation</li> <li>Body placement for hand-over-hand assistance and unpredictable lashing out</li> <li>Keep inventory and control of equipment and school items</li> </ul>
<b>Chemical</b>		
<b>Biological</b>	<ul style="list-style-type: none"> <li>Blood and body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: H.S. Park Program Teacher Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Aggressive student behavior (bites, kicks, hits, scratches, throwing things, fights, verbal abuse)</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention, suicide prevention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement, small group assignments, decision making guidance, informal session incentives</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> </ul>
<b>Chemical</b>		
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Special Ed. Assistant - H.S. Park Program Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Aggressive student behavior (bites, kicks, hits, scratches, throwing things, fights, verbal abuse)</li> <li>When accompanying students to such classes as science, auto body, mechanics, foods, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping (organized for situation)</li> <li>Training (non-violent crisis intervention, suicide prevention)</li> <li>Safe work practices</li> <li>Classroom management strategies: very structured, routines and positive reinforcement, small group assignments, decision making guidance, informal session incentives</li> <li>Strategic plan in place to avoid dealing with an at-risk student in isolation</li> <li>Becoming familiar with hazards associated with programs to which you accompany students</li> </ul>
<b>Chemical</b>		
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Secondary Science Consultant Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Slipping and tripping hazards</li> <li>Lifting and manual handling of materials and equipment</li> <li>Open flames and hot plate</li> <li>Broken glassware</li> <li>Electrical shock</li> <li>Explosions</li> <li>Moving parts</li> <li>Extreme temperatures</li> <li>Working with sharp instruments</li> <li>Outdoor studies</li> <li>Field trips</li> <li>Vehicle usage</li> <li>Highly repetitive motion (computer usage)</li> </ul>	<ul style="list-style-type: none"> <li>Fume hoods</li> <li>Good housekeeping</li> <li>Training (WHMIS and/or TDG)</li> <li>Proper signs and labels</li> <li>Safe work practices</li> <li>Wearing personal protective equipment</li> <li>Substitute to less hazardous product</li> <li>Maintenance of equipment</li> <li>Change to alter process (i.e., micro chemistry)</li> <li>Proper housing for animals and plants</li> <li>Follow hazardous waste disposal procedure</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Chemical handling</li> <li>Fumes and vapors</li> <li>Cryogenics</li> <li>Spill clean up</li> <li>Mercury</li> <li>Storage of chemicals</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate storage of chemicals</li> <li>Purchasing controls regarding chemicals and equipment</li> <li>Proper hygiene</li> <li>Follow division's field trip requirements</li> <li>No use of human blood and body fluids</li> </ul>
<b>Biological</b>	<ul style="list-style-type: none"> <li>Fungi, bacteria and mold</li> <li>Animal parts, live animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>Spill kit</li> <li>Defensive driving</li> <li>Ergonomics</li> <li>Strategic plan in place to avoid dealing with an at risk student in isolation</li> </ul>

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: CST Supervisor Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Compressed air</li> <li>• Noise</li> <li>• Power tools</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Welders</li> <li>• Slipping and tripping hazards</li> <li>• Electrical shock</li> <li>• Sharp materials</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Extreme temperatures</li> <li>• Open flames</li> <li>• Flash from arc welding</li> <li>• Vehicle usage</li> <li>• Highly repetitive motion (computer usage)</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Proper signs and labels</li> <li>• Safe work practices</li> <li>• Substitute to less hazardous product</li> <li>• Guards</li> <li>• Maintenance of equipment</li> <li>• Wearing personal protective equipment</li> <li>• Work to be conducted in well ventilated area</li> <li>• Localized ventilation</li> <li>• Permanent or portable screens</li> <li>• Follow hazardous waste disposal procedure</li> <li>• Spill kit</li> <li>• Defensive driving</li> <li>• Ergonomics</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Chemical handling</li> <li>• Fumes (welding fumes)</li> <li>• Vapors</li> <li>• Storage of chemicals</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Maintenance Repairman I & II Carpenter Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Compressed air</li> <li>• Noise</li> <li>• Power tools</li> <li>• Hand tools</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Inadequate lighting</li> <li>• Vehicle usage</li> <li>• Working alone</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Use of dollies or carts</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Proper signs and labels</li> <li>• Safe work practices</li> <li>• Flashlight, trouble light</li> <li>• Maintenance of equipment</li> <li>• Wearing personal protective equipment</li> <li>• Work to be conducted in well ventilated area</li> <li>• Localized ventilation</li> <li>• Paint room with ventilation</li> <li>• Defensive driving</li> <li>• Guards</li> <li>• Appropriate storage of chemicals</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Chemical handling</li> <li>• Dusts and vapors</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Maintenance Repairman II Control Technician Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Electricity (high voltage)</li> <li>• Machinery and moving parts</li> <li>• Pressurized systems</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Inadequate lighting</li> <li>• Vehicle usage</li> <li>• Power tools</li> <li>• Hand tools</li> <li>• Soldering</li> <li>• Confined spaces</li> <li>• Slipping and tripping hazards</li> <li>• Working from heights</li> <li>• Extreme temperatures</li> <li>• Working alone</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (back safety, asbestos awareness, WHMIS and/or TDG)</li> <li>• Safe work practices</li> <li>• Flashlight, trouble light</li> <li>• Maintenance of equipment</li> <li>• Wearing personal protective equipment</li> <li>• Defensive driving</li> <li>• Control valves and pressure release valves</li> <li>• Use of hoists, lifts, cats, ladders</li> <li>• Guards</li> <li>• Appropriate storage of chemicals</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Chemical handling</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Maintenance Repairman II Plumber Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Lifting and manual handling of materials and equipment</li> <li>• Power tools</li> <li>• Hand tools</li> <li>• Soldering</li> <li>• Slipping and tripping hazards</li> <li>• Inadequate lighting</li> <li>• Vehicle usage</li> <li>• Working alone</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (back safety, asbestos awareness, WHMIS and/or TDG)</li> <li>• Safe work practices</li> <li>• Flashlight, trouble light</li> <li>• Wearing personal protective equipment</li> <li>• Use cart and assistance for lifting and manual handling of heavy items</li> <li>• Schedule work to reduce or eliminate interference</li> <li>• Defensive driving</li> <li>• Appropriate storage of chemicals</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Asbestos</li> <li>• ABS cement vapors</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>• Body fluids</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Equipment Operator Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Compressed air</li> <li>• Pressure washer</li> <li>• Noise</li> <li>• Power tools</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Slipping and tripping hazards</li> <li>• Vehicle usage</li> <li>• Sharp materials</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Working alone</li> <li>• UV rays</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG, equipment handling)</li> <li>• Safe work practices</li> <li>• Guards</li> <li>• Proper signs and labels</li> <li>• Maintenance of equipment</li> <li>• Wearing personal protective equipment</li> <li>• Defensive driving</li> <li>• Work to be conducted in well ventilated area</li> <li>• Use of dollies or carts</li> <li>• Follow hazardous waste disposal procedure</li> <li>• Appropriate storage of chemicals</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Fertilizers</li> <li>• Exhaust from vehicles</li> <li>• Dusts</li> <li>• Vapors</li> <li>• Chemical handling</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>• Body fluids</li> <li>• Insect bites</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Laborer Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Compressed air</li> <li>• Pressure washer</li> <li>• Noise</li> <li>• Power tools</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Slipping and tripping hazards</li> <li>• Vehicle usage</li> <li>• Sharp materials</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• UV rays</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Safe work practices</li> <li>• Guards</li> <li>• Proper signs and labels</li> <li>• Maintenance of equipment</li> <li>• Wearing personal protective equipment</li> <li>• Defensive driving</li> <li>• Work to be conducted in well ventilated area</li> <li>• Use of dollies or carts</li> <li>• Follow hazardous waste disposal procedure</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Exhaust from vehicles</li> <li>• Dusts</li> <li>• Vapors</li> <li>• Chemical handling</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>• Body fluids</li> <li>• Insect bites</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Summer Grounds Maintenance Student Worker Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Compressed air</li> <li>• Pressure washer</li> <li>• Noise</li> <li>• Power tools</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Slipping and tripping hazards</li> <li>• Vehicle usage</li> <li>• Sharp materials</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• UV rays</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Safe work practices</li> <li>• Guards</li> <li>• Proper signs and labels</li> <li>• Maintenance of equipment</li> <li>• Wearing personal protective equipment</li> <li>• Defensive driving</li> <li>• Use of dollies or carts</li> <li>• Follow hazardous waste disposal procedure</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Exhaust from vehicles</li> <li>• Dusts</li> <li>• Vapors</li> <li>• Chemical handling</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>• Body fluids</li> <li>• Insect bites</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Technical Assistant III - Construction Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Highly repetitive motions (computer usage)</li> <li>Hand tools</li> <li>Construction site inspections</li> <li>Slipping and tripping hazards</li> <li>Working from heights</li> <li>Vehicle usage</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping</li> <li>Safety training</li> <li>Safe work practices</li> <li>Wearing personal protective equipment</li> <li>Defensive driving</li> <li>Contracting out hazardous material removal</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Dusts</li> <li>Asbestos</li> <li>Paint vapors</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>Mold</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Technical Assistant III - Facilities Management Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Highly repetitive motions (computer usage)</li> <li>• Hand tools</li> <li>• Construction site inspections</li> <li>• Slipping and tripping hazards</li> <li>• Working from heights</li> <li>• Vehicle usage</li> <li>• Inadequate lighting</li> <li>• Confined spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Safety training</li> <li>• Safe work practices</li> <li>• Wearing personal protective equipment</li> <li>• Use of flashlight</li> <li>• Defensive driving</li> <li>• Contracting out hazardous material removal</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Dusts</li> <li>• Asbestos</li> <li>• Paint vapors</li> <li>• Fiberglass particles</li> <li>• Elastic polymer</li> <li>• Tar</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>• Mold</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Materials Handler/Vehicle Operator Risk Level: Medium

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>Lifting and manual handling of materials and equipment</li> <li>Slipping and tripping hazards</li> <li>Sharp materials</li> <li>Box cutters</li> <li>Vehicle usage</li> </ul>	<ul style="list-style-type: none"> <li>Good housekeeping</li> <li>Training (WHMIS and or TDG)</li> <li>Safe work practices</li> <li>Use of carts or dollies</li> <li>Maintenance of equipment and vehicles</li> <li>Wearing personal protective equipment</li> <li>Defensive driving</li> <li>Labels and signs</li> <li>Work to be done in well ventilated area</li> <li>Hiring a contractor for extreme moving of equipment or furnishings</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>Dusts</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Health and Safety Officer Risk Level: Low

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Highly repetitive motions (computer usage)</li> <li>• Lifting and manual handling of materials and equipment</li> <li>• Hand tools</li> <li>• Construction site inspections</li> <li>• Slipping and tripping hazards</li> <li>• Working from heights</li> <li>• Inadequate lighting</li> <li>• Vehicle usage</li> <li>• Confined spaces</li> <li>• Opening ventilation units</li> <li>• Working alone</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS, TDG, Safety)</li> <li>• Safe work practices</li> <li>• Wearing personal protective equipment</li> <li>• Use of flashlight</li> <li>• Defensive driving</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Dusts</li> <li>• Asbestos</li> <li>• Chemical handling</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>• Mold</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Caretaker Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Lifting and manual handling of materials and equipment</li> <li>• Highly repetitive motions</li> <li>• Power tools</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Slipping and tripping hazards</li> <li>• Working from heights</li> <li>• Electricity</li> <li>• Pressurized systems</li> <li>• Inadequate lighting</li> <li>• Working alone</li> <li>• Confined spaces</li> <li>• Removal of ice and snow</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (back safety, asbestos awareness, WHMIS and/or TDG, lifts)</li> <li>• Safe work practices</li> <li>• Use of carts or dollies</li> <li>• Maintenance of equipment</li> <li>• Wearing personal protective equipment</li> <li>• Flashlight, trouble light</li> <li>• Work to be conducted in well ventilated area</li> <li>• Control valves and pressure release valves</li> <li>• Division lift limits</li> <li>• Appropriate storage of chemicals</li> <li>• Spill kits</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Dusts</li> <li>• Chemical handling</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>• Blood and body fluids</li> <li>• Sewage backflow</li> <li>• Bacteria and molds</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Cleaner/Cleaning Assistant Risk Level: High

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Lifting and manual handling of materials and equipment</li> <li>• Highly repetitive motions</li> <li>• Power tools</li> <li>• Hand tools</li> <li>• Machines</li> <li>• Slipping and tripping hazards</li> <li>• Working from heights</li> <li>• Electricity</li> <li>• Pressurized systems</li> <li>• Inadequate lighting</li> <li>• Working alone</li> <li>• Confined spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (back safety, asbestos awareness, WHMIS and/or TDG, lifts)</li> <li>• Safe work practices</li> <li>• Use of carts or dollies</li> <li>• Maintenance of equipment</li> <li>• Wearing personal protective equipment</li> <li>• Flashlight, trouble light</li> <li>• Work to be conducted in well ventilated area</li> <li>• Control valves and pressure release valves</li> <li>• Division lift limits</li> <li>• Appropriate storage of chemicals</li> <li>• Spill kits</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Dusts</li> <li>• Chemical handling</li> </ul>	
<b>Biological</b>	<ul style="list-style-type: none"> <li>• Blood and body fluids</li> <li>• Sewage backflow</li> <li>• Bacteria and molds</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

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## Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees. Additions or deletions of Hazards and/or Controls may be made as necessary.

Position Title: Secretary/Clerical Staff Risk Level: Low

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Lifting and manual handling of materials</li> <li>• Highly repetitive motions</li> <li>• Electronic machines</li> <li>• Electricity</li> </ul>	<ul style="list-style-type: none"> <li>• Good housekeeping</li> <li>• Training (WHMIS and/or TDG)</li> <li>• Safe work practices</li> <li>• Maintenance of equipment</li> <li>• Appropriate storage of chemicals</li> </ul>
<b>Chemical</b>	<ul style="list-style-type: none"> <li>• Chemical handling</li> <li>• Dust</li> </ul>	
<b>Biological</b>		

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

Copies of this document and relevant Task Hazard Analysis Forms should be reviewed and provided to the employee and a copy filed in the Occupational Health and Safety Document Binder.

# Forms

# Hazard Report Form

For use by any employee.

School/Department: \_\_\_\_\_ Time/Date: \_\_\_\_\_

Location of the Hazard: \_\_\_\_\_

Hazard Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Suggested Corrective Action: \_\_\_\_\_

\_\_\_\_\_

Originator's Name: \_\_\_\_\_

**Shaded portion of this document to be completed by the principal, non-school based department head or designate.**

-----  
Classification:             High             Medium             Low  
(See classifications and Hazard Response Notation on the page following this form)

Corrective Action Taken/Requested: \_\_\_\_\_

\_\_\_\_\_

(If a work order was submitted, record work order number)

Corrective Action Taken/Requested by: \_\_\_\_\_ Date: \_\_\_\_\_

Date Corrective Action Completed: \_\_\_\_\_

-----

Further Corrective Action Taken/Requested: \_\_\_\_\_

\_\_\_\_\_

Corrective Action Taken/Requested by: \_\_\_\_\_ Date: \_\_\_\_\_

Date Corrective Action Completed: \_\_\_\_\_

Copy is to be filed in the Occupational Health and Safety Document Binder. All high and medium risk classifications must be submitted to the safety department.

## Hazard Classification

### High Hazard



A condition or practice likely to cause *permanent* disability, loss of life or body part and/or extensive loss of structure, equipment and material. Immediate action required to address these situations.

**Example 1:** A guard missing on a table saw (power should be disconnected; blade removed and saw not used until guard is replaced).

**Example 2:** Maintenance employees servicing a large sump pump in an unventilated deep pit, with a gasoline motor running (stop work until appropriate confined space procedures are in place).

#### **Medium Hazard**

A condition or practice likely to cause injury or illness resulting in *temporary* disability and/or property damage that is disruptive but not extensive.

**Example 1:** A leaking water pipe in a hallway or washroom (place warning signs, contain leak and have repaired as soon as possible).

**Example 2:** A broken tread at the bottom of stairs (place warning signs and leave in place until repair work completed).

#### **Low Hazard**

A condition or practice likely to cause minor, *non-disabling* injury or illness and/or non-disruptive property damage.

**Example 1:** A carpenter handling rough lumber without gloves.

**Example 2:** A custodian using mild cleaning products without adequate ventilation.

### **Hazard Response**

#### **Principals and non-school based department heads should make every effort to address hazards locally.**

Some hazards require Maintenance Department action but local action should be taken on a temporary basis to reduce or eliminate the hazard until permanent repairs can be made. Note that the Maintenance Department receives thousands of requests annually for repairs and must set priorities based on urgency, budget and available resources. It is essential that SSR requests provide sufficient information to identify the nature and urgency of the hazard. Use the "long description" available in the SSR to fully describe the hazard. It is also essential that local action be taken while waiting for Maintenance Department repairs. Where local actions are not possible and the urgency of the hazard repair is great, the SSR should be clear that a high hazard situation requiring Maintenance Department immediate action exists. Do not "cry wolf" by identifying all repairs as "urgent" or "high hazard" as this could result in delays in dealing with legitimate high hazard situations.

# Position Hazard Assessment

To be completed by principals or non-school based department heads or their designates, with relevant employees.

Position Title: \_\_\_\_\_ Risk Level: \_\_\_\_\_

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment Team Member(s): \_\_\_\_\_

Hazard Category	Hazards	Controls
Physical	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Chemical	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Biological	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	

*(Please Print Full Name and then Initial)*

\_\_\_\_\_  
Principal / Non-school based Employee department head

\_\_\_\_\_  
Employee

Copies of this document and relevant Task Hazard Analysis Forms should be reviewed and provided to the employee and a copy filed in the Occupational Health and Safety Document Binder.

# Task Hazard Analysis

To be completed by principals or non-school based department heads or their designates, with relevant employees.

Assessment Team Member(s): \_\_\_\_\_ Date: \_\_\_\_\_

<b>Task</b>		
<b>Hazards</b>	<b>Specifics</b>	<b>Possible Consequences</b>
Physical		
Chemical		
Biological		
Controls	Do:	
	Don't:	

# Worksite Inspection Forms

## Area

Classroom

Hallways/Washrooms

Library Computer Lab

Stairwells/Staircases

General Storage Rooms

Art Room

Music Room

Office Area/Staffroom/Workroom/Infirmary

Gym/Change Rooms/Weight Rooms/Gym Storage Rooms

Drama Room/Theatre

Park Lots/Sidewalks/Ramps

Exterior Sheds/Green boxes/Garbage Enclosures

Confectionaries/Canteens

Science Lab

CTS Shop/Lab

- Welding (Fabrication)

- Mechanics

- Construction

Maintenance Shop

- Welding Area

- Mechanical Area

- Woodworking Area

- Compound Area

- Office/Staffroom/Washroom Areas

Warehouse

- Special Storage

- Office/Staffroom/Washroom Areas

- Parking Lot/Loading Docks

# Classroom Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical Outlets					
Furniture and Equipment					
Partitions / Dividing Walls					
Emergency Signage					
Windows					
Mechanical					
Housekeeping					
<ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials &amp; Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Extension Cords and Power Bars</li> </ul>					
<ul style="list-style-type: none"> <li>• Ceiling Tiles</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit Doors</li> </ul>					
<ul style="list-style-type: none"> <li>• Walls</li> </ul>					
<ul style="list-style-type: none"> <li>• Plants / Animals</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

## ***Classroom Inspection Form Information***

### **Flooring**

- Flooring intact and no tripping hazards from:
  - Torn or lifting carpet.
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.

### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate for the majority of tasks performed in area.
- Secondary lighting, if necessary, available and functional.

### **Electrical Outlets**

- Plates and receptacles intact.
- Outlets functional.

### **Furniture and Equipment**

- No broken or loose parts which may create a hazard.
- Shelving units safe and secure.
- Room configuration does not block exits or impede evacuation.

### **Partitions/Dividing Walls**

- Stable and not a falling hazard.
- Do not block exits or impede evacuation.

### **Emergency Signage**

- Fire exit route map posted and visible.

### **Windows**

- Intact, no cracks or broken panes.
- Windows should not be painted or covered with combustible material.

### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Sink (if present) is operational and has no leaks.

### **Housekeeping**

- Cleanliness:
  - Unnecessary clutter which does not provide adequate work space.
  - No presence of food stuffs or materials which could create biological hazards (i.e., mold, rodents, odors).
  - No obvious hygiene problems.
- Storage of Materials and Equipment:
  - Shelving units and filing cabinets are appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored.
  - Cupboards are reasonably organized.
  - No unused and unnecessary materials in room.

- Safe and secure storage of any hazardous products.
- Extension Cords/Power Bars:
  - Circuits not overloaded.
  - Use of cords is not creating a tripping or fire hazard.
  - Extension cords are grounded and in good repair.
  - Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).
- Ceiling Tiles:
  - In place and in good condition.
  - Not painted or covered in combustible material.
  - No items hanging from ceilings.
- Entrance/Exit Door:
  - Not decorated with combustible materials.
  - Clear of any obstructions.
  - Doors open and close properly.
- Walls:
  - Only 40% or less of wall surfaces can be covered in combustible materials.
  - Bulletin/black boards secure on walls and in tracks.
  - Free of damage that may be creating a hazard.
- Plants/Animals:
  - Must not be creating a hygiene or biological hazard.
  - Scheduled cleaning and maintenance program.
  - Appropriate for classroom (i.e., allergies, infection concerns).

**Other**

- Please include any additional items as required.

## Hallways/Washrooms Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Emergency Systems					
Fixtures					
Passage Doors					
Security Gates					
Windows					
Mechanical					
Housekeeping					
• Cleanliness					
• Ceiling Tiles					
• Walls					
• Lockers					
• Boot Racks					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.



## ***Hallways/Washrooms Inspection Information***

### **Flooring**

- Flooring intact and no tripping hazards from:
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.
  - Floor mats in good repair.

### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working and in good repair.
- Lighting level adequate.

### **Emergency Systems**

- Exit signage at each exterior entrance/exit.
- Emergency lights operative.
- Alarm system operative.
- Fire suppression equipment in place (extinguishers and hoses).

### **Fixtures**

- Plumbing fixtures, dispensers, mirrors and stall partitions and doors in good repair.

### **Passage Doors**

- In safe working order (panic bars and closures).
- Clear of combustible materials.

### **Security Gates**

- In good working order (if present).

### **Housekeeping**

- Cleanliness
  - No obvious hygiene problems.
  - Free from obstructions which might impede emergency evacuation.
  - Soap provided for hand washing.
- Ceiling Tiles
  - In place and in good condition.
  - Shall not be painted or covered in combustible material.
  - No hanging items from ceilings.
- Walls
  - Only 40% or less of wall surfaces can be covered in combustible materials.
  - Bulletin boards secure on walls and in tracks.
  - Free of damage that may be creating a hazard.
- Lockers
  - In good repair.
  - Regular scheduled inspections and clean-up.
- Boot Racks
  - In good repair.

- Kept organized to eliminate obstructions in the hallway.

**Other**

- Please include any additional items as required.

# Library/Computer Lab Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical Outlets					
Furniture and Equipment					
Emergency Signage					
Windows					
Mechanical					
Housekeeping					
• Cleanliness					
• Storage of Materials & Equipment					
• Extension Cords and Power Bars					
• Ceiling Tiles					
• Entrance/Exit Doors					
• Walls					
• Plants / Animals					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

## ***Library/Computer Lab Inspection Form Information***

### **Flooring**

- Flooring intact and no tripping hazards from:
  - Torn or lifting carpet.
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.

### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate for the majority of tasks performed in area.

### **Electrical Outlets**

- Plates and receptacles intact.
- Outlets functional.

### **Furniture and Equipment**

- No broken or loose parts which may create a hazard.
- Shelving units secure and carrying an appropriate load for design.
- Room configuration does not block exits or impede evacuation.
- Equipment such as computers and projectors on tables, desks or carts that provide adequate support and do not present a fall hazard.

### **Emergency Signage**

- Fire exit route map posted and visible.

### **Windows**

- Intact, no cracks or broken panes.
- Windows should not be painted or covered with combustible material.

### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Ventilation (not just a seasonal problem).

### **Housekeeping**

- Cleanliness:
  - Unnecessary clutter which does not provide adequate work space.
  - No presence of food stuffs or materials which could create biological hazards (i.e., mold, rodents, odors).
  - No obvious hygiene problems.
- Storage of Materials and Equipment:
  - Shelving units and filing cabinets are appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored.
  - Cupboards are reasonably organized.
  - No unused and unnecessary materials in room.
  - Safe and secure storage of any hazardous products.
- Extension Cords/Power Bars:
  - Circuits not overloaded.
  - Use of cords is not creating a tripping or fire hazard.
  - Extension cords are grounded and in good repair.

- Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).

- Ceiling Tiles:
  - In place and in good condition.
  - Not painted or covered in combustible material.
  - No items hanging from ceilings.
  
- Entrance/Exit Door:
  - Not decorated with combustible materials.
  - Clear of any obstructions.
  - Doors open and close properly.
  
- Walls:
  - Only 40% or less of wall surfaces can be covered in combustible materials.
  - Bulletin/black boards secure on walls and in tracks.
  - Free of damage that may be creating a hazard.
  
- Plants/Animals:
  - Must not be creating a hygiene or biological hazard.
  - Scheduled cleaning and maintenance program.
  - Appropriate for classroom (i.e., allergies, infection concerns).

**Other**

- Please include any additional items as required.

## Stairwells/Staircases Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Handrails					
Landings					
Stairway Lifts (if present)					
Movement Protocols					
Housekeeping					
<ul style="list-style-type: none"> <li>• Cleanliness</li> <li>• Ceiling Tiles</li> </ul>					
<ul style="list-style-type: none"> <li>• Extension Cords and Power Bars</li> <li>• Walls</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

## ***Stairwells/Staircases Inspection Form Information***

### **Flooring**

- Flooring intact and no tripping hazards from broken or chipped stair treads.

### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate.

### **Handrails**

- Intact and secure.

### **Landings**

- Free from obstructions or materials that would create a hazard or impede evacuation.

### **Stairway Lifts (if present)**

- In good working order.
- Inspected on a regular basis.

### **Movement Protocols**

- During high traffic times, there are established protocols for how students, employees and volunteers are to move up and down stairs.

### **Housekeeping**

- Cleanliness:
  - No obvious hygiene problems.
- Ceiling Tiles:
  - In place and in good condition.
  - Not painted or covered in combustible material.
  - No items hanging from ceilings.
- Walls:
  - Only 40% or less of wall surfaces can be covered in combustible materials.
  - Bulletin boards secure on walls and in tracks.
  - Free of damage that may be creating a hazard.

### **Other**

- Please include any additional items as required.

## General Storage Rooms Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Housekeeping <ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials &amp; Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit Doors</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.



## ***General Storage Rooms Inspection Form Information***

### **Flooring**

- Flooring intact and no tripping hazards from:
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.

### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate.

### **Housekeeping**

- Cleanliness:
  - Unnecessary clutter which creates a tripping hazard.
  - No presence of food stuffs or materials which create biological hazards (i.e. mold, rodents, odors).
  - No obvious hygiene problems.
- Storage of Materials and Equipment:
  - Shelving units appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored.
  - Safe and secure storage of any hazardous products.
- Entrance/Exit Door:
  - Clear of obstructions.
  - Door opens and closes properly.

### **Appropriate Usage**

- Is the space being used for the purpose it was designed? If not, is the current usage safe and appropriate for the space?

### **Other**

- Please include any additional items as required.

# Art Room Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical Outlets					
Furniture and Equipment					
Emergency Signage					
Windows					
Mechanical					
Hazardous Chemicals					
Housekeeping					
<ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials &amp; Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Extension Cords and Power Bars</li> </ul>					
<ul style="list-style-type: none"> <li>• Ceiling Tiles</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit Doors</li> </ul>					
<ul style="list-style-type: none"> <li>• Walls</li> </ul>					
<ul style="list-style-type: none"> <li>• Plants / Animals</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

## ***Art Room Inspection Form Information***

### **Flooring**

- Flooring intact and no tripping hazards from:
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.

### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate for the majority of tasks performed in area.

### **Electrical Outlets**

- Plates and receptacles intact.
- Outlets functional.

### **Furniture and Equipment**

- No broken or loose parts which may create a hazard.
- Shelving units safe and secure.
- Room configuration does not block exits or impede evacuation.
- Kiln (if present) is operational and immediate area around kiln is clear of combustible material.
- Potters wheel (if present) is operational and in good repair.

### **Emergency Signage**

- Fire exit route map posted and visible.

### **Windows**

- Intact, no cracks or broken panes.
- Windows should not be painted or covered with combustible material.

### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Sink (if present) is operational and has no leaks.

### **Hazardous Chemicals**

- Inventory list is current.
- MSDS readily available and current (no more than three years old).
- Safe and secure storage.
- Proper labeling.

### **Housekeeping**

- Cleanliness:
  - Unnecessary clutter which does not provide adequate work space.
  - No presence of food stuffs or materials which could create biological hazards (i.e., mold, rodents, odors).
  - No obvious hygiene problems.
- Storage of Materials and Equipment:
  - Shelving units and filing cabinets are appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored.

- Cupboards are reasonably organized.
- No unused and unnecessary materials in room.
  
- Extension Cords/Power Bars:
  - Circuits not overloaded.
  - Use of cords is not creating a tripping or fire hazard.
  - Extension cords are grounded and in good repair.
  - Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).
  
- Ceiling Tiles:
  - In place and in good condition.
  - Not painted or covered in combustible material.
  - No items hanging from ceilings.
  
- Entrance/Exit Door:
  - Not decorated with combustible materials.
  - Clear of any obstructions.
  - Doors open and close properly.
  
- Walls:
  - Only 40% or less of wall surfaces can be covered in combustible materials.
  - Bulletin/black boards secure on walls and in tracks.
  - Free of damage that may be creating a hazard.
  
- Plants/Animals:
  - Must not be creating a hygiene or biological hazard.
  - Scheduled cleaning and maintenance program.
  - Appropriate for school (i.e., allergies, infection concerns).

**Other**

- Please include any additional items as required.

# Music Room Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical Outlets					
Furniture and Equipment					
Emergency Signage					
Windows					
Mechanical					
Housekeeping					
<ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials &amp; Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Extension Cords and Power Bars</li> </ul>					
<ul style="list-style-type: none"> <li>• Ceiling Tiles</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit Doors</li> </ul>					
<ul style="list-style-type: none"> <li>• Walls</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

## ***Music Room Inspection Form Information***

### **Flooring**

- Flooring intact and no tripping hazards from:
  - Torn or lifting carpet.
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.

### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate for the majority of tasks performed in area.

### **Electrical Outlets**

- Plates and receptacles intact.
- Outlets functional.

### **Furniture and Equipment**

- No broken or loose parts which may create a hazard.
- Shelving units safe and secure.
- Room configuration does not block exits or impede evacuation.

### **Emergency Signage**

- Fire exit route map posted and visible.

### **Windows**

- Intact, no cracks or broken panes.
- Windows should not be painted or covered in combustible material.

### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Sink (if present) is operational and has no leaks.

### **Housekeeping**

- Cleanliness:
  - Unnecessary clutter which does not provide adequate work space.
  - No presence of food stuffs or materials which could create biological hazards (i.e., mold, rodents, odors).
  - No obvious hygiene problems.
- Storage of Materials and Equipment:
  - Shelving units and filing cabinets are appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored.
  - Cupboards are reasonably organized.
  - No unused and unnecessary materials in room.
- Extension Cords/Power Bars:
  - Circuits not overloaded.
  - Use of cords is not creating a tripping or fire hazard.
  - Extension cords are grounded and in good repair.

- Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).

- Ceiling Tiles:

- In place and in good condition.
- Not painted or covered in combustible material.
- No items hanging from ceilings.

- Entrance/Exit Door:

- Not decorated with combustible materials.
- Clear of any obstructions.
- Doors open and close properly.

- Walls:

- Only 40% or less of wall surfaces can be covered in combustible materials.
- Bulletin/black boards secure on walls and in tracks.
- Free of damage that may be creating a hazard.

**Other**

- Please include any additional items as required.

## Office Area/Staffroom/Workroom/Infirmary Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical Outlets					
Furniture and Equipment					
Roll Down Shutters					
Emergency Signage					
Windows					
Mechanical					
Housekeeping					
• Cleanliness					
• Storage of Materials & Equipment					
• Extension Cords and Power Bars					
• Ceiling Tiles					
• Entrance/Exit Doors					
• Walls					
• Plants / Animals					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.



## ***Office Area/Staffroom/Workroom/Infirmary Inspection Form Information***

### **Flooring**

- Flooring intact and no tripping hazards from:
  - Torn or lifting carpet.
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.

### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate for the majority of tasks performed in area.

### **Electrical Outlets**

- Plates and receptacles intact.
- Outlets functional.

### **Furniture and Equipment**

- No broken or loose parts which may create a hazard.
- Shelving units safe and secure.
- Room configuration does not block exits or impede evacuation.
- Required First Aid kit and supplies located in Infirmary.

### **Roll Down Shutters**

- Operational and in good repair.

### **Emergency Signage**

- Fire exit route map posted and visible.
- List of trained first aiders posted beside First Aid kit in Infirmary.

### **Windows**

- Intact, no cracks or broken panes.
- Windows should not be painted or covered in a combustible material.

### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Sink is operational and has no leaks.
- Kitchen appliances operational and in good repair.

### **Housekeeping**

- Cleanliness:
  - Unnecessary clutter which does not provide adequate work space.
  - Proper storage of food stuffs or materials which could create biological hazards (i.e., mold, rodents, odors).
  - No obvious hygiene problems.
- Storage of Materials and Equipment:
  - Shelving units and filing cabinets are appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored.

- Cupboards are reasonably organized.
- No unused and unnecessary materials in room.
- Safe and secure storage of any hazardous products.
  
- Extension Cords/Power Bars:
  - Circuits not overloaded.
  - Use of cords is not creating a tripping or fire hazard.
  - Extension cords are grounded and in good repair.
  - Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).
  
- Ceiling Tiles:
  - In place and in good condition.
  - Not painted or covered in combustible material.
  - No items hanging from ceilings.
  
- Entrance/Exit Door:
  - Not decorated with combustible materials.
  - Clear of any obstructions.
  - Doors open and close properly.
  
- Walls:
  - Only 40% or less of wall surfaces can be covered in combustible materials.
  - Bulletin/black boards secure on walls and in tracks.
  - Free of damage that may be creating a hazard.
  
- Plants/Animals:
  - Must not be creating a hygiene or biological hazard.
  - Scheduled cleaning and maintenance program.
  - Appropriate for school (i.e., allergies, infection concerns).

**Other**

- Please include any additional items as required.

## Gyms/Change Rooms/Weight Rooms/Gym Storage Rooms Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment <small>(if additional space is required, attach information to this sheet)</small>	Corrective Action
Flooring					
Lighting					
Electrical Outlets					
Dividing Walls/ Curtains					
Emergency Signage/ Equipment					
Windows					
Fixtures					
Mechanical					
Bleachers					
Weight Room Procedure					
Housekeeping					
• Cleanliness					
• Storage of Materials & Equipment					
• Entrance/Exit Doors					
• Walls					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

### Gyms/Change Rooms/Weight Rooms/Gym Storage Rooms Inspection Form Information

#### Flooring

- Flooring intact and no tripping hazards from:

- Loose or missing parquet flooring tiles.
- Loose or lifting pieces of hardwood.
- Protruding anchors, plates or covers.

### **Lighting**

- Light fixtures operational and guards in place.
- Light switches working.
- Lighting level adequate for the majority of tasks performed in area.

### **Electrical Outlets**

- Plates and receptacles intact.
- Outlets functional.

### **Dividing Walls/Curtains**

- Stable and not a falling hazard.
- Operational and in good repair.

### **Emergency Signage/Equipment**

- Fire exit route map posted and visible.
- First Aid kit present and list of First Aiders posted.

### **Windows**

- Intact, no cracks or broken panes.
- Windows should not be painted or covered in a combustible material.

### **Fixtures**

- Plumbing fixtures and stall partitions in change rooms in good repair.

### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Ventilation fans operational and guards in place.

### **Bleachers**

- Broken or loose parts which may create a hazard.
- Operation - can be moved in and out without problems.

### **Weight Room Procedures**

- Rules posted regarding safe and appropriate use of equipment and weights.

### **Housekeeping**

- Cleanliness:
  - Floor area and parameters of gym are clear and free from obstructions.
  - Unnecessary clutter in storage areas which does not provide safe access.
  - No presence of food stuffs or materials which could create biological hazards (i.e., mold, rodents, odors).
  - No obvious hygiene problems, especially in areas such as change rooms and P.E. office areas.
- Storage of Materials and Equipment:
  - Shelving units and filing cabinets are appropriately used (i.e., not overloaded).
  - Items safely and securely and appropriately stored.
  - Cupboards are reasonably organized.
  - No unnecessary materials stored in areas such as stages and storage rooms.

- Entrance/Exit Door:
  - Not decorated with combustible materials.
  - Clear of any obstructions.
  - Doors open and close properly.
  
- Walls:
  - Only 40% or less of wall surfaces can be covered in combustible materials.
  - Bulletin/black boards secure on walls and in tracks.
  - Free of damage that may be creating a hazard.

**Other**

- Please include any additional items as required.

**Note:** Physical Education equipment is inspected by the Division according to the following schedule:

High Schools - twice a year

Middle Years Schools - once a year

Early Years Schools - once every two years

When these inspections are completed the reports are provided to the school and areas of concern shall be addressed by school administration.

## Drama Room/Theater Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical Outlets					
Furniture and Equipment					
Partitions/ Dividing Walls/ Curtains					
Emergency Signage					
Windows					
Mechanical					
Catwalks					
Hazardous Chemicals					
Housekeeping					
<ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials &amp; Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Extension Cords and Power Bars</li> </ul>					
<ul style="list-style-type: none"> <li>• Ceiling Tiles</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit Doors</li> </ul>					
<ul style="list-style-type: none"> <li>• Walls</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

## ***Drama Room/Theater Inspection Form Information***

### **Flooring**

- Flooring intact and no tripping hazards from:
  - Torn or lifting carpet.
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.

### **Lighting**

- Light fixtures operational and have no loose parts (including stage lighting).
- Light switches working, stage light system in good working order.
- Lighting level adequate for the majority of tasks performed in area.

### **Electrical Outlets**

- Plates and receptacles intact and outlets functional.

### **Furniture and Equipment**

- No broken or loose parts which may create a hazard.
- Risers (if present) in good repair.
- Control booth secure.
- Shelving units safe and secure.
- Room configuration does not block exits or impede evacuation.
- Sound system in good working order.

### **Partitions/Dividing Walls/Curtains**

- Stable and not a falling hazard.
- Do not block exits or impede evacuation.

### **Emergency Signage**

- Fire exit route map posted and visible.
- Emergency exits identified with appropriate signage.

### **Windows**

- Intact, no cracks or broken panes.
- Windows should not be painted or covered with combustible material.

### **Hazardous Chemicals**

- Inventory list is current.
- MSDS readily available and current (no more than three years old).
- Safe and secure storage.
- Proper labeling.

### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Sink (if present) is operational and has no leaks.

### **Catwalks**

- Appropriate safety rails present and intact.
- Restricted access to these areas (signage).

### **Housekeeping**

- Cleanliness:
  - Unnecessary clutter which does not provide adequate work space.
  - No presence of food stuffs or materials which could create biological hazards (i.e., mold, rodents, odors).
  - No obvious hygiene problems.
  
- Storage of Materials and Equipment:
  - Items safely and appropriately stored.
  - Cupboards are reasonably organized.
  - No unused and unnecessary materials in room.
  - Safe and secure storage of any hazardous products.
  
- Extension Cords/Power Bars:
  - Circuits not overloaded.
  - Use of cords is not creating a tripping or fire hazard.
  - Extension cords are grounded and in good repair.
  - Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).
  
- Ceiling Tiles:
  - In place and in good condition.
  - Not painted or covered in combustible material.
  - No items hanging from ceilings.
  
- Entrance/Exit Door:
  - Not decorated with combustible materials.
  - Clear of any obstructions.
  - Doors open and close properly.
  
- Walls:
  - Only 40% or less of wall surfaces can be covered in combustible materials.
  - Bulletin/black boards secure on walls and in tracks.
  - Free of damage that may be creating a hazard.

**Other**

- Please include any additional items as required.



## Parking Lots/Sidewalks/Ramps Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Surfaces					
Stairs/Ramps					
Electrical Outlets					
Signage					
Access					
Electrical					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

### ***Parking Lot/Sidewalks/Ramps Inspection Form Information***

**Surfaces**

- Surfaces intact and no tripping hazards from:
  - Broken concrete in sidewalks or asphalt in parking lots.
  - Drainage problems that create water and/or ice build-up.
- Sandbox (if present) is filled and used to address slippery access surfaces.

**Stairs/Ramps**

- Damaged stair treads that create tripping hazards.
- Handrails in place and secure.
- Clear of obstructions.

**Signage**

- Proper signage in place and visible (e.g., school zone, crosswalk, bus zone, designated and restricted parking areas, handicap, etc.).

**Access**

- Access controls in place (e.g., vehicle access to playground area).
- If chains or steel cords are used to restrict access to a driveway, they should be visible in darkness.

**Electrical**

- Plug-ins in parking lot are intact and operational.
- Exterior lights are intact and operational.

**Other**

- Please include any additional items as required.

## Exterior Sheds/Green boxes/Garbage Enclosures Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment <small>(if additional space is required, attach information to this sheet)</small>	Corrective Action
Equipment					
Housekeeping					
<ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials &amp; Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit Doors</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

### ***Exterior Sheds/Green boxes/Garbage Enclosures Form Information***

#### **Equipment**

- Safety support arms on garbage containers functional.

- Exterior sheds and green boxes secured (appropriately locked).

### **Housekeeping**

- Cleanliness:
  - Unnecessary clutter which creates a tripping hazard.
- Storage of Materials and Equipment:
  - Shelving units appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored (should not be creating a fire or theft hazard).
  - Safe and secure storage of any hazardous products.
- Entrance Door:
  - Clear of obstructions.
  - Door opens and closes properly.
  - Green box door, which is used as a ramp, does not present a slipping hazard.

### **Other**

- Please include any additional items as required.

## Confectionaries/Canteens Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical Outlets					
Furniture and Equipment					
Emergency Signage					
Roll-up Windows					
Mechanical					
Inspection Certificate					
Housekeeping					
<ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials &amp; Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Extension Cords and Power Bars</li> </ul>					
<ul style="list-style-type: none"> <li>• Ceiling Tiles</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit Doors</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

### ***Confectionaries/Canteens Inspection Form Information***

#### **Flooring**

- Flooring intact and no tripping hazards from:
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.

### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate for the majority of tasks performed in area.

### **Electrical Outlets**

- Plates and receptacles intact.
- Outlets functional.

### **Furniture and Equipment**

- No broken or loose parts which may create a hazard.
- Shelving units safe and secure.
- Equipment operational and in good repair (e.g. refrigerator, stove, microwave, etc.)
- Room configuration does not block exits or impede evacuation.

### **Emergency Signage**

- Fire exit route map posted and visible.

### **Roll-up Windows**

- Operational and in good repair.

### **Mechanical**

- Sink (if present) is operational and has no leaks.

### **Inspection Certificate**

- A permit from the Health Region should be posted in a visible area.

### **Housekeeping**

- Cleanliness:
  - Unnecessary clutter which does not provide adequate work space.
  - No obvious hygiene problems.
- Storage of Materials and Equipment:
  - Shelving units are appropriately used (i.e., not overloaded).
  - Items, especially food products, safely and appropriately stored.
  - Cupboards are reasonably organized.
  - Safe and secure storage of any hazardous products.
- Extension Cords/Power Bars:
  - Circuits not overloaded.
  - Use of cords is not creating a tripping or fire hazard.
  - Extension cords are grounded and in good repair.
  - Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).
- Ceiling Tiles:
  - In place and in good condition.

- Shall not be painted or covered in combustible material.
- No items hanging from ceilings.

- Entrance/Exit Door:

- Shall not be decorated with combustible materials.
- Clear of any obstructions.
- Doors open and close properly.

**Other**

- Please include any additional items as required.

# Science Lab Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical Outlets					
Furniture and Equipment					
Emergency Signage/ Equipment					
Windows					
Mechanical					
Housekeeping					
<ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials &amp; Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Extension Cords and Power Bars</li> </ul>					
<ul style="list-style-type: none"> <li>• Ceiling Tiles</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit</li> </ul>					
<ul style="list-style-type: none"> <li>• Walls</li> </ul>					
<ul style="list-style-type: none"> <li>• Plants / Animals</li> </ul>					
Personal Protective Equipment					
Hazardous Chemicals					
<ul style="list-style-type: none"> <li>• Storage</li> </ul>					
<ul style="list-style-type: none"> <li>• Labeling</li> </ul>					
<ul style="list-style-type: none"> <li>• MSDS</li> </ul>					
<ul style="list-style-type: none"> <li>• Waste</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.



## ***Science Lab Inspection Form Information***

### **Flooring**

- Flooring intact and no tripping hazards from:
  - Torn or lifting carpet.
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.

### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate for the majority of tasks performed in area.
- Secondary lighting, if necessary, available and functional.

### **Electrical**

- Plates and receptacles intact.
- Outlets functional.
- Equipment shut-offs in good working order.
- Ground Fault Interrupter (GFI) where necessary.
- All equipment cords in good condition.

### **Furniture and Equipment**

- No broken or loose parts which may create a hazard.
- Shelving units safe and secure.
- Room configuration does not block exits or impede evacuation.
- Fume hoods used appropriately (i.e., no storage)

### **Emergency Signage/Equipment**

- Appropriate fire extinguisher present and has current inspection certificate.
- Clear access to all emergency equipment.
- Fire exit route map posted and visible.
- First Aid kit present and appropriately supplied.
- List of "first aiders" names posted beside the First Aid kit.
- Eye wash station present, clearly signed, and tested weekly (log kept of dates).
- Spill kit readily available.
- Phone/intercom available in room.
- Gas and electrical master shut-offs clearly signed.
- Emergency shower present, clearly signed, tested weekly (log kept of dates) - (High School Chemistry Lab).

### **Windows**

- Intact, no cracks or broken panes.
- Windows should not be painted or covered with combustible material.

### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Sink (if present) is operational and has no leaks.
- Special ventilation present where required and in good working order.

### **Housekeeping**

- Cleanliness:
  - Unnecessary clutter which does not provide adequate work space.
  - No presence of food stuffs (non experimental) or materials which could create biological hazards (i.e., mold, rodents, odors).
  - Hand wash facility.
  - No obvious hygiene problems.
  
- Storage of Materials and Equipment:
  - Shelving units and filing cabinets are appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored.
  - Cupboards are reasonably organized.
  - No unused and unnecessary materials in room.
  
- Extension Cords/Power Bars:
  - Circuits not overloaded.
  - Use of cords is not creating a tripping or fire hazard.
  - Extension cords are grounded and in good repair.
  - Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).
  
- Ceiling Tiles:
  - In place and in good condition.
  - Not painted or covered in combustible material.
  - No items hanging from ceilings.
  
- Entrance/Exit Door:
  - Not decorated with combustible materials.
  - Clear of any obstructions.
  - Doors open and close properly.
  
- Walls:
  - Only 40% or less of wall surfaces can be covered in combustible materials.
  - Bulletin/black boards secure on walls and in tracks.
  - Free of damage that may be creating a hazard.
  
- Plants/Animals:
  - Must not be creating a hygiene or biological hazard.
  - Scheduled cleaning and maintenance program.
  - Appropriate for classroom (i.e., allergies, infection concerns).

### **Personal Protective Equipment**

- Adequate number of appropriate goggles for eye protection.
- Adequate number of appropriate aprons and gloves for spill protection.
- Personal protective equipment cleaned on a regular basis.
- Equipment used as required.

### **Hazardous Chemicals**

- Storage
  - Secure storage room for chemicals (not in classroom).
  - Chemicals organized according to compatibilities.

- Liquids stored at or below eye level.
- Teacher work desk not in storage area.
- Acetic acid stored in Flammable cabinet away from inorganic acids.
- Nitric acid stored separately from all other acids.
- All shelves securely fastened.
- Vented Flammable and Acid Cabinet used as required.
- Excess quantities of chemicals are not present.

- Labeling

- WHMIS labels on all secondary containers (decanted).
- Date of purchase written on WHMIS labels on containers.

- MSDS

- MSDS binder readily available.
- MSDS are current (no more than 3 years old) and only available for chemicals or consumer restricted products present in lab.
- Chemical inventory list kept in MSDS binder.

- Waste

- Waste containers labeled and securely stored.
- Container contents inventoried.
- Waste disposal done at regularly scheduled disposal times.

**Other**

- Please include any additional items as required.

## CTS Shop/Lab Inspection Form

School: \_\_\_\_\_ Room Number: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific detail. Following are pages with specific check lists for Welding, Mechanics and Construction.

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical					
Emergency Signage					
Windows					
Mechanical					
Housekeeping					
<ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials &amp; Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Extension Cords and Power Bars</li> </ul>					
<ul style="list-style-type: none"> <li>• Ceiling Tiles</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit Doors</li> </ul>					
<ul style="list-style-type: none"> <li>• Walls</li> </ul>					
General Equipment					
Hazardous Chemicals					
Personal Protective Equipment					
Compressed Air					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

**CTS - Welding (Fabrication)**

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flashback Arrestors					
Ventilation					
UV Curtains					
Compressed Gas Cylinders					
Valves and Regulators					
Local Ventilation					
Equipment or Machinery(provide list below)					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

**CTS – Mechanics**

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Exhaust Outlets					
CO Monitor					
Compressed Air					
Parts Cleaners					
Equipment or Machinery					
<ul style="list-style-type: none"> <li>• Hoist</li> </ul>					
<ul style="list-style-type: none"> <li>• Chalk Blocks</li> </ul>					
<ul style="list-style-type: none"> <li>• Tire Machine</li> </ul>					
<ul style="list-style-type: none"> <li>• Brake Lathe</li> </ul>					
<ul style="list-style-type: none"> <li>• Bench Grinders</li> </ul>					
<ul style="list-style-type: none"> <li>• Valve Grinder</li> </ul>					
<ul style="list-style-type: none"> <li>• Car Jacks</li> </ul>					
<ul style="list-style-type: none"> <li>• Car Stands</li> </ul>					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

**CTS – Construction**

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Equipment Guards					
Dust Collection					
Safety Screens					
Compressed Air					
Equipment or Machinery					
• Table Saw					
• Portable Circular Saw					
• Scroll Saw					
• Miter Saw					
• Band Saw					
• Air Nailer					
• Hand Sander					
• Thickness Planer					
• Jointer					
• Wood Lathe					
• Belt Sander					
• Bench Grinder					
• Clamps					
• Vices					
• Power hand Tools					
• Hand Tools					
• Router Table					
• Router					
• Oscillating Sander					
• Stationary Shaper					
• Mortise Machine					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

## ***CTS Shop/Lab Inspection Form Information***

### **Flooring**

- Flooring intact and no tripping hazards from:
  - Loose or missing boards or tiles.
  - Broken concrete.
  - Lifting sheet flooring.
  - Uneven flooring.
- Non-skid traction in place in front of machines.
- Safety zone marking around hazardous equipment.

### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate for of tasks performed in area.
- Secondary lighting, if necessary, available and functional.

### **Electrical**

- Boxes, plates and receptacles intact.
- Outlets functional.
- Equipment shut-offs in good working order.
- Magnetic switches for large wood working equipment.
- Ground Fault Interrupter (GFI) in place where necessary.
- All equipment cords in good condition.

### **Emergency Signage/Equipment**

- Appropriate fire extinguisher present and has current inspection certificate.
- Fire exit route map posted and visible.
- Emergency exits identified.
- First Aid Kit present and appropriately supplied.
- List of "first aiders" names posted beside the First Aid Kit.
- Safety posters displayed in visible areas.
- Emergency shower present, clearly signed, tested weekly (log kept of dates) - (Mechanics lab).
- Eye wash station present, clearly signed, and tested weekly (log kept of dates).
- Fire blanket available (if required).
- Spill kit available.
- CO monitor in place (Mechanics lab).
- Phone/intercom available in area.

### **Windows**

- Intact, no cracks or broken panes.
- Not be painted or covered with combustible material (includes door windows).

### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Sinks are operational and have no leaks.
- Special ventilation present where required and in good working order.



## Housekeeping

- Cleanliness:
  - Unnecessary clutter which does not provide adequate work space.
  - No excessive accumulation of dust.
  - No presence of food stuffs or materials which could create biological hazards (i.e., mold, rodents, odors).
  - Hand wash facility and appropriate cleaning supplies.
  - No obvious hygiene problems.
  
- Storage of Materials and Equipment:
  - Shelving units and filing cabinets are appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored.
  - Cupboards and storage rooms are reasonably organized.
  - No unnecessary equipment or materials stored in area.
  - Kick plates in place on mezzanines.
  - Appropriate storage of oily rags and other combustible materials.
  
- Extension Cords/Power Bars
  - Circuits not overloaded.
  - Use of cords is not creating a tripping or fire hazard.
  - Extension cords are grounded and in good repair.
  - Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).
  
- Ceiling Tiles:
  - In place and in good condition.
  - Not painted or covered in combustible material.
  - No items hanging from ceilings.
  
- Entrance/Exit Door:
  - Clear of any obstructions.
  - Doors open and close properly.
  
- Walls:
  - Only 40% or less of wall surfaces can be covered in combustible materials.
  - Bulletin/black boards secure on walls and in tracks.
  - Free of damage that may be creating a hazard.

## General Equipment

- Guards installed on equipment to protect operator (at no time should guards be removed).
- Grinder guards in place and tool rest no more than three millimeters from the stone.
- Complete enclosures around belts and pulleys.
- Equipment properly secured.
- Spring loaded chuck on drill press in good working order.
- Safety screens available where required (e.g., wood lathe).
- Appropriate operational procedure signs in place for each machine.

### **Hazardous Chemicals**

- MSDS binder readily available.
- MSDS are current (no more than 3 years old) and only available for chemicals or consumer restricted products present in lab.
- Chemical inventory list kept in MSDS binder.
- WHMIS (workplace) labels on all secondary containers (decanted).
- Safe and secure storage in Flammable cabinets.
- Waste containers labeled.
- Waste disposed of at regularly scheduled disposal times.

### **Personal Protective Equipment**

- Equipment is of proper size, in good condition and is being used.
  - Eye protection (glasses, goggles or face shields).
  - Dust masks.
  - Gloves.
  - Welding aprons/jackets.
  - Welding helmets and goggles.
  - Hearing protection (if needed).

### **Compressed Air**

- Labels on lines.
- Hoses in good condition.

### **Welding**

- Flashback arrestors in place and located at the regulator.
- Hoses in good condition.
- Ventilation in area appropriate for tasks being performed.
- UV curtains available, in good condition and used appropriately.
- Compressed Gas cylinders secured and stored appropriately. Different gas cylinders should be stored separately and regulators in good condition.
- Local ventilation available and used for welding tasks.
- Equipment or machinery in good working condition and guarded appropriately.
  - Sheet Metal Shear.
  - Metal notcher.
  - Milling machine.
  - Arc Welder.
  - Mig Welder.
  - Metal lathe.
  - Drill press.

### **Mechanics**

- Exhaust outlets operational.
- CO monitor in place and inspected yearly.
- Compressed Air - only used for appropriate purposes (not for cleaning).
- Parts Cleaners - if varsol, ensure lid is closed when not in use (safety lid is in good working order).
- Equipment or machinery.
  - Hoist in excellent working order and inspected yearly.
  - Chalk blocks available and used appropriately.
  - Tire Machine in good working order and safety guards in place.
  - Brake lathe in good working order and safety guards in place.
  - Bench Grinders - guards in place, wheels inspected regularly for cracks, dressed, stone maximum 3mm from tool rest.
  - Valve Grinder is guarded appropriately.

- Car Jacks are in good working condition and used appropriately.
- Car Stands are in good working condition and used appropriately.

### **Construction**

- Guards in place on all equipment as required.
- Dust collector connected to all high dust capacity equipment. Collector regularly inspected and emptied.
- Safety screens available where required (wood lathe).
- Compressed Air is only used for appropriate purposes (not for general cleaning).
- Equipment or machinery.
  - Table Saw - splitter guard must be in place unless blade is not attached to saw. Anti-kick back fingers and dust collection also present.
  - Portable Circular Saw.

# Maintenance Shop Inspection Form

Location: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific details. Included are checklists for specific areas: General Shop, Welding, Mechanical, Woodworking, Compound, Office/Staffroom/Washroom.

## General Shop Area

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical					
Emergency Signage / Equipment					
Windows					
Mechanical					
Housekeeping					
<ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials and Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Extension Cords/ Power Bars</li> </ul>					
<ul style="list-style-type: none"> <li>• Ceiling Tiles</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit Doors</li> </ul>					
<ul style="list-style-type: none"> <li>• Vehicle Overhead Doors</li> </ul>					
<ul style="list-style-type: none"> <li>• Walls</li> </ul>					
General Equipment					
Hazardous Chemicals					
Personal Protective Equipment					
Compressed Air					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

**Welding Area**

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Oxy/Acetylene					
<ul style="list-style-type: none"> <li>• Flashback Arrestors</li> </ul>					
<ul style="list-style-type: none"> <li>• Hoses</li> </ul>					
Ventilation					
UV Curtains					
Compressed Gas Cylinders					
Valves and Regulators					
Equipment or Machinery (provide list below)					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

**Mechanical Area**

<b>Check the following</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>*Risk Level H/M/L</b>	<b>Comment</b> (if additional space is required, attach information to this sheet)	<b>Corrective Action</b>
Exhaust Outlets					
CO Monitor					
Compressed Air					
Parts Cleaners					
Equipment or Machinery (provide list below)					
<ul style="list-style-type: none"> <li>Bench Grinders</li> </ul>					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

**Woodworking Area**

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Equipment Guards					
Dust Collection					
Compressed Air					
Equipment or Machinery (provide list below)					
• Table Saw					
• Portable Circular Saw					
• Radial Arm Saw					
• Miter Saw					
• Band Saw					
• Air Nailer					
• Hand Sander					
• Jointer					
• Belt Sander					
• Clamps / Vices					
• Power Hand Tools					
• Router					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

**Compound Area**

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Surfaces					
Signage					
Access					
Electrical					
Storage <ul style="list-style-type: none"> <li data-bbox="251 730 402 762">• Materials</li> </ul>					
<ul style="list-style-type: none"> <li data-bbox="251 768 391 800">• Vehicles</li> </ul>					
<ul style="list-style-type: none"> <li data-bbox="251 827 418 858">• Equipment</li> </ul>					
<ul style="list-style-type: none"> <li data-bbox="251 886 347 917">• Fuel</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.



**Office/Staffroom/Washroom Areas**

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical					
Furniture and Equipment					
Emergency Signage					
Windows					
Mechanical					
Housekeeping <ul style="list-style-type: none"> <li data-bbox="251 909 423 938">• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li data-bbox="251 945 521 1016">• Storage of Materials and Equipment</li> </ul>					
<ul style="list-style-type: none"> <li data-bbox="251 1022 483 1073">• Extension Cords/ Power Bars</li> </ul>					
<ul style="list-style-type: none"> <li data-bbox="251 1079 428 1108">• Ceiling Tiles</li> </ul>					
<ul style="list-style-type: none"> <li data-bbox="251 1136 516 1165">• Entrance/Exit Doors</li> </ul>					
<ul style="list-style-type: none"> <li data-bbox="251 1192 358 1222">• Walls</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

## ***Maintenance Shop Inspection Form Information***

### **General Shop Area**

The following items must be inspected in all areas of the Maintenance Shop including the welding, mechanical and woodworking areas.

#### **Flooring**

- Flooring intact and no tripping hazards from:
  - Loose or missing boards or tiles.
  - Broken concrete.
  - Lifting sheet flooring.
  - Uneven flooring.

#### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate for tasks performed in area.
- Secondary lighting, if necessary, available and functional.

#### **Electrical**

- Boxes, plates and receptacles intact.
- Outlets functional.
- Equipment shut-offs in good working order.
- Ground Fault Interrupter (GFI) in place where necessary.
- All equipment cords in good condition.

#### **Emergency Signage/Equipment**

- Appropriate fire extinguisher present with current inspection certificate.
- Fire exit route map posted and visible.
- Emergency exits identified.
- First Aid Kit present and appropriately supplied.
- List of "first aiders" names posted beside the First Aid Kit.
- Safety posters displayed in visible areas.
- Eye wash station present, clearly signed, and tested weekly (log kept of dates).
- Fire blanket available (if required).
- Spill kit available.
- CO monitor in place and in good working order.
- Phone available in area.

#### **Windows**

- Intact, no cracks or broken panes.
- Not painted or covered with combustible material (includes door windows).

#### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Sinks are operational with no leaks.
- Special ventilation present where required and in good working order.

#### **Housekeeping**

- Cleanliness:

- Unnecessary clutter which does not provide adequate work space.
  - No excessive accumulation of dust.
  - No presence of food stuffs or materials which could create biological hazards (i.e., mold, rodents, odors).
  - Hand wash facility and appropriate cleaning supplies.
  - No obvious hygiene problems.
- Storage of Materials and Equipment:
    - Shelving units and filing cabinets are appropriately used (i.e., not overloaded).
    - Items safely and appropriately stored.
    - Cupboards and storage rooms are reasonably organized.
    - No unnecessary equipment or materials stored in area.
    - Appropriate storage of oily rags and other combustible materials.
- Extension Cords/Power Bars:
    - Circuits not overloaded.
    - Use of cords is not creating a tripping or fire hazard.
    - Extension cords are grounded and in good repair.
    - Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).
- Ceiling Tiles:
    - In place and in good condition.
    - Not painted or covered in combustible material.
    - No decorative items hanging from ceilings.
- Entrance/Exit Door:
    - Clear of any obstructions.
    - Doors open and close properly.
- Vehicle Overhead Doors:
    - Tracks and wheels are in good condition.
    - Safety locking mechanisms are operational and in good condition.
- Walls:
    - Only 40% or less of wall surfaces are covered in combustible materials.
    - Bulletin boards secure on walls.
    - Free of damage that may be creating a hazard.

### **General Equipment**

- Guards installed and used on equipment.
- Complete enclosures around belts and pulleys.
- Equipment properly secured.
- Spring loaded chuck on drill press in good working order.
- Safety screens available where required.

### **Hazardous Chemicals**

- MSDS binder readily available.
- MSDS are current (no more than 3 years old) and only available for chemicals or consumer restricted products present.
- Chemical inventory list kept in MSDS binder.
- WHMIS (workplace) labels on all secondary containers.
- Safe and secure storage in vented Flammable cabinets.
- Waste containers labeled.
- Waste disposed of at regularly scheduled disposal times.

### **Personal Protective Equipment**

- Equipment is of proper size, in good condition and is being used.
  - Eye protection (glasses, goggles or face shields).
  - Dust masks.
  - Gloves.
  - Welding aprons/jackets.
  - Welding helmets and goggles.
  - Hearing protection (if required).

### **Compressed Air**

- Hoses/lines in good condition and appropriately identified.
- Only used for appropriate purposes and not for general cleaning or cleaning yourself.

### **Welding Area**

- Flashback arrestors in place and located at the regulator.
- Hoses in good condition.
- Ventilation in area appropriate for tasks being performed.
- UV curtains available, in good condition and used appropriately.
- Compressed Gas cylinders secured and stored appropriately. Different gas cylinders should be stored separately.
- Valves and regulators in good condition.
- Local ventilation available and used for welding tasks.
- Equipment or machinery in good working condition and guarded appropriately.

### **Mechanical Area**

- Exhaust outlets operational.
- CO monitor in place and inspected yearly.
- Hoses/lines in good condition and appropriately identified.
- Only used for appropriate purposes and not for general cleaning or cleaning yourself.
- Parts Cleaners - if varsol, ensure lid is closed when not in use (safety lid is in good working order).
- Equipment or machinery.
  - Bench Grinders - guards in place, wheels inspected regularly for cracks, dressed, stone maximum 3mm from tool rest.

## Woodworking Area

- Guards in place on all equipment as required.
- Dust collector connected to all high dust capacity equipment. Collector regularly inspected and emptied.
- Hoses/lines in good condition and appropriately identified.
- Only used for appropriate purposes and not for general cleaning or cleaning yourself.
- Equipment or machinery.
  - Table Saw - splitter guard must be in place unless blade is not attached to saw.
  - Anti-kick back fingers and dust collection also present

## Compound Area

### Surfaces

- Surfaces have no hazards (e.g., large potholes, nails).
- Surfaces intact and no tripping hazards from:
  - Broken concrete or asphalt.
  - Drainage problems that create water and/or ice build-up.

### Signage

- Proper signage in place and visible (e.g., designated and restricted parking areas, flammables).

### Access

- Access control gates in place.

### Electrical

- Plug-ins in parking lot are intact and operational.
- Exterior lights are intact and operational.

### Storage

- Materials:
  - Contained and stable in accordance with height and weight.
  - Safe and secure storage of any hazardous products.
  - No unnecessary materials stored in area.
- Vehicles:
  - Parked in designated areas.
- Equipment:
  - Safe and secure storage.
- Fuel:
  - Emergency shut off to tanks is accessible and operational.
  - Tanks intact with no signs of leakage.
  - Required signage in place.

**Other**

- Please include any additional items as required.

**Office/Staffroom/Washroom Areas****Flooring**

- Flooring intact and no tripping hazards from:
  - Torn or lifting carpet.
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.

**Lighting**

- Light fixtures operational with no loose parts.
- Light switches working.
- Lighting level adequate for the majority of tasks performed in area.

**Electrical**

- Plates and receptacles intact.
- Outlets functional.

**Furniture and Equipment**

- No broken or loose parts which may create a hazard.
- Shelving units safe and secure.
- Room configuration does not block exits or impede evacuation.
- Required First Aid kit and supplies.

**Emergency Signage**

- Fire exit route map posted and visible.
- List of trained first aiders posted beside First Aid kit.

**Windows**

- Intact, no cracks or broken panes.
- Not painted or covered in a combustible material.

**Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Sink is operational with no leaks.
- Kitchen appliances operational and in good repair.

**Housekeeping**

- Cleanliness:
  - Unnecessary clutter which does not provide adequate work space.
  - Proper storage of food stuffs or materials which could create biological hazards (i.e., mold, rodents, odors).
  - No obvious hygiene problems.
- Storage of Materials and Equipment:
  - Shelving units and filing cabinets are appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored.
  - Cupboards are reasonably organized.

- No unused and unnecessary materials in room.
- Safe and secure storage of any hazardous products.
  
- Extension Cords/Power Bars:
  - Circuits not overloaded.
  - Use of cords is not creating a tripping or fire hazard.
  - Extension cords are grounded and in good repair.
  - Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).
  
- Ceiling Tiles:
  - In place and in good condition.
  - Not painted or covered in combustible material.
  - No items hanging from ceilings.
  
- Entrance/Exit Door:
  - Not decorated with combustible materials.
  - Clear of any obstructions.
  - Doors open and close properly.
  
- Walls:
  - Only 40% or less of wall surfaces are covered in combustible materials.
  - Bulletin/white boards secure on walls and in tracks.
  - Free of damage that may be creating a hazard.

**Other**

- Please include any additional items as required.

# Warehouse Inspection Form

Location: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Refer to *Inspection Form Information* for specific details. Included are checklists for specific areas: General Warehouse Area, Special Storage, Office/Staffroom/Washroom, Parking Lot/Loading Dock.

## General Warehouse Area

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical					
Emergency Signage / Equipment					
Windows					
Mechanical					
Housekeeping <ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials and Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Extension Cords/ Power Bars</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit</li> </ul>					
<ul style="list-style-type: none"> <li>• Vehicle Overhead Doors</li> </ul>					
<ul style="list-style-type: none"> <li>• Walls</li> </ul>					
Hazardous Chemicals					
Personal Protective Equipment					
General Equipment <ul style="list-style-type: none"> <li>• Forklift</li> <li>• Pallet Jack</li> </ul>					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

## Special Storage Areas

Location: \_\_\_\_\_



Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Housekeeping					
<ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials and Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

**Office/Staffroom/Washroom Areas**

Location: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Flooring					
Lighting					
Electrical					
Furniture and Equipment					
Emergency Signage					
Windows					
Mechanical					
Housekeeping					
<ul style="list-style-type: none"> <li>• Cleanliness</li> </ul>					
<ul style="list-style-type: none"> <li>• Storage of Materials and Equipment</li> </ul>					
<ul style="list-style-type: none"> <li>• Extension Cords/ Power Bars</li> </ul>					
<ul style="list-style-type: none"> <li>• Entrance/Exit</li> </ul>					
<ul style="list-style-type: none"> <li>• Ceiling Tiles</li> </ul>					
<ul style="list-style-type: none"> <li>• Walls</li> </ul>					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

**Parking Lot/Loading Docks**

Location: \_\_\_\_\_

Inspected by: \_\_\_\_\_ Date: \_\_\_\_\_

Check the following	Satisfactory	Unsatisfactory	*Risk Level H/M/L	Comment (if additional space is required, attach information to this sheet)	Corrective Action
Surfaces					
Stairs/Ramps					
Signage					
Electrical					
Other					

\*Identify risk level only if previous column is shown as unsatisfactory.

This document should be filed in the Occupational Health and Safety Document Binder.

## ***Warehouse Inspection Form Information***

### **General Warehouse Area**

The following items must be inspected in all areas of the Warehouse including special storage areas, office/staffroom/washroom areas.

#### **Flooring**

- Flooring intact and no tripping hazards from:
  - Broken concrete.
  - Uneven flooring.

#### **Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate for tasks performed in area.
- Secondary lighting, if necessary, available and functional.

#### **Electrical**

- Boxes, plates and receptacles intact.
- Outlets functional.
- Equipment shut-offs in good working order.
- Ground Fault Interrupter (GFI) in place where necessary.
- All equipment cords in good condition.

#### **Emergency Signage/Equipment**

- Appropriate fire extinguisher present with current inspection certificate.
- Fire exit route map posted and visible.
- Emergency exits identified.
- First Aid Kit present and appropriately supplied.
- List of "first aiders" names posted beside the First Aid Kit.
- Safety posters displayed in visible areas.
- Eye wash station present, clearly signed, and tested weekly (log kept of dates).
- Spill kit available.
- CO monitor in place.
- Phone available in area.

#### **Windows**

- Intact, no cracks or broken panes.
- Not painted or covered with combustible material (includes door windows).

#### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Special ventilation present where required and in good working order.
- Ceiling fans in good working order.
- Unit heaters clear of combustible material.

## Housekeeping

- Cleanliness:
  - Unnecessary clutter which does not provide adequate work space.
  - No excessive accumulation of dust.
  - No presence of food stuffs or materials which could create biological hazards (i.e., mold, rodents, odors).
  - No obvious hygiene problems.
  
- Storage of Materials and Equipment:
  - Shelving units and skid racking are appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored.
  - No unnecessary equipment or materials stored in area.
  
- Extension Cords/Power Bars:
  - Circuits not overloaded.
  - Use of cords is not creating a tripping or fire hazard.
  - Extension cords are grounded and in good repair.
  - Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).
  
- Entrance/Exit Door:
  - Clear of any obstructions.
  - Doors open and close properly.
  
- Vehicle Overhead Doors:
  - Tracks and wheels are in good condition.
  - Safety locking mechanisms are operational and in good condition.
  
- Walls:
  - Only 40% or less of wall surfaces are covered in combustible materials.
  - Bulletin boards secure on walls.
  - Free of damage that may be creating a hazard.

## Hazardous Chemicals

- MSDS binder readily available.
- MSDS are current (no more than 3 years old) and only available for chemicals or consumer restricted products present.
- Chemical inventory list kept in MSDS binder.

## Personal Protective Equipment

- Equipment is of proper size, in good condition and is being used.
  - Eye protection (glasses).
  - Dust masks.
  - Gloves.
  - Hearing protection (if required).

## General Equipment

- Guards installed and used on equipment.
- Equipment properly secured.
- Equipment in good working order (i.e., forklift, pallet jack).

## Special Storage Areas

**Flooring**

- Flooring intact and no tripping hazards from:
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.

**Lighting**

- Light fixtures operational and have no loose parts.
- Light switches working.
- Lighting level adequate.

**Housekeeping**

- Cleanliness:
  - Unnecessary clutter which creates a tripping hazard.
  - No presence of food stuffs or materials which create biological hazards (i.e. mold, rodents, odors).
  - No obvious hygiene problems.
- Storage of Materials and Equipment:
  - Shelving units appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored.
  - Safe and secure storage of any hazardous products.
  - MSDS for all controlled products.
  - Appropriate ventilation in good working order.
- Entrance/Exit Door:
  - Clear of obstructions.
  - Door opens and closes properly.

**Appropriate Usage**

- Is the space being used for the purpose it was designed? If not, is the current usage safe and appropriate for the space?

**Other**

- Please include any additional items as required.

## **Office/Staffroom/Washroom Areas**

### **Flooring**

- Flooring intact and no tripping hazards from:
  - Torn or lifting carpet.
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.

### **Lighting**

- Light fixtures operational with no loose parts.
- Light switches working.
- Lighting level adequate for the majority of tasks performed in area.

### **Electrical**

- Plates and receptacles intact.
- Outlets functional.

### **Furniture and Equipment**

- No broken or loose parts which may create a hazard.
- Shelving units safe and secure.
- Room configuration does not block exits or impede evacuation.
- Required First Aid kit and supplies.

### **Emergency Signage**

- Fire exit route map posted and visible.
- List of trained first aiders posted beside First Aid kit.

### **Windows**

- Intact, no cracks or broken panes.
- Not painted or covered in a combustible material.

### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Sink is operational with no leaks.
- Kitchen appliances operational and in good repair.

### **Housekeeping**

- Cleanliness:
  - Unnecessary clutter which does not provide adequate work space.
  - Proper storage of food stuffs or materials which could create biological hazards (i.e., mold, rodents, odors).
  - No obvious hygiene problems.
- Storage of Materials and Equipment:
  - Shelving units and filing cabinets are appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored.
  - Cupboards are reasonably organized.
  - No unused and unnecessary materials in room.
  - Safe and secure storage of any hazardous products.

- Extension Cords/Power Bars:
  - Circuits not overloaded.
  - Use of cords is not creating a tripping or fire hazard.
  - Extension cords are grounded and in good repair.
  - Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).
  
- Ceiling Tiles:
  - In place and in good condition.
  - Not painted or covered in combustible material.
  - No items hanging from ceilings.
  
- Entrance/Exit Door:
  - Not decorated with combustible materials.
  - Clear of any obstructions.
  - Doors open and close properly.
  
- Walls:
  - Only 40% or less of wall surfaces are covered in combustible materials.
  - Bulletin/white boards secure on walls and in tracks.
  - Free of damage that may be creating a hazard.

**Other**

- Please include any additional items as required.



## **Loading Docks**

### **Surfaces**

- Surfaces intact and no tripping hazards from:
  - Broken concrete in sidewalks or asphalt in parking lots.
  - Drainage problems that create water and/or ice build-up.
- Sandbox (if present) is filled and used to address slippery access surfaces.

### **Stairs/Ramps**

- Damaged stair treads that create tripping hazards.
- Handrails in place and secure.
- Clear of obstructions.

### **Signage**

- Proper signage in place and visible (i.e., school zone, crosswalk, bus zone, designated and restricted parking areas, handicap, etc.).

### **Electrical**

- Plug-ins in parking lot are intact and operational.
- Exterior lights are intact and operational.

### **Other**

- Please include any additional items as required.

# 4. Emergency Preparedness

## *Overview*

### ***Legislative Requirements***

Emergency Preparedness Requirements

### ***Guidelines for Meeting Legislative Requirements***

Responses to Identified Emergencies

Lockdown

Evacuation

Directed Response

Room Clear

Emergency Preparedness Plan Components

Evacuation Routes

Assembly Locations

Emergency Response Classroom Flipchart

Emergency Response Kit

Safety Drills

Special Considerations

Contagious Emergencies

Off-site Emergencies

Emergency Response System Inspections

Roles and Responsibilities

### ***Training Requirements***

### ***Implementation Process***

Getting Started

Ongoing Activities

### ***Appendix I: Emergency Response System Inspections***

### ***Forms***

Emergency Preparedness Development Tool

Emergency Preparedness Plan Template

Safety Drill Record Form

Emergency Call Card

Other Emergency Resources

# 4. Emergency Preparedness

## 4.1 Overview

All organizations are required to establish an emergency preparedness plan to mitigate the effects of a wide variety of potential disasters. Emergency preparedness is designed to ensure the health, safety and welfare of all occupants in the facility, at the time of the occurrence. This planning shall be comprehensive enough to cope with a variety of emergencies.

The Division faces the challenge of having to address general emergency preparedness for over twenty two facilities. While many emergency procedures may be common among Division schools, each facility is responsible for developing a site specific Emergency Preparedness Plan that meets Legislative and Division requirements and guidelines.

The Division has developed procedures that provide schools with direction on how to respond to a variety of events with each site having the opportunity to address situations unique to its location or circumstance.

## 4.2 Legislative Requirements

Under provincial legislation, every school or workplace must develop and implement an on-site emergency preparedness program. The employer must consult with affected employees in establishing the emergency preparedness program and ensure that the program is kept current. Emergency preparedness and response is regulated under the Occupational Health and Safety Act, Regulation and Code.

According to the Occupational Health and Safety Code an emergency preparedness program must include:

- The identification of potential emergencies.
- Procedures for dealing with the identified emergencies.
- The identification of, location of, and operation procedures for emergency equipment.
- Emergency response training requirements.
- Location and use of emergency facilities.
- Fire protection requirements.
- Alarm and emergency communication requirements.
- First aid services required.
- Procedures for evacuation.
- Designated evacuation responsibilities.

### **Emergency Preparedness Requirements**

Emergency preparedness is judged for compliance from the appropriateness of the response to an unexpected incident. The areas an inspector or investigator would focus on are:

- Do employees understand the emergency preparedness program and their roles and responsibilities in that program?
- Are employees adequately prepared to effectively carry out their role?
- Is the program appropriate to the specific worksite involved?
- Is the frequency of safety drills appropriate and in compliance with legal requirements?
- Are records kept of safety drills and are the drills evaluated for effectiveness?
- Is the emergency preparedness program working as intended?
- Is the process to communicate the state of emergency effective?
- Are visitors and/or tenants for sanctioned school/Division functions aware of the facility's Emergency Preparedness Plan?

If the answers are YES, then there is compliance.

Principals and non-school based department heads demonstrate compliance by ensuring:

- Time and resources are provided for employees to be involved in the development of the emergency preparedness program.
- Employees have adequate preparation for any unexpected incident, including how and when to initiate the alarm.
- The required supplies and equipment (i.e., fire extinguishers, first aid kits) are available, and in good condition.
- The required number of staff are trained in emergency and standard level first aid.

## 4.3 Guidelines for Meeting Legislative Requirements

The Division has identified the following situations as potential emergencies:

- Fire/Explosion
- Chemical Release
- Building Collapse
- Utility Disruption
- Severe Weather
- Abduction
- Intruder
- Weapons
- Youth Gatherings (Civil Disturbance)
- Suspicious Activity and/or Individual
- Bomb Threat

### Responses to Identified Emergencies

There are four types of responses that may be implemented for the emergency situations identified:

1. **Lockdown** – is used to maintain occupants in their room or area to provide protection from a threat (e.g., intruder) when it is safer to stay in the building than evacuate.
2. **Evacuation** – is used to move occupants out of the building by a route designed to avoid contact with a potential threat (e.g., fire).
3. **Directed Response** – is used to move all occupants away from a threat (e.g., flooding, utility disruption, chemical spill) to a specific location inside the building when it is safer to remain in the building than to leave. A directed response is used when the location of the threat is known and can be confined to a specific area. Occupants should be directed to an area that is far enough away from the threat to ensure safety.
4. **Room Clear** – is used to keep occupants away from a potential threat (e.g., student altercation) within the room while the teacher deals with the situation.

Clear language rather than code words are to be used to communicate the required response.

## Emergency Preparedness Plan Components

Each worksite must prepare a written Emergency Preparedness Plan utilizing the Hour Zero Preparedness Plan Templates. The following items must be included in an Emergency Preparedness Plan:

1. **Evacuation Routes** – The worksite’s primary and secondary evacuation routes shall be posted in each occupied room within the facility. Administrative sites must post primary and secondary evacuation routes in each meeting room within the site. Ensure facility floor map room numbers correspond with actual room numbers.
2. **Assembly Locations** – Each worksite shall identify and inform all occupants of the primary and secondary assembly locations. Primary locations onsite will be utilized to maintain staff and students at a safe distance from the building. Secondary locations must be identified and formal, prior arrangements made for use when it is required to evacuate occupants from the site. Secondary locations must be confirmed in writing on an annual basis.
3. **Emergency Response Classroom Flipchart** – Each classroom/occupied work area shall be provided with an Emergency Response Classroom Flipchart from the Division. This Flipchart is a summary of the emergency procedures.
4. **Emergency Response Kit** – Each worksite shall assemble and maintain an Emergency Response Kit to support the Emergency Preparedness Plan. Ensure that the Emergency Response Kit is kept in a secure yet accessible location at all times. Due to the contents of the Emergency Response Kit, additional security measures should be taken to secure the kit (e.g., locked filing cabinet, safe) when the office is not occupied. The Emergency Response Kit shall include the following:
  - A minimum of three up-to-date copies of the site’s Emergency Preparedness Plan.
  - Current list of all staff and/or students in the facility.
  - Student’s parent/guardian emergency contact lists (updated in September and February annually).
  - Emergency Call Card (see Forms).
  - Chemical inventory list (see Chemical Hazard Section).
  - Evacuation route maps highlighting primary and secondary evacuation routes.

- Megaphone.
  - Five flashlights with a supply of batteries (packaged separately) and a supply of spare bulbs.
  - A portable AM/FM radio with a supply of batteries packaged separately.
  - A minimum of three clipboards.
  - Miscellaneous office supplies: pens, pencils (sharpened), box of paper clips, letterhead paper and envelopes, string, duct tape.
  - Portable First Aid Kit No. 3 (fanny pack).
  - List of qualified first aiders at site (update in September and February annually).
  - Emergency blankets.
  - “Caution - Do Not Enter” tape.
  - Vinyl gloves.
5. **Safety Drills** – The purpose of drills is to ensure that in the event of an emergency, persons present in Division buildings can leave, move within, or be secured in the building in an orderly fashion, without panic, and with self-control. The speed of a drill is important, but speed should not be stressed at the expense of good order. Recognize that personal reactions during an actual emergency occurrence may alter the effectiveness of executing an emergency response plan.

Safety drill procedures and instructions should be reviewed with staff, including permanent contract workers, and students on an annual basis. The following elements must be implemented when planning a safety drill:

- All school facilities must complete one safety drill per month, with a minimum of 6 fire drills during the school year (3 in the fall and 3 in the spring). The choice of the other 4 safety drills to be completed is at the discretion of the Principal. (The four types of safety drills are: Directed Response, Evacuation, Lockdown, and Room Clear). All non-school based sites must complete a minimum of one fire drill per year.
- The Emergency Response Classroom Flipchart shall be readily available to staff in each classroom within each school based site.
- Ensure each safety drill is documented on the Division Safety Drill Record Form and filed within the Division’s OH&S Document Binder (see Forms).
- Review and address issues identified as areas of concern arising from the safety drills with staff and students following each drill. The following elements must be implemented when conducting a safety drill:
  - The principal or non-school based department head or designated administrator shall initiate all safety drills. The duty of sounding the alarm, when required, should rotate among staff members to promote familiarity with emergency procedures.
  - The fire alarm shall be sounded during an evacuation drill (fire drill).
  - All occupants shall participate in the safety drill.
  - Ensure occupants leave, or move within, the building in an orderly manner and class lines do not cross during evacuation.
  - Ensure no individual re-enters the buildings following an evacuation until the “All Clear” indicates that the building is safe to re-enter.
  - Ensure all required individual roles and responsibilities for an emergency preparedness plan are assigned to identified employees and their alternate.
  - Special considerations shall be made for individuals with compromised physical and/or mental abilities.

6. **Special Considerations** – Each worksite shall establish a special provision plan for assisting staff and/or students with a degree of compromised physical and/or mental ability, whether permanent or temporary (e.g., broken leg), in meeting the response procedures for the various emergencies identified.

A special provisions plan for individuals with compromised mobility should consider the individual’s ability to exit and the degree of support required.

7. **Contagious Emergencies** – In the event of a Division worksite experiencing a contagious health emergency, each worksite will be provided direction from the Division and/or Alberta Health Services.
8. **Off-site Emergencies** – Each worksite shall refer to Division Regulation on Field Trips, Excursions and Student Travel in preparing for off-site events. Ensure the Division Field Trip Planning Guide is referenced and forms completed.

Should an emergency occur during an off-site event?

- Move from area of risk to maintain student safety.
- Keep students together.
- Call 911. Look after any injured individuals.
- Call the principal if the situation occurs during school hours, Monday to Friday.

9. **Emergency Response System Inspections** – See Appendix I for the individuals and Division department responsibilities for inspecting the emergency response systems. Principals and non-school based department heads verify inspections are completed through documentation provided.

10. **Roles and Responsibilities** – Each worksite shall ensure that all employees are made aware of their roles and responsibilities during each of the four identified emergency responses. New and substitute employees shall be made aware of their roles and responsibilities on an ongoing basis.

## Lockdown

Roles	Responsibilities
School Administrators (Principal, Vice-Principal or designate) and Office Support Staff	<ul style="list-style-type: none"> <li>• Assess the situation and determine need.</li> <li>• <b>Communicate with occupants using clear language.</b></li> <li>• Inform staff of response and whether situation is occurring <b>inside</b> or <b>outside</b> of the facility.</li> <li>• Contact Emergency Services (9-1-1).</li> <li>• Take Emergency Response Kit to designated secure room.</li> <li>• Contact applicable numbers on Emergency Call Card (found in Emergency Response Kit).</li> <li>• Meet with Emergency Personnel, if safe to do so.</li> <li>• Contact Area superintendent to inform of situation.</li> <li>• Refer all media inquiries to Communication Services at Central Office.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Remind students of lockdown procedures.</li> <li>• Keep students away from doors and windows.</li> <li>• Refer to Emergency Response Classroom Flipchart.</li> <li>• If situation is <b>outside</b> the facility, close window coverings on outside window.</li> <li>• If situation is inside the facility, keep classroom exterior windows open where possible and interior classroom windows covered where possible.</li> </ul>



	<ul style="list-style-type: none"> <li>• Be prepared to evacuate, if required, on short notice.</li> <li>• Ensure door is locked.</li> <li>• Maintain a calm environment by staying calm and reassuring students that everything possible is being done to return the situation to normal.</li> <li>• Ensure absolute quiet.</li> <li>• Do not open the door if someone knocks unless positive identification of person in authority is achieved.</li> <li>• Keep students on floor out of line of sight from windows.</li> <li>• If gunshot or an explosion is heard, ensure everyone remains on the floor.</li> <li>• Remain in secured room until further directions are received.</li> <li>• If you have an emergency in the room, contact the office immediately.</li> <li>• Refer all media inquiries to administration.</li> </ul>
Caretakers	<ul style="list-style-type: none"> <li>• If safe, move to office area and be available to support the principal.</li> </ul>

**Evacuation**

<b>Roles</b>	<b>Responsibilities</b>
School Administrators (Principal, Vice-Principal or designate) and Office Support Staff	<ul style="list-style-type: none"> <li>• Assess the situation and determine need.</li> <li>• Take the following items to designated assembly locations: <ul style="list-style-type: none"> <li>- Emergency Response Kit.</li> <li>- Visitor Sign In Sheet.</li> </ul> </li> <li>• Contact applicable numbers on Emergency Call Card (found in Emergency Response Kit).</li> <li>• Collect attendance sheets from attendance messenger from all classrooms and areas, to clarify who may be missing. Provide information on missing individuals and/or individuals with compromised mobility to emergency personnel.</li> <li>• Contact parent/guardian of student(s), if required, under direction from the principal.</li> <li>• Refer all media inquiries to Communication Services at Central Office.</li> <li>• Contact Emergency Services (9-1-1) if required.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• <b>Take the following items with you:</b> <ul style="list-style-type: none"> <li>- <b>Class list, paper and pen.</b></li> <li>- <b>Emergency Response Classroom Flipchart.</b></li> </ul> </li> <li>• Ensure classroom is evacuated of all occupants.</li> <li>• Close door, but do not lock.</li> <li>• If previously directed by principal, check designated rooms to ensure area(s) are evacuated.</li> <li>• Check hallway to ensure primary exit route is safe and clear for exit.</li> <li>• Leave building immediately, in a calm and orderly manner, using only the exit and directions given.</li> <li>• Remain with students at the designated assembly location and do not allow students to leave.</li> <li>• Complete class attendance to identify missing students. Be sure to account for visitors or volunteers in your class.</li> <li>• Send reliable attendance messenger with a written note to principal or designate to indicate all occupants are accounted for, or that specific individuals are missing. Also note any individuals with compromised mobility that may be waiting within the site.</li> <li>• Wait for further directions from principal or designate.</li> <li>• Refer all media inquiries to administration.</li> </ul>
Caretakers	<ul style="list-style-type: none"> <li>• Provide support for principal/designate and/or emergency personnel on site.</li> </ul>

## Directed Response

Roles	Responsibilities
School Administrators (Principal, Vice-Principal or designate) and Office Support Staff	<ul style="list-style-type: none"> <li>Assess the situation and determine need.</li> <li>Contact Emergency Services, if required.</li> <li>Communicate with occupants, using clear language, regarding further direction.</li> <li>Take Emergency Response Kit to designated area.</li> <li>Contact applicable numbers on Emergency Call Card (found in Emergency Response Kit).</li> <li>Secure cleared area(s), if required, until safe to re-enter.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li><b>Take the following items with you:</b> <ul style="list-style-type: none"> <li>- <b>Class list, paper and pen.</b></li> <li>- <b>Emergency Response Classroom Flipchart.</b></li> </ul> </li> <li>Go immediately, in a calm orderly fashion, to the area inside the building designated by the principal or designate.</li> <li>Follow route indicated by principal.</li> <li>Stay with students, keeping them in a group.</li> <li>Account for all students and remain in designated area until further direction is provided.</li> <li>Implement the special provisions action plan for individuals with compromised mobility (should be previously planned).</li> <li>Notify school administrators if any concerns arise.</li> <li>If individuals sustain injuries, see <i>Medical Assessment Procedures</i> at the end of this document.</li> </ul>
Caretakers	<ul style="list-style-type: none"> <li>Provide support for principal/designate and/or emergency personnel on site.</li> </ul>

## Room Clear

Roles	Responsibilities
School Administrators (Principal, Vice-Principal or designate) and Office Support Staff	<ul style="list-style-type: none"> <li>Assess the situation and determine need.</li> <li>Go to problem area to provide assistance as needed.</li> <li>Contact parents/authorities, if required.</li> <li>Ensure alternate room/location is provided with supervision for uninvolved students.</li> <li>Determine when uninvolved students may return to room.</li> <li>Inform Area Superintendent, if situation warrants.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>Assess situation and notify office immediately for support including desired response.</li> <li>Remain calm..</li> <li>Send uninvolved students directly, to alternate room/location.</li> <li>Respecting personal safety, remain with problem situation and work to defuse the crisis.</li> <li><b>Take Emergency Response Classroom Flipchart if you leave the room.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• If individuals sustain injuries, see <i>Medical Assessment Procedures</i> at the end of this document.</li> </ul>
Caretakers	<ul style="list-style-type: none"> <li>• Clean up room, as required.</li> </ul>

## 4.4 Training Requirements

All employees including permanent contract workers on-site (e.g., caretakers, artists in residence) shall participate in an orientation regarding the Division Emergency Preparedness Plan, appropriate responses and individual responsibilities during an emergency situation.

Orientations shall occur:

- On an annual basis, and/or
- When new employees are introduced into the worksite.

Orientation records must be kept in the Document Binder providing a copy of the orientation and a signed list of attendees.

Safety drills shall occur:

- On a monthly basis for school sites, or
- On an annual basis for non-school based sites.

## 4.5 Implementation Process

### Getting Started

Utilizing the Emergency Preparedness Development Tool (see Forms), principals and non-school based department heads shall:

1. Determine and record the primary and secondary evacuation routes of the worksite.
2. Identify and arrange for primary and secondary assembly locations.
3. Distribute Emergency Response Classroom Flipchart to all classrooms/occupied work areas.
4. Ensure all required Emergency Response Kit contents are assembled.
5. Establish a special provisions plan for staff and/or students with compromised mobility.
6. Prior to the start of the school year, complete the formal Emergency Preparedness Plan utilizing the Emergency Preparedness Plan Template (see Forms).
7. Conduct an annual orientation with staff at the start of the school year regarding roles and responsibilities during each of the four Emergency Responses.
8. Ensure Field Trip Kit is assembled and maintained. Ensure Emergency contact numbers are provided.

## Ongoing Activities

Principals and non-school based department heads shall:

- Conduct monthly safety drills, document on Division Safety Drill Record Form and file in the Document Binder.
- Review issues and concerns identified upon completing a safety drill and share issues and solutions with staff.
- Maintain the Emergency Response Kit and Field Trip kit contents.
- Ensure the continuous identification and planning for staff and/or students with special considerations.
- Complete an annual review of the Emergency Preparedness Plan.
- Review Emergency Preparedness Plan to ensure site specific adjustments are made to the evacuation routes and/or assembly locations if existing routes and/or locations are altered.
- Ensure alternates are assigned to key roles should a specific employee be absent or working off-site.
- Ensure the Emergency Preparedness Plan is maintained in the Document Binder.
- Ensure all temporary staff/volunteers are familiar with the Emergency Preparedness Plan.
- Complete debriefing with staff following actual emergency. If Emergency Preparedness Plan is initiated, submit Incident Report through Electronic Accident Report System (EARS).
- Ensure all classrooms have an Emergency Response Classroom Flipchart readily available.

Construction and Maintenance shall:

- Complete emergency response system inspections and provide written documentation to each worksite that the inspections have been completed for: fire alarms, smoke/heat detectors.

# Appendix I: Emergency Response System Inspections

Equipment	Accountable	Frequency of Inspection
Fire Alarm	Maintenance	The <b>annual</b> inspection of the fire alarms at each Division site will be coordinated and initiated by maintenance. An inspection tag will be documented on the fire panel.
Smoke/Heat Detector	Maintenance	The <b>annual</b> inspection of the smoke/heat detectors at each Division site will be coordinated and initiated by maintenance. An inspection tag will be documented on fire panel.
Fire Suppression System	Maintenance	The <b>annual</b> inspection of all fire suppression systems in Division cafeterias and designated CTS food labs will be coordinated and initiated by maintenance.
Fire Hydrant	Maintenance	The <b>annual</b> inspection of all fire hydrants at Division sites will be coordinated and initiated by maintenance.
Fire Extinguisher	Maintenance  Site Caretaker	The <b>annual</b> inspections at each Division site will be coordinated and initiated by maintenance. Inspection date is documented and attached to fire extinguisher.  Complete a <b>monthly</b> inspection of all fire extinguishers on site and log the inspection on tag attached to fire extinguisher.
Exit/Emergency Lighting	Site Caretaker	Complete a <b>weekly</b> inspection of all exit and emergency lights at each Division school site.

# Forms

## Emergency Preparedness Development Tool

School: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Name: \_\_\_\_\_

Administrator Accountable: \_\_\_\_\_

Responsibility	Individual(s) Accountable	Timeline or Schedule
Mark primary and secondary <b>evacuation routes</b> on site map and post in each occupied room.		

Ensure floor plan room numbers correspond with actual room numbers.		
Identify, and share, primary <b>assembly locations</b> for all classrooms on site.		
Identify, and make formal written arrangements for, secondary off-site <b>assembly location</b> .		
Have <b>Emergency Response Classroom Flipchart</b> available in each occupied room. Verify presence throughout the year.		
Assemble and Maintain <b>Emergency response Kit</b> . Maintain in office in a secure location to protect confidential information enclosed.		
Ensure a <b>Safety Drill</b> is completed and documented each month. Alarm <b>MUST</b> be activated during a fire or evacuation drill.		
Establish a <b>special provision plan</b> for individuals with compromised mobility.		
Ensure Field Trip Kit is assembled and maintained in a secure location to protect confidential information enclosed. Ensure emergency contact numbers are provided.		
Review with staff contents and location of Division's regulations regarding, Field Trips, Excursions and Student Travel.		
Conduct an annual orientation at the start of the school year with staff regarding <b>roles and responsibilities</b> during each of the four Emergency Responses.		
<b>Assign staff</b> to ensure all rooms are checked to ensure clearance of all occupants during evacuation/room clear procedures.		
Ensure fire extinguishers and emergency exit lighting are <b>inspected</b> as required.		
Assign appropriate staff to complete school responsibilities for each of the four emergency response procedures.		
<b>Conduct ongoing orientations</b> of temporary staff/volunteers.		
Ensure office administration is provided with a Bomb Threat Phone Checklist to be kept by office phone ( <i>see Hour Zero Forms</i> ).		

Review Emergency Preparedness Action Plan on a monthly basis following monthly safety drill and complete debrief with staff.		
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## Emergency Preparedness Plan Template

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Principal: \_\_\_\_\_

The principal of each school shall develop the site's Emergency Preparedness Plan prior to the start of each school year. The Emergency Preparedness Plan is to be reviewed annually with staff at the beginning of each school year and with new staff on an on-going basis.

The Emergency Preparedness Plan is organized into the following sections:

1. Division Rationale
2. Contagious Health Emergencies
3. Off-site Emergencies
4. Preparation
5. Facility Evacuation
6. Resources
7. Training

### Division Rationale

All organizations are required to establish an emergency preparedness plan to mitigate the effects of a wide variety of potential disasters. Emergency preparedness is designed to ensure the health, safety and



welfare of all occupants in the facility, at the time of the occurrence. This planning shall be comprehensive enough to cope with a variety of emergencies.

While many emergency procedures may be common among Division schools, each facility is responsible for developing a site specific Emergency Preparedness Program that meets Legislative and Division requirements and guidelines. The Division has developed procedures that provide schools with direction on how to respond to a variety of events with each site having the opportunity to address situations unique to its location or circumstance.

### **Contagious Health Emergencies**

In the event of the Division/individual worksite experiencing a contagious health emergency, each worksite will be provided direction from the Division and/or Alberta Health Services.

### **Off-site Emergencies**

During off-site emergencies each worksite shall:

- Move from the area of risk to maintain student/staff safety.
- Keep students together.
- Call 911. Look after any injured individuals.
- Call the principal if the situation occurs during school hours from Monday to Friday.

### **Preparation**

1. **Roles and Responsibilities** - Please identify and list below:

- The alternate classroom/area assigned to each classroom to re-locate students in the event of a room clear.
- The specific staff and rooms they are assigned to check to ensure all occupants are cleared from the room, in case of evacuation.
- The staff person that is responsible for assembling and maintain the Emergency Response Kit.

### **Facility Evacuation**

1. **Evacuation Routes** - Please identify and list below:

- The primary and secondary evacuation routes for each room in the site.
- Include copies of the evacuation room maps for each room.

2. **Assembly Locations** - Please identify and list below:

- The primary and secondary assembly locations for room in the site.

- Include a copy of the signed agreement letter between the site and the secondary assembly location.

### **3. Special Provisions Plan**

- Detail the plan for any staff, student or visitor on site that has compromised mobility in the event of an emergency response being initiated.

## **Resources**

### **1. Emergency Response Classroom Flipchart**

- Indicate when each classroom was provided with the Emergency Response Classroom Flipchart.
- Indicate when the specific details of the flipchart was/will be provided to the site staff.

### **2. Emergency Response Kit**

- Indicate where the Emergency Response Kit will be located.
- See Division OH&S Manual for contents of Emergency Response Kit.

## **Training**

### **1. Safety Drills**

- Indicate the tentative schedule of which type of safety drill will be completed each month.

# Safety Drill Record Form

School: \_\_\_\_\_ Year: \_\_\_\_\_

Principal Name: \_\_\_\_\_

- Each Division school site is required to complete **one** safety drill per month from September to June.
- **The Alberta Fire Code requires each school site to complete a minimum of 6 fire/evacuation drills per school year (3 drills in the fall and 3 drills in the spring).**
- The remaining four safety drills to be completed within the school year are of the school's choice (i.e., **Lockdown, Evacuation, Room Clear, Directed Response**)\*. This allows the school the option of completing a safety drill that does not require evacuation of the school during inclement weather.
- Safety Drill Record Form should be maintained in the Document Binder.

Month	Type of Drill	Date	Time of Drill	Time to Complete Drill	Comments/Issues
September					
October					
November					
December					
January					
February					
March					
April					

May					
June					

## Emergency Call Card

### Emergency Services

<b>Ambulance, Police, Fire Department</b>	<b>9-1-1</b>
Poison Control	1-800-332-1414

### Division Contact Numbers

<b>Contacts</b>	<b>Phone Number</b>
Superintendent	
Communications Department	
Maintenance	
Principals Cell Number	
Area Superintendent	
Safety Officer	1-780-963-8455 Office 1-780-996-8110 Cell

### Utilities

<b>Organization</b>	<b>Phone Number</b>
ATCO Gas (Natural Gas Emergency - 24 Hour)	1-800-511-3447
Fortis Alberta (Electrical Emergency – 24 Hour)	1-780-310-9473
County of Parkland (General Office)	1-888-880-0858
County of Parkland (After hours)	1-780-968-8401

## Other Emergency Call Card

### Emergency Services

<b>Ambulance, Police, Fire Department</b>	<b>9-1-1</b>
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### Health

<b>Organization</b>	<b>Phone Number</b>
Stollery Children's Hospital	1-780-407-8822
Stony Plain Hospital	1-780-968-3600
Drayton Valley Hospital	1-780-542-5321
Health Link Alberta	1-866-408-5465
Poison Control	1-800-332-1414

### Utilities

<b>Organization</b>	<b>Phone Number</b>
ATCO Gas (Natural Gas Emergency - 24 Hour)	1-800-511-3447
Fortis Alberta (Electrical Emergency – 24 Hour)	1-780-310-9473
County of Parkland (General Office)	1-888-880-0858
County of Parkland (After hours)	1-780-968-8401

### Non-Emergency Numbers

RCMP Non-Emergency (Stony Plain Detachment)	1-780-968-7200
RCMP Non-Emergency (Evansburg Detachment)	1-780-727-3654
RCMP Non-Emergency (Drayton Valley Detachment)	1-780-542-4457
Crimestoppers	1-780-421-1122
Roads Maintenance	1-780-968-8454
Child Abuse Hot Line	1-800-387-5437
Child Protection/Children Services	1-780-422-3355
Bullying Help Line	1-888-456-2323



# 5. First Aid

## **Overview**

### **Legislative Requirements**

#### **Guidelines for Meeting Legislative Requirements**

- Required Services and Equipment

- Emergency Conveyance

- First Aid Records

- Other Considerations Regarding the Administration of First Aid

  - Blankets

  - Eyewash Equipment

  - Emergency Showers

  - Medications

  - Location of First Aid Kits

  - Field Trips

### **Training Requirements**

- Employees to Consider for Training

### **Implementation Process**

**Appendix I:** First Aid Training and Supplies -

Minimum Requirements for Schools and Division Worksites

**Appendix II:** Required Contents of First Aid Kits

**Appendix III:** Frequently Asked Questions

**Appendix IV:** First Aid Checklist for Schools

### **Forms**

- Trained First Aiders

# 5. First Aid

## 5.1 Overview

The Alberta First Aid Regulation (Part II Occupation Health and Safety Act, Regulation and Code) has a direct impact on all schools and central services departments; some of the notable areas of impact are:

- Number and type of qualified first aiders required.
- Government certification of first aid trainers.
- Supplies and equipment required on site.
- Privacy considerations for first aid records.

The following guidelines are provided to assist principals, non-school based department heads and employees in meeting the government regulation. Administrators and employees can view the government regulation by accessing the Alberta Human Resources and Employment's website (<http://employment.alberta.ca/>).

It should be noted that the purpose of the First Aid Regulation is to ensure that every worksite in the province has the equipment, supplies, and trained employees to support an ill or injured person until complete medical care and treatment can be administered. The regulation specifies minimum requirements for "workers" in the province. The Division has established requirements based on the number of employees, parents and volunteers who are on the premises in each location. Individual schools and departments may deem it necessary to exceed division guidelines depending on the nature of their programs and environment.

## 5.2 Legislative Requirements

The Alberta Government has strengthened the first aid regulation in the following areas, which has implications for all Division employees.

1. The employer has to determine the level of hazards on its premises, which will in turn dictate the required number of first aiders, supplies and equipment.
2. All first aid training must be delivered through a training program that has been approved by the provincial government's Joint First Aid Training Standards Board. First Aid Certificates are valid for a period of three years and the Division will provide retraining of employees as the need arises.
3. Schools and central services locations must have first aid kits that comply with the regulation.
4. A first aid kit is required for employees who work and/or travel alone (i.e. maintenance staff and consultants).
5. A trained emergency first aider, access to a first aid kit, and a record of first aid rendered (Accident/Incident Report and First Aid Record Form) are required when two to nine employees are present in a building.



6. Worksites with more than two hundred employees regularly in the location must have an additional standard first aider for every increment of one to one hundred employees.
7. Minimum requirements may differ if there are students working in Division schools or facilities under work experience programs. For more information, contact the Health and Safety Officer.
8. Record of injuries and illnesses must be kept separate from the kit itself. Each injury and illness should be recorded on a separate record form and maintained by a designated person (see section on First Aid Records).

## 5.3 Guidelines for Meeting Legislative Requirements

The First Aid Regulation requires each workplace to have the following:

- The required number of trained and certified employees to attend to the first aid needs of employees.
- First aid kits and other equipment.
- Signage indicating the location of first aid supplies and trained and certified first aiders.
- A record of all acute injuries to employees regardless of whether first aid is administered (See First Aid Records on the following page).
- Emergency showers or eye-wash equipment if corrosive or other chemicals harmful to the eyes or skin are used in the workplace.
- A room or designated area for first aid services if more than ninety-nine employees are regularly present in the workplace.

### Required Services and Equipment

As previously noted, schools and other locations should determine the required number and training level of the first aiders and the contents of the first aid kits, dependent upon the proximity of the school to medical facilities and the total number of employees, parents and volunteers who are regularly on the premises.

To determine the number of trained staff and first aid kits required for your particular location, please refer to *Appendix I: First Aid Training and Supplies – Minimum Requirements for Schools and Division Worksites*.

An updated list of the required contents of each kit is outlined in *Appendix II: Required Contents of First Aid Kits*.

Signs should be posted throughout the premises, indicating the names of trained first aid personnel and the location of first aid services, supplies and equipment. If signs are not practical, building occupants should be informed by other means such as written documents and verbal instruction.

### Emergency Conveyance

An emergency conveyance - municipal or commercial ambulance - must be readily available to a workplace.

For outlying schools, if an ambulance cannot reach the workplace within ten or fifteen minutes, alternate means of emergency transportation shall be provided.

An individual with a serious injury shall be accompanied by at least one person other than the operator of the emergency conveyance while being transported, and that person shall have the qualifications of at least an Emergency First Aid Certificate.

## First Aid Records

A record must be kept of the names and qualifications of all first aid personnel. A sample is included at the end of this section (Forms - Trained First Aiders).

In addition, all acute injuries must be recorded. Sample report forms are included at the end of Section 12 (Forms). It can also be downloaded from the Division's Intranet website. The following data must be entered for each injury:

- Injured employee's full name.
- Name and qualifications of the first aider providing treatment.
- Date and time of the injury or illness.
- Date and time injury or illness reported.
- Description of the injury or illness, location where it occurred and description of the cause.
- First aid treatment provided.

Schools and other Division worksites must keep blank individual Accident/Incident Report and First Aid Record Forms in immediate proximity to the first aid kits. One of these forms must be filled out each time the kit is used in response to an acute illness or injury involving an employee, volunteer or visitor. Once a report has been completed, the first aider should forward the sheet to a person designated by the principal or nonschool based department head for delivery to the Health and Safety Department. A printed copy of the record will be kept for three years and shall be available if requested by an authorized government inspector.

## Other Considerations Regarding the Administration of First Aid

### Blankets

Where reference is made to "blankets" in *Appendix I* at least one of these blankets should be of a woven fabric such as wool, polyester, or other material. In addition to providing warmth, such blankets can also be used for positioning or immobilizing the limbs or head during care and treatment.

### Eyewash Equipment

Eyewash stations (portable or fixed) should be located in areas where corrosive chemicals are used (e.g., boiler rooms, science labs and CTS shops). Eyewash stations should be:

- Unobstructed and located away from electrical sources.
- Located on the same floor near the work area that creates the hazard.
- Located within ten seconds traveling distance from the work area.
- Marked with clear signage to flag their location.
-

Portable eyewash stations (squeeze bottles) can be used while in transit to a fixed eyewash station. A fixed eyewash station should be located in science and CTS laboratories. Schools looking for additional information about emergency eyewash equipment should contact the Health and Safety Officer. Eyewash stations must be maintained and serviced on a regular basis.

The Division will approve the appropriate eye-wash stations. Employees, students, visitors or volunteers are to be shown the eye-wash equipment appropriate for their work area and shall be shown how to use it.

### **Types**

- **Portable station** - one to two litre portable eye wash bottles filled with plain tap water, labeled, closed with rubber stoppers and fitted with open hoses without nozzles.
- **Fixed station** - eye flushing fountains or eye wash bubblers adapted to taps.

In all types, eye-wash water or solution is to be kept in a temperature range of 15°C to 35°C and changed on a regular basis (weekly).

Fountain and bubbler systems shall have water flow control to reduce water pressure.

### **Location**

Emergency eye-wash equipment (portable or fixed) shall be located near work areas where chemicals or corrosive chemicals or flying particles can cause eye injuries. A fixed eye wash station must be located within ten seconds travelling time and less than one hundred feet from the hazardous work. Where two separate work areas are in close proximity, one fixed eye wash station can service both areas.

### **Accessibility**

The location of eye wash equipment shall be well marked with signs. Areas around the eye wash equipment should be kept free of other equipment or containers.

### **Maintenance**

To prevent contamination of the water used on the eyes and thus prevent infections or additional injury:

- Keep equipment clean and free from dirt and chemicals.
- Portable eye-wash containers should have the water changed weekly and the container should be cleaned with soap and water at least every six months.
- Check container, water tubing, fountains and bubblers often to make sure they are working.
- With fixed eye-wash stations water should be run through the lines weekly to help keep the water fresh and clean.

## **Emergency Showers**

Emergency showers should be located in areas where there is a high risk of significant spills of corrosive chemicals. Emergency showers should be:

- Located within ten seconds travelling time and less than thirty meters from the hazardous work area.

- Located away from electrical apparatus and power outlets.
- Tested on a weekly basis.
- Clearly identified with appropriate signage.

## Medications

First Aid kits must not contain any prescription or non-prescription drugs. The inclusion of symptom-relief medication(s) is beyond the scope of the Regulation.

For student medications and instructions for administering the medication refer to the Divisions procedure regarding administering prescribed medicines to students.

## Location of First Aid Kits and Requirements

Location of First Aid Kits	First Aid Kit Requirements
Nurses Room	No. 3 kit in appropriately marked container.
Science Lab (each)	No. 2 kit in appropriately marked container. If labs are back to back or in close proximity, one kit may serve both areas.
CTS Lab (each)	No. 2 kit in appropriately marked container. If labs are back to back or in close proximity, one kit may serve both areas.
Gymnasium (each)	No. 2 kit in appropriately marked container.
Boiler Room	No. 2 kit in appropriately marked container.

All hard shell first aid containers have brackets for mounting on the back. It is recommended that these containers be mounted on the wall in a highly visible location. Caretakers should be able to do this installation.

### Field Trips

Principals will have to assess the risk level of all field trips. This will involve reviewing the nature of the activity, site of the trip and the availability and response time of EMS.

For **low-risk** field trips, schools will ensure that a portable (fanny pack) No. 1 kit is taken on the trip.

For **high-risk** field trips, schools will ensure that a portable (fanny pack) No. 3 kit is taken on the trip. Principals will ensure that a certified first aider(s) accompanies these outings.

Principals will order an appropriate number of these portable kits depending on the type and frequency of field trips in their school.

## 5.4 Training Requirements

As outlined in *Table 1: First Aid Training and Supplies - Minimum Requirements for Schools and Division Worksites*, there are two levels of qualification required:

- Emergency First Aid Certificate
- Standard First Aid Certificate

All first aid training must be delivered through a training program that has been approved by the provincial government's Joint First Aid Training Standards Board.

It should be noted that first aid certificates are valid for three years. In consultation with the Division, the principal or non-school based department head will determine which individuals will be trained and or retrained based on needs.

### Employees to Consider for Training

## Emergency First Aid Certificate

- Teachers
- Clerical Staff
- Custodial Staff
- Teaching Assistants
- Supply Management Staff
- Maintenance Staff

## Standard First Aid Certificate

- Career and Technology Studies (CTS) Teachers
- Science Teachers
- Physical Education Teachers, Coaches
- Special Needs Teachers
- Teaching Assistants
- Head Custodians

# 5.5 Implementation Process

Principal or non-school based department heads shall:

1. Review the new requirements under the legislation, as outlined in this document.
2. Determine if your location has the required number of trained first aiders and first aid kits, as outlined in *Appendix 1: First Aid Training and Supplies – Minimum Requirements for Schools and Division Worksites*.
3. Determine if employees need to be trained or retrained and refer them to the Division training program. For information related to training programs contact the Supervisor, Professional Development.
4. Complete the *First Aid Training Log*, covering all trained first aiders in your location, and assign a designated person to maintain this record.
5. Determine if current first aid kits meet the requirements outlined in *Appendix II: Required Contents of First Aid Kits*.
6. Order replacements or new first aid kits from Supply Management and assign a designated person to maintain these kits in working order.
7. Post signs in key locations that provide the names of trained first aiders and the location of these individuals, first aid kits, and if necessary, designated first aid rooms.
8. Review the need for eyewash stations and ensure they are properly installed and maintained.

*First Aid Training and Supplies, Required Contents of First Aid Kits, Frequently Asked Questions and a First Aid Checklist for Schools* are provided in the appendices of this section to assist you in complying with the First Aid Regulation.

If you have any questions or comments, please contact the Division Health and Safety Officer.

## APPENDIX I: First Aid Training and Supplies - Minimum Requirements for Schools and Division Worksites

No. of Employees* in school, facility or field group at any time of day	No. and Qualifications of First Aid Trained Staff Required on site at all times	Main First Aid Station	Additional Stations (e.g., CTS, Science)	Comments/ Examples
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			labs, boiler room, Athletic areas)	
0-1	Recommended but not required	<ul style="list-style-type: none"> <li>Type P Kit</li> </ul>		Employees who work from vehicles (e.g., Maintenance workers, consultants)
2-9	1 emergency first aider	<ul style="list-style-type: none"> <li>No. 3 Kit (Schools and Maintenance)</li> <li>Accident/Incident Report and First Aid Record Form(s)</li> </ul>		Afternoon/evening custodial staff; Maintenance workers driving division vehicles
10-49	1 emergency first aider 1 standard first aider	<ul style="list-style-type: none"> <li>No. 3 Kit (Schools and Maintenance)</li> <li>Accident/Incident Report and First Aid Record Form(s)</li> <li>Two Blankets</li> </ul>	<ul style="list-style-type: none"> <li>No. 2 Kit</li> <li>Eye Wash Station</li> </ul>	
50-99	2 emergency first aiders 1 standard first aider	<ul style="list-style-type: none"> <li>No. 3 Kit</li> <li>Accident/Incident Report and First Aid Record Form(s)</li> <li>Two Blankets</li> </ul>	<ul style="list-style-type: none"> <li>No. 2 Kit</li> <li>Eye Wash Station</li> </ul>	
100-199	2 emergency first aiders 2 standard first aiders	<ul style="list-style-type: none"> <li>Designated Area for first aid services</li> <li>No. 3 Kit</li> <li>Eye Wash Station</li> <li>Accident/Incident Report and First Aid Record Form(s)</li> <li>Two Blankets</li> </ul>	<ul style="list-style-type: none"> <li>No. 2 Kit</li> <li>Eye Wash Station</li> </ul>	
200 or more	2 emergency first aiders 2 standard first aiders 1 nurse or 1 EMT-P 1 additional standard first aider for every increment of 1-100 employees	<ul style="list-style-type: none"> <li>Designated Area for first aid services</li> <li>No. 3 Kit (Schools)</li> <li>Eye Wash Station</li> <li>Accident/Incident Report and First Aid Record Form(s)</li> <li>Four Blankets</li> </ul>	<ul style="list-style-type: none"> <li>No. 2 Kit</li> <li>Eye Wash Station</li> </ul>	

1. These requirements apply whenever employees are working in any Division facility.
2. This table is based on the minimum requirements for employees as specified in the Alberta First Aid Regulation.
3. The contents of No 1, 2, 3 and P Kits are set out in Table 3 of the First Aid Code and in Appendix 2 of this section. First aid kits and Accident/Incident Report and First Aid Record Forms must be readily accessible during all hours of operation or whenever a facility is occupied.
4. Minimum requirements may differ if there are students working in division schools or facilities under work experience programs. For more information consult the Health and Safety Officer.



5. Designated Area means a place where supplies and equipment can be kept clean and accessible and where first aid services can be easily administered.

\* Students are not defined as workers, only employees and volunteers.

## APPENDIX II: Required Contents of First Aid Kits

### No. 1 First Aid Kit

**A No. 1 Kit consists of the following:**

- a. 10 - antiseptic cleansing towelettes, individually packaged
- b. 25 - sterile adhesive dressings, individually packaged
- c. 10 - 10 cm x 10 cm sterile gauze pads, individually packaged
- d. 2 - 10 cm x 10 cm sterile compress dressings, with ties, individually packaged
- e. 2 - 15 cm x 15 cm sterile compress dressings, with ties, individually packaged
- f. 2 - conform gauze bandages - 7.5 cm
- g. 3 - cotton triangular bandages
- h. 5 - safety pins - assorted sizes
- i. 1 - pair of scissors
- j. 1 - pair of tweezers

- k. 1 - 25 mm x 4.5 m roll of adhesive tape
- l. 1 - crepe tension bandage - 75 mm
- m. 1 - artificial resuscitation barrier device with a one-way valve
- n. 4 - pairs of disposable surgical gloves
- o. 1 - first aid instruction manual (condensed)
- p. 1 - inventory of kit contents
- q. 1 - waterproof waste bag

## No. 2 First Aid Kit

### **A No. 2 Kit consists of the following:**

- a. 10 - antiseptic cleansing towelettes, individually packaged
- b. 50 - sterile adhesive dressings, individually packaged
- c. 20 - 10 cm x 10 cm sterile gauze pads, individually packaged
- d. 3 - 10 cm x 10 cm sterile compress dressings, with ties, individually packaged
- e. 3 - 15 cm x 15 cm sterile compress dressings, with ties, individually packaged
- f. 1 - 20 cm x 25 cm sterile abdominal dressing
- g. 2- conform gauze bandages - 7.5 cm
- h. 4 - cotton triangular bandages
- i. 8 - safety pins - assorted sizes
- j. 1 - pair of scissors
- k. 1 - pair of tweezers
- l. 1 - 25 mm x 4.5 m roll of adhesive tape
- m. 2 - crepe tension bandages - 75 mm
- n. 1 - artificial resuscitation barrier device with a one-way valve
- o. 6 - pairs of disposable surgical gloves
- p. 1 - sterile, dry eye dressing
- q. 1 - first aid instruction manual (condensed)
- r. 1 - inventory of kit contents
- s. 1 - waterproof waste bag

## No.3 First Aid Kit

### **A No. 3 Kit consists of the following:**

- a. 24 - antiseptic cleansing towelettes, individually packaged
- b. 100 - sterile adhesive dressings, individually packaged
- c. 50 - 10 cm x 10 cm sterile gauze pads, individually packaged
- d. 6 - 10 cm x 10 cm sterile compress dressings, with ties, individually packaged
- e. 6 - 15 cm x 15 cm sterile compress dressings, with ties, individually packaged
- f. 4 - 20 cm x 25 cm sterile abdominal dressings, individually packaged
- g. 6 - conform gauze bandages - 7.5 cm
- h. 12 - cotton triangular bandages
- i. 12 - safety pins - assorted sizes
- j. 1 - pair of scissors
- k. 1 - pair of tweezers
- l. 2 - 25 mm x 4.5 m rolls of adhesive tape
- m. 4 - crepe tension bandages - 75 mm
- n. 1 - artificial resuscitation barrier device with a one-way valve
- o. 12 - pairs of disposable surgical gloves
- p. 2 - sterile, dry eye dressings, individually packaged
- q. 1 - tubular finger bandage with applicator

- r. 1 - first aid instruction manual (condensed)
- s. 1 - inventory of kit contents
- t. 2 - waterproof waste bags

#### Type P Kit

**A Type P Kit consists of the following:**

- a. 10 - sterile adhesive dressings, assorted sizes, individually packaged
- b. 5 - 10 cm x 10 cm sterile gauze pads, individually packaged
- c. 1 - 10 cm x 10 cm sterile compress dressing, with ties
- d. 5 - antiseptic cleansing towelettes, individually packaged
- e. 1 - cotton triangular bandage
- f. 1 - waterproof waste bag
- g. 1 - pair of disposable surgical gloves

## APPENDIX III: Frequently Asked Questions

### *What is the purpose of the First Aid Regulation?*

The purpose of the Regulation is to ensure that every work site in the province has the equipment, supplies, and trained employees to support an ill or injured person until complete medical care and treatment can be administered. The Regulation specifies *minimum* requirements but in some cases schools or decision units may find it necessary to exceed these requirements depending on the nature of their programs and environment.

### *What are the minimum requirements for first aid training and supplies?*

The regulation applies to “workers” at worksites (e.g. employees and volunteers) and determines the minimum requirements for first aid supplies and trained personnel. *Appendix I* lists the minimum supplies and trained personnel that must be available to respond to any acute illness or injury that might reasonably be expected to occur. When selecting individuals for training, consideration should be given to employees who are readily accessible (e.g., custodial or office staff ); employees who work with special needs children; and employees who work in higher hazard areas such as science labs, CTS labs or physical

education facilities. It is up to each school or decision unit to select and recommend for training the appropriate number of employees.

*What are the additional requirements for first aid equipment and supplies?*

Principals and non-school based department heads are responsible for ensuring that first aid services, equipment, and supplies are readily available at the work site. Equipment and supplies must be quickly and easily accessible during all working hours, including after hours when custodial or other employees may be in the building. Equipment and supplies must be ready for use and kept in a clean, dry and serviceable condition. The containers, in which they are stored, must be clearly marked to indicate that they are intended for first aid, and employees must know where to find them.

*Where should supplies be located?*

The regulation makes reference to a “designated area for first aid services”. This means that supplies and equipment must be kept in a place that is clean and accessible and where first aid services can be easily administered.

*How do I inform employees, students and building occupants of available first aid services and supplies?*

Signs will be posted to indicate the location of first aid services, equipment, and supplies. The signs should be visible and easy to understand. Where signs are not practical, employees and building occupants must be informed of the location of the services, equipment, and supplies by other means such as printed materials or verbal instructions.

*What first aid records are schools and worksites required to keep?*

Each school or worksite is required to maintain a record of employees that have valid first aid training certificates. This record will be provided annually to each school or worksite to allow principals and non-school based department heads to keep track of those employees who are qualified first aiders, including qualification expiry dates.

Employees are required to report any physical injury or sudden occurrence of illness experienced while at school or work. The principal or non-school based department head should designate who is to receive the report at each school or worksite e.g., first aider, foreman, secretary, or some other individual. Having one or two individuals responsible for sending the accident/incident information to the safety department will help ensure consistency and accuracy of the information. Prompt reporting also helps to ensure complete reporting of relevant information and allows the injury or illness to be assessed and treated as necessary.

The form necessary to report the accident/incident is accessible through the Division intranet site. Ensure that the proper form is being used for employees, students, volunteers/contractors or others, as required. The first aid record is part of the Accident/Incident Report and First Aid Record form in each instance. A copy of the Accident/Incident Report and First Aid Record form shall be kept at each school in the Accident/Incident binder (under the appropriate tab) in date order. Please place the oldest record at the back and add each new record to the front of the section. At the end of each school year, this information should be removed from the binder, labeled with the school name, school year, principal’s name and a description of the contents (Accident/Incident Reports) and sent to the safety department at Central Office for retention. Such records must be maintained for a minimum of three years and having them at a central location will reduce the accumulated storage at each school.

If the injury results in a time loss to employees that are covered by Workers' Compensation (WCB) a *Worker's Report of Injury* must also be completed, and forwarded within 24 hours to Human Resource Services. See the *Insurance, Risk Management and Disaster Planning Manual* (Module 14 – Reporting Procedures) for further information on Accident/Incident Reporting and WCB reporting requirements.

#### *How long must first aid records be kept?*

Each illness or injury record must be retained for a minimum of 3 years from the date on which the illness or injury occurred. The cause of the illness or injury may be unknown at the time it is being treated. Every effort should be made to determine the cause within a reasonable period of time and add this information to the illness or injury record. Even if no first aid is administered, an acute illness or injury reported by an employee, or building occupant must be recorded (e.g. sprains and strains).

#### *Who is allowed access to first aid records?*

Due to privacy requirements in the legislation, completed Accident/Incident Report and First Aid Record Forms should not be kept in the first aid kit. Only the injured person, those individuals involved in medical treatment, work site inspections, accident investigations, record maintenance for the health and safety program, and the Workers' Compensation Board may review first aid records.

#### *What are the requirements for transporting an injured employee to a medical facility?*

If an injured employee is transported to a hospital or medical facility by means other than an ambulance, they must be accompanied by at least one first aider other than the operator of the transportation.

#### *Are there any additional recommended first aid practices for schools and Division worksites?*

##### **Blankets:**

Where reference is made to "blankets" in *Appendix I* at least one of these blankets should be of a woven fabric such as wool, polyester, or other material. In addition to providing warmth, such blankets can also be used for positioning or immobilizing the limbs or head during care and treatment.

##### **Eyewash stations:**

Eye wash stations, emergency showers, and similar equipment required by regulation should be located on the same floor level and area as the work process that creates the hazard. They should be unobstructed at all times for quick access, marked with clear signage to indicate their location and installed as close to the hazard area as possible. They should be kept away from electrical sources.

##### **Medications:**

First Aid kits must not contain any prescription or non-prescription drugs.



# APPENDIX IV: First Aid Checklist for Schools / Departments

## Training and Supplies:

- ☐ Ensure the appropriate number of personnel with valid certificates for first aid training are available at the school or worksite (see *Appendix I*).
- ☐ First aid training is provided by Division approved agencies that meet the standards adopted by the Joint First Aid Training Standards Board. Ensure training is current and renewed at least every three (3) years.
- ☐ Ensure the required first aid services, equipment and supplies are quickly and easily accessible when required.
- ☐ Ensure first aid equipment, supplies, and Accident/Incident Report and First Aid Record forms are kept in a designated area where first aid services can be administered. Note: A hard copy of the Accident/Incident Report must be maintained at the school for the balance of the school year. See Module 14 - *Reporting Procedures in the Insurance, Risk Management and Disaster Planning Manual* for additional information on Accident/Incident Reporting.
- ☐ Ensure first aid equipment is stored in protective containers that are clearly marked to indicate they are intended for first aid.
- ☐ Assign a designated person to routinely maintain first aid supplies and equipment as required by Division standards (see *Appendix I*).
- ☐ Ensure signs are posted that indicate the trained first aid personnel. These signs should be located in immediate proximity to the first aid kits.
- ☐ Ensure that first aid kits do not contain any prescribed or over the counter medications. Note: Medications stored for student use should be kept separately from the first aid kits and only used for those students as per the directions provided by the parents/guardians.

## Equipment:

- ☐ Ensure portable eye wash stations are available in all areas where corrosive chemicals are used (e.g., boiler rooms, science and CTS labs). See Section 6 of this manual on *Chemical Hazards*.
- ☐ Ensure fixed eyewash stations are unobstructed and located on the same floor level, near the work area that creates the hazard (e.g., science and CTS labs).
- ☐ Ensure eyewash stations are located away from electrical sources.
- ☐ Ensure eyewash stations are marked with clear signage to flag their location.
- ☐ Ensure fixed emergency showers are unobstructed and located where severe chemical hazards exist.

## First Aid Records:

- ❑ Ensure a written record of employees with valid first aid training certificates is maintained and available on request (see “Note” under Training and Supplies above).
- ❑ Blank *Accident/Incident Report and First Aid Record* forms may be kept with the first aid kit for convenience; hard copies must be retained in the *Accident/Incident Reports* binder until the end of each school year. Forward all *Accident/Incident Report and First Aid Record* forms to the safety department at the end of each school year. See Module 14 - Reporting Procedures in the *Insurance, Risk Management and Disaster Planning Manual* for additional information on Accident/Incident Reporting and documentation retention.
- ❑ Ensure all physical injuries or sudden occurrence of illnesses are documented whether first aid is administered.

## Comments:

Only the injured person and those involved in medical treatment, work site inspections, accident investigations, maintaining records for the health and safety program or the Workers’ Compensation Board may review first aid records.

# Forms





# 6. Chemical Hazards

## **Overview**

### **Legislative Requirements**

Workplace Hazardous Materials Information System (WHMIS)  
Consumer Restricted Products  
Transportation of Dangerous Goods Act (TDG)  
Alberta Environmental Protection and Enhancement Act (AEPEA)

### **Guidelines for Meeting Legislative Requirements**

Life-Cycle Management

Steps in the Life-Cycle of a Hazardous Chemical Product

1. Ordering / Purchasing
2. Receiving
3. Storage and Handling in the Workplace
  - Material Safety Data Sheets (MSDS)
  - WHMIS Supplier Labels
  - Consumer Restricted Product Labels
  - WHMIS Workplace Labels
  - Personal Protective Equipment (PPE) Symbols
  - General Handling of Hazardous Chemicals
  - Storage and Location of Hazardous Chemicals
4. Leaks and Spills
  - Spill Clean-up Equipment
  - Reporting
  - During Transportation
5. Disposal of Waste
6. Shipping Dangerous Goods other than Waste

### **Special Considerations**

Asbestos and Synthetic Vitreous Fibers  
Cylinders (Acetylene, Propane, Oxygen, etc)  
Hazardous Gases, Metals and Dusts  
Metallic Mercury

Nitrogen Oxides  
Sulphur Dioxide  
Welding  
Gas Welding and Cutting  
Electric Welding  
Abrasive Blasting  
Communication Technology, Art and Drama  
Working with Metals  
Working with Wood  
Lead  
Lung Hazards in Auto Repair

Pesticides

Working with Flammable and Combustible Liquids

***Training Requirements***

Workplace Hazardous Materials Information System (WHMIS)

Transportation of Dangerous Goods (TDG)

***Implementation Process***

Getting Started

Ongoing Activities

***Appendix I - Hazardous Waste Pick-up Procedures***

***Forms***

Worksite Hazardous Waste Disposal Document (Caretaking)

Worksite Chemical Disposal Form (Mixed Chemical) for Science, CTS  
Art and Drama

Worksite Chemical Disposal Form (Pure Chemical) for Science, CTS  
Art and Drama

Receiving Dangerous Goods (TDG) Check List

Chemical Inventory List

Annual WHMIS / TDG Site Evaluation Instrument

# 6. Chemical Hazards

## 6.1 Overview

Employees in every school or workplace use, handle, store, dispose of, and/or transport hazardous chemicals.

**Some areas of work involving the use of hazardous chemicals are:**

- C.T.S. Programs
- Custodial Services
- Fine Arts Programs
- Food Services
- Horticultural Areas and Greenhouses
- Maintenance and Repair Services
- Refrigeration and Sanitation
- Renovations and Construction
- Science Programs

**Examples of hazardous chemicals that employees may be exposed to include:**

- acids
- cleaners
- fumes from welding
- lubricants
- synthetic vitreous fibers (i.e., fiberglass)
- oils
- paints
- photocopy toners
- wood dust

Exposure to hazardous chemicals either in their pure form or combined in products can cause or contribute to a variety of adverse health concerns. Some effects are minor and occur immediately following the exposure. Other effects result from repeated exposure over a long period of time.

There are four routes of entry of hazardous chemicals into the body:

- **Ingestion:** Problems may occur when employees eat or drink in areas where toxic chemicals exist.
- **Absorption:** Some chemicals are able to pass through the skin and enter the body. Others enter through unprotected cuts and scratches.
- **Inhalation:** Contaminants in the air can be inhaled and rapidly absorbed into the bloodstream and then carried to all parts of the body. Some may remain in the lungs and cause irritation, which eventually could lead to lung disease.
- **Injection:** This is not common, but can occur with needles, nails, and glass, and through the force of compressed air or pressurized liquids.

## 6.2 Legislative Requirements

Under federal and provincial legislation, employees have the right to know whether a chemical they are working with is hazardous, the nature of the hazard, and what safety measures should be taken. Employees also need to know the role they play in the life-cycle or cradle-to-grave management of hazardous chemicals.

The life-cycle management of hazardous chemical products is regulated under the following legislation:

- Hazardous Products Act
- Consumer Packaging and Labeling Act and Regulations
- Occupational Health and Safety Act, Regulation and Code (ALBERTA)
- Transportation of Dangerous Goods Act (TDG) (CANADA)
- Canadian Environmental Protection Act (CEPA)
- Alberta Environmental Protection and Enhancement Act (AEPEA)
- Public Health Act (ALBERTA)
- Fertilizers Act (CANADA)
- Alberta Fire Code

For each and every chemical it is necessary to look at the following four major systems established in the legislation:

- Workplace Hazardous Materials Information System (WHMIS)
- Consumer restricted products
- Transportation of Dangerous Goods (TDG)
- Alberta Environmental Protection and Enhancement Act (AEPEA)

### Workplace Hazardous Materials Information System (WHMIS)

The Workplace Hazardous Materials Information System (WHMIS) – usually pronounced *wimmis* - is a Canada-wide system developed to make it easier for employees to find out about hazardous chemical products in their workplace that could injure them or be dangerous to their health.

WHMIS has three components:

- Labels
- Material Safety Data Sheets (MSDS)
- Worker Education

Hazardous chemical products regulated under WHMIS are called *controlled products*.

As a condition of sale, the supplier of a controlled product is required to provide:

- WHMIS labeling
- Material Safety Data Sheets (MSDS)

The employer in whose workplace controlled products are present is required to ensure that:

- A current MSDS is readily available for every controlled product present in the workplace. **An MSDS must be less than three years old to be valid and be supplier specific.**
- All MSDS shall be kept in MSDS binders at or near the site where the chemicals are used.

- All workers who use or are in close proximity to a controlled product know how to use, store, handle and dispose of the product safely.
- Controlled products are correctly labeled and stored at all times.

## WHMIS Compliance

WHMIS is judged for compliance from a *performance* standard. The questions a government inspector could ask are:

Does the employee know and understand the risks involved, and how to safely handle the hazardous chemicals that he or she deals with in the school or workplace?

If the answers are YES, then there is compliance.

The Superintendent delegates to principals and non-school based department heads the responsibility to ensure that:

- Products are properly labeled.
- Employees obtain and keep on file current material safety data sheets (MSDS).
- Employees have been trained in handling hazardous chemicals.

## Consumer Restricted Products

Consumer restricted products are hazardous chemicals that are packaged for consumer use, i.e., for use in the home or for care or for recreation purposes. Examples include:

- bleach (sodium hypochlorite)
- hydrogen peroxide
- adhesives
- mineral spirits
- cleaning solvents (toluene)
- many corrosives, such as drain cleaners (sulphuric acid), tile cleaners (hydrochloric acid), oven cleaners (caustic soda)
- turpentine
- small propane cylinders
- most aerosols

**When consumer restricted products are used in the workplace, they are subject to WHMIS regulations.**

The employer must ensure that:

- All employees who use or are in close proximity to a consumer restricted product know how to use, store, handle and dispose of it safely.
- Consumer restricted products are correctly labeled at all times.

These chemicals are every bit as hazardous as chemicals purchased commercially, however, to qualify as consumer restricted, the chemical must be packaged in a relatively small container, intended for “consumer” use and sold through retail outlets.

Consumer restricted products are not regulated as closely as controlled products – for example, the supplier does not need to provide a material safety data sheet. However, containers of these products must be labeled.

## Consumer Restricted Product Compliance

The Superintendent delegates to principals and non-school based department heads the responsibility to ensure that:

- Products are properly labeled.
- Employees using or in close proximity to consumer restricted products have been trained (WHMIS).
- Current MSDS must be available for consumer restricted products.

Upon completion of their training, employees should know:

- How to recognize a consumer restricted product.
- The nature of the hazard.
- The protective measures to adopt when handling, storing, using and disposing of the consumer restricted product.
- The emergency measures to follow if a leak or spill incident occurs.
- How to access further hazard information.

## Transportation of Dangerous Goods Act (TDG)

Most of the hazardous chemicals found at your school or workplace were transported there. During transportation, these chemicals are called *dangerous goods* and fall under the TDG Regulations.

The purpose of TDG is to protect the general public during the transportation of dangerous goods. In the event of an accident, leak or spill, it is critical that the dangerous goods involved be identified as quickly as possible so that public safety can be assured and so that the emergency response can be swift and appropriate.

TDG is an information system. Under TDG Regulations, dangerous goods are identified by means of:

- labels on containers
- placards on trucks
- shipping documents

This information can be quickly applied by employees in an emergency. The identifications used are universal and international in scope and, because of this, they are rigidly specified.

The TDG Regulations require that the following employees be trained and carry their training certificates with them at all times:

- Those who “offer dangerous goods for transport”, i.e., a shipper or receiver.
- Those who “handle dangerous goods”, i.e., loads, unloads.
- Those who drive a vehicle carrying dangerous goods.

A training certificate is valid only for three years. After that time, the employee must be re-trained and issued a new certificate.

TDG and WHMIS are complementary, but mutually exclusive systems. A hazardous chemical cannot be under both systems at the same time. Once the dangerous goods have been unloaded from the transport vehicle and received, they are no longer regulated under TDG. They are controlled products and come under WHMIS.

## **TDG Compliance**

TDG is judged from a prescriptive standard, i.e., are all the rules being correctly followed? The questions a government inspector would ask are:

- Is the employee (shipper, trucker, and receiver) trained for TDG and does he/she carry a current certificate of training?
- Is the shipment of dangerous goods correctly packaged, marked, labeled and placarded and is it accompanied by a correctly made out shipping document?

If the answers are YES, then there is compliance.

The Superintendent delegates to principals and non-school based department heads the responsibility of demonstrating compliance by providing dangerous goods lists and ensuring that employees, who receive or ship dangerous goods, are TDG trained and certified.

Certified employees will know:

- The classes of dangerous goods.
- The information that is required on shipping documents.
- What labels and markings are required on packages and containers?
- What placards shall be shown on vehicles and when they shall be shown.
- The protective measures to adopt during transport.
- The responsibilities if they are the consignor, carrier or consignee of the dangerous goods.
- How and when to report accidents or incidents involving dangerous goods, especially those releases deemed dangerous occurrences.

## **Alberta Environmental Protection and Enhancement Act (AEPEA)**

The Alberta Environmental Protection and Enhancement Act (AEPEA) and its regulations outline a system established for the protection, improvement, and wise use of the environment. The Act sets out proactive and preventive measures to be implemented through integrating management of the water, air, and land.

Although there are measures in AEPEA to severely punish polluters, the act and regulations are essentially preventive in nature. A wide range of measures ensure that projects that might damage the environment are not allowed to proceed before their impact is closely examined and adequate provisions made to prevent and mitigate potential adverse effects. Licenses (approvals) typically stipulate on-going monitoring of and reporting on groundwater quality and water and air emissions.

AEPEA affects the Division in two ways:

1. If there is a release of a substance that causes or may cause an adverse effect to the environment:
  - The release (leak or spill) must be reported immediately by calling 911 and then advising the applicable Area Superintendent and the Division Health and Safety Officer.
  - Immediate steps must be taken to confine and remedy the effects of the release and to clean up and dispose of the leaked or spilled substance.
  - The environment must be returned to a condition that is satisfactory to Alberta Environmental Protection (AEP).



2. Hazardous waste generated by the Division must be stored, transported and disposed of (or recycled) in accordance with the regulations.

### **AEPEA Compliance**

AEPEA is judged for compliance from a *shared responsibility* standard. The questions a government inspector would ask are:

Does the employee know the responsibilities regarding:

- The reporting of environmental accidents?
- The clean-up of releases?
- The disposal or recycling of waste and hazardous wastes?
- The approvals that need to be held, as well as certificates of qualification?

If the answers are YES, then there is compliance.

The Superintendent delegates to principals and non-school based department heads the responsibility to ensure compliance by providing employee education and training in AEPEA regulations.

A trained employee will know:

- What emergency and release reporting procedures to follow if there is an accidental leak or spill?
- How to confine the release and ensure prompt clean-up takes place to restore the environment to a satisfactory condition?
- What preventive and protective measures should be adopted?
- How to ensure that chemical hazards are used, handled, and disposed of in an environmentally safe manner?
- How to implement waste and hazardous chemical product waste minimization and recycling measures?

## 6.3 Guidelines for Meeting Legislative Requirements

### Life-Cycle Management

To demonstrate due diligence, life-cycle management of hazardous chemical products is to be practiced in the school or workplace.

For every hazardous chemical product it is important to know how:

- It is getting to the workplace.
- It is going to be safely stored and used.
- Leaks and spills are to be handled.
- It will be disposed of.

In its life-cycle, each chemical is governed by one of the three regulatory systems WHMIS, TDG and AEPEA. Depending on the point in the life-cycle the hazardous chemical product is at, it may pass back and forth from one system to another.

## Steps in the Life-Cycle of a Hazardous Chemical Product

Step	Regulated Under
1. Ordering of hazardous chemical product 2. Receipt of hazardous chemical product from manufacturer, a supplier or the Division	WHMIS  TDG – Shipping Document - Labels – Markings - Placards
3. Storage and handling in the workplace – Material Safety Data Sheets – WHMIS Supplier Labels  – Consumer Restricted Product Labels – WHMIS Workplace Labels – PPE Symbols – General Handling of Hazardous Chemicals  – Storage and Location of Hazardous Chemicals	WHMIS – Labels - MSDS – Training employees to work safely with the chemicals  Control Products Regulations and Hazardous Products Act – Labeling – MSDS – Training employees to work safely with chemicals
4. Leaks and spills in the workplace – Spill Clean-up Equipment – Reporting – During Transportation	AEPEA and EPA  WHMIS – Training for clean-up
5. Disposal of waste a) Hazardous chemical product becomes a waste  b) Select disposal/recycle option for hazardous chemical product waste  c) Ship hazardous chemical product waste from workplace to waste disposal/facility recycler	WHMIS AEPEA and EPA  Workplace shall exercise due diligence in selecting of waste option WHMIS – AEPEA and EPA – licensing of facilities TDG – Waste manifest - Recycle docket – Labels - Markings – Placards  Environmental regulations AEPEA and EPA WHMIS - for hazardous wastes that are controlled products
6. Shipping hazardous chemicals (other than waste)	TDG – Shipping document - Labeling – Markings - Placards  AEPEA and EPA WHMIS

### 1. Ordering / Purchasing

Before ordering hazardous or consumer restricted products, employees should consider:

- Non-hazardous product alternatives.
- Quantity required considering shelf life of product.
- Storage requirements.

### From Supply Management

Controlled products sent by Supply Management shall have the appropriate WHMIS and TDG information on the shipping document.

- Current Material Safety Data Sheets (MSDS) for all controlled products ordered through the Supply Management shall be sent to the workplace for placement in the Material Safety Data Sheet (MSDS) binder.
- Additional supplier labels and Material Safety Data Sheets (MSDS) shall be available for all controlled products listed by Supply Management.

### From Other Suppliers

- Controlled products or consumer restricted products ordered from other suppliers shall have the appropriate WHMIS and TDG information on the shipping document.
- For all orders the employee shall:
  - Determine if product is controlled or consumer restricted and if the product will be transported to the workplace as a dangerous good.
  - Ensure the Material Safety Data Sheet (MSDS) accompanies a control or consumer restricted product.
- Almost all controlled products will be dangerous goods during transport.
  - If the supplier says that the product is not a controlled product or consumer restricted product, the supplier shall verify this in writing.
  - If the supplier is not sure, the employee shall not order the product until the supplier can specify.
- If the product will be transported as a dangerous good, the employee ordering shall advise the supplier that the shipment *will be refused* unless the container is properly marked and the dangerous goods are correctly described on the shipping document that accompanies the shipment.
  - If the supplier says the product is not a dangerous good, the supplier shall verify this in writing.
  - If the supplier is not sure, the employee is not to order the product until the supplier can specify.

## 2. Receiving

Only employees with current TDG training shall accept a dangerous good from either Supply Management or a supplier. If the product is transported as a dangerous good either from the Head Office or from a supplier, the shipment shall be accompanied by a shipping document which the receiver (consignee) shall check to see it has been correctly completed and includes:

- The name of the carrier.
- The name and address of the receiver.
- The name and address of the shipper (consignor).
- A description of the dangerous goods including the:
  - shipping name
  - product identification number (PIN)
  - classification
  - packing group
  - MSDS
- The correct quantity of dangerous goods received.
- Any special safe handling, transporting or storage instructions.
- A 24-hour emergency telephone number where the consignor can be reached.
- An indication of the type and number of placards, if required.
- The number and the letters that identify the protective direction, e.g., this side up, if any.
- The permit number, if applicable.
- The Emergency Response Plan number, if required.
- Signatures of the consignor and the carrier.
- The Material Safety Data sheet.

If the shipment consists of both dangerous and non-dangerous goods, the information about the dangerous goods shall be:

- Listed first under the heading Dangerous Goods.
- Written or highlighted in a contrasting column.
- Indicated by an X in a column headed DG.

The outer packaging shall be labeled and marked with correct:

- TDG label.
- Shipping name which matches shipping name on document.
- PIN which matches PIN on document.
- If the outer packaging is correctly marked and labeled, inner containers do not need to be marked and labeled for dangerous goods.

### **Correctly Labeled and Marked Dangerous Goods Package**

- If shipping document and/or package labels and markings are incorrect, the receiver shall refuse the shipment at this point.
- If everything is in order to this point, then the receiver shall always open outer packaging to see if inner container(s) display proper WHMIS supplier labels or consumer restricted product labels.
- The receiver shall then check the Material Safety Data Sheet (MSDS) to ensure it matches the hazardous chemical product name and supplier shown on MSDS.
- The receiver shall check that MSDS has been enclosed.
- If MSDS is not enclosed, the receiver shall refuse the shipment or arrange for immediate transmission of MSDS.

- If the controlled hazardous chemical product inside does not display a supplier label and was shipped from the Supply Management, contact the Head Office for labels and move shipment to appropriate controlled product storage area until labels are received and can be affixed.
- If the supplier other than the Supply Management has chosen to put a WHMIS supplier label on outer packaging without labeling the inner packaging, the receiver shall immediately label the product with workplace labels using the information found on the supplier label.
- If the hazardous chemical product inside the outer packaging does not display supplier labels, the receiver shall refuse the shipment unless the labels have been enclosed for the receiver to immediately affix before handling, use and storage.
- If the receiver has concerns about a chemical product and there are no visible indicators to inform the employee that the product is a controlled hazardous chemical, it should not be accepted.
- A controlled product transported as a dangerous good is subject only to WHMIS requirements once received.
- The receiver (consignee) shall compare the hazardous chemical product shipment with the shipping document, and if everything matches, the receiver shall sign the shipping document and give one copy to the driver and keep the other copy on file for two years.

The receiver may be required to produce the copy of the shipping document to a dangerous goods inspector on demand or within fifteen days of a written request.

If the receiver's shipping document is subsequently lost, the receiver is liable and can be charged with a dangerous goods infraction.

- Only certified TDG staff shall sign for or receive dangerous goods.
- Standard work procedures for employees should reflect a high standard of care for the loading and unloading of hazardous chemicals and movement from place to place within the workplace.

### 3. Storage and Handling in the Workplace

#### Material Safety Data Sheets (MSDS)

- For every controlled product, the supplier shall transmit a *current* Material Safety Data Sheet (MSDS) to the purchaser on or before the sale, unless the purchaser has already received the MSDS from this supplier with a previous order.
- The MSDS shall be dated not more than three years before the date of sale or importation of the controlled product. If the MSDS is more than three years, it is no longer valid unless the MSDS has a *change of date* letter attached. The product cannot be used until a current MSDS has been obtained.
- If there is no current MSDS for a controlled product, it shall be stored until a current MSDS or change of date letter has been obtained.
  - Suppliers shall revise the MSDS within 90 days of receipt of any new information

- The MSDS shall be in English and French or, if necessary, in the other main language of the workplace.
- Copies of all workplace MSDS shall be placed in binders near locations where the hazardous chemical products are used and stored and shall be readily available to all employees.
- **Copies of all hazardous chemical inventory lists shall be placed in the Occupational Health and Safety Document Binder.**

If the workplace has computerized MSDS:

- All employees shall know how to use the computer in order to access and read the MSDS.
- Reasonable steps shall be taken to keep the terminal active.
- Hard copies need to be available immediately upon request by employees.

All employees handling and using controlled products shall be WHMIS trained.

### **WHMIS Supplier Labels**

The WHMIS supplier label may be attached, printed, stenciled or embossed on the product or container, and shall:

- Have a hatch border.
- Be easily identifiable.
- Be on the container when the shipment arrives or be enclosed with shipment to be attached on receipt.
- Be printed in English and French either on a single bilingual label or on two separate labels.
- Contrast with the background color of the container.
- Be made of durable material to remain attached and readable under normal conditions of transport, use, and storage.
- Be positioned so that it will be easily seen under normal conditions of handling and storage.

WHMIS labels must contain the following information:

- Product identifier
- Supplier identifier
- MSDS statement
- Hazard symbols
- Risk phrases
- Precautionary measures
- First aid measures

If the product is 100 ml or less the labeling only requires the following:






- Product Identifier.
- Supplier Identifier.
- MSDS Statement.
- Hazard Symbols.
- Standard WHMIS Symbols.
- Only the eight standard

*WHMIS symbols* for identifying the six classes of hazardous chemical products are to be used on supplier labels.




- Clear and identifiable symbols.
- Products that are hazardous in more than one way shall have a symbol to identify each hazard.
- Symbols in a color that will not conflict with, or create confusion with, TDG symbols. The use of black and white is acceptable for all symbols.

Example:

**WHMIS Hazard Classes**

A	Compressed Gas	
B	Flammable and Combustible Material	
C	Oxidizing Material	
D	Poisonous and Infections Material  1. Materials causing immediate and serious toxic effects  2. Materials causing other toxic effects	  



	3. Bio hazardous infectious material	
E	Corrosive Material	
F	Dangerously Reactive Material	

### Consumer Restricted Product Labels

Consumer restricted products can be identified through hazard symbols on their labels.

#### Shape



Caution    Danger    Warning

#### Pictogram



The hazard posed by a specific chemical is indicated by combining the appropriate shape and pictogram.

### WHMIS Workplace Labels

A workplace label must have the following information:

- Product identifier.
- Safe handling instructions.
- Reference to Material Safety Data Sheet (MSDS).

A workplace label shall be prepared and affixed when:

- A receiver finds the controlled product inside a labeled outer package that is not labeled for WHMIS.
- A supplier label becomes illegible, damaged, or lost.
- A controlled or restricted product is decanted to a new permanent container.
- The chemical information is revised and updated (revised or updated label shall not contradict the current MSDS in the workplace for that hazardous chemical product).
- Old stock is present and a current MSDS is available (if old stock is present and not accompanied by an MSDS this stock shall be prepared for disposal).
- A controlled product is in storage tanks or being transferred through piping systems (if label is inappropriate, tags should be used).
- A bulk controlled product is received as powder or granules.

When a controlled product is to be decanted from original container then:

- In these instances, only the *product name* shall be printed on the container. Only controlled products that have a readable supplier label shall be decanted. Please note that only employees trained in handling the transfer of these types of products should be allowed to perform any decanting processes.
- The employee is going to be the *only person* using the controlled product for *one work shift*.
- The employee is going to put it *back* into the labeled container before the shift ends.
- The employee is *decanting* a laboratory reagent or preparing laboratory samples.

### Preparing a Workplace Label

With reference to the controlled product MSDS, the employee shall use the following steps to prepare the Division workplace label.

Refer to the controlled or restricted product MSDS to prepare the workplace label.

- The product name is to be printed on the top of the label in English, and if necessary, in the other languages of the workplace.
- Only the WHMIS hazard symbols and personal protective equipment (PPE) symbols or precautions that apply should be included on the label.
- Safe handling instructions are to be added.
- The completed label is to be placed on the side of the container or attached as a tag where it is clearly visible during use and storage and be covered with plastic overlay for durability.
- **Do not** put the label on the bottom of the container or cover over other vital information.

### Personal Protective Equipment (PPE) Symbols

- Appropriate personal protective equipment (PPE) shall be available and worn at all times.
- Only the nine internationally recognized PPE symbols shall be found on supplier and workplace labels.

These symbols indicate the type of protection needed to keep hazardous chemicals from affecting the user.

As the label does not indicate everything that is necessary to know about the hazardous chemical product, the Material Safety Data Sheet (MSDS) shall also be read before product is used to:

- Determine what type of equipment and clothing material is necessary in relation to the way the controlled product will be used in the workplace.
- Know the general precautionary rules, and first aid response.

Standard work procedures for employees should reflect a high standard of care when handling and using controlled products to prevent any incidents that could impair or damage the environment, human health or safety, or property.

### General Handling of Hazardous Chemicals

- Controlled products should only be used for the purpose outlined by the manufacturer.
- The MSDS and label shall always be read before using the chemical.
- Opened product should be used before opening new stock.
- Good inventory management and regular stock rotation should be practiced.
- A current inventory of hazardous chemicals must be maintained and readily available.
- Only those controlled products that have readable supplier labels are to be decanted.
- Appropriate PPE is to be available and worn at all times when an employee is decanting hazardous chemical products.

### Storage and Location of Hazardous Chemicals

- A storage room or area shall allow for easy access to all areas of the workplace.
- A teacher work station (e.g., desk) shall not be located where chemicals are stored.
- Flammables and acids (greater than two molar) must be stored in the applicable cabinets certified for their storage.
- Hazardous chemicals shall not be stored in a service area such as:
  - a boiler room
  - a mechanical room
  - electrical area
- There shall be adequate provision for security.
- The storage room or area shall be kept locked when not in use.
- Adequate shelving shall be provided so that chemicals with different properties can be properly segregated horizontally and vertically when stored.
- Chemical products should be kept off the floor.
- Chemicals shall be stored so that in the event of a leak or spill, the product does not run into drains and sewers or contaminate the ground.
- Chemical liquids in glass bottles should be stored below eye level.
- Adequate space shall be provided for the quantity of chemicals normally used.
  - limit quantities ordered
- Date all containers so older stock is used first.
- Shelf life of chemicals shall be monitored closely.
- Deteriorated and contaminated products shall be removed to a waste storage area and disposal arranged.
  - for information regarding this process, refer to *The Disposal of Wastes* in this section
- Highly flammable products and excess quantities of flammable products shall be stored in cabinets that conform to standards established by the Alberta Fire Code.
- Acids should be stored in vented acid cabinets
  - separate organic and inorganic acids
- Special care shall be exercised with boiler water treatment chemicals and test chemicals. If stored in a boiler room, they shall be locked and access restricted to authorized personnel.

## Inventory Guidelines

- A hazardous chemical inventory list shall be established.  
The list shall include:
  - name of chemical
  - quantity
  - supplier
  - verification and date of MSDS
  - date of purchase
  - storage group
  - hazard classification
  - review date
  - storage location
- Updates of the inventory list shall take place on a continuous basis as products are:
  - received
  - used
  - deleted from inventory
- **A hazardous chemical inventory list should be available at the main office of each school and stored in the Occupational Health and Safety Binder.**
- A *Chemical Hazard Inventory List* form can be found at the end of this section.
- An additional up-to-date copy of the inventory list shall be kept on file in the general office, along with the Material Safety Data Sheets (MSDS), as part of the facilities emergency preparedness plan. This would provide vital information in situations where an accident or spill results in the evacuation of the facility.
- Update the inventory on a continual basis as chemicals are received and used or deleted from list, reflect curriculum changes, custodial chemical hazardous product changes, or changes in regulations governing the use of hazardous products.
- Use opened containers before opening new stock.
- Track chemical shelf life. Liquid chemicals should be used within one or two years. Dry powdered chemicals should be used within three years.
- A binder of current MSDS shall be readily available in the area where chemicals are stored.

## Location

- Secondary schools should have a separate storage area for chemicals. A forced-air exhaust system must be provided for this area to prevent the build-up of fumes. The installation of a smoke detector is recommended.
- It is advantageous for early year's schools and others that keep small quantities of low hazard chemicals to have a store-room with clearly marked cupboards.
- Only very low hazard chemicals should be stored in a classroom or laboratory and then only in enclosed cupboards.
- Chemical storage cupboards should be enclosed by doors. Open shelves will restrict the types of chemicals that can be stored safely. All cupboards should have some ventilation (usually loose-fitting doors, or the spaces around doors, are sufficient).
- Cupboards for the various chemical categories are best separated from each other by a wooden partition. Lack of proper separation creates the possibility of mixing incompatible chemicals through spills, breakage, leakage, dust or fumes.
- Alberta Fire Code regulations relating to the storage of flammable materials must be met.

- Indoor ventilation should be provided at both floor and ceiling levels in chemical storage rooms to conform to fire regulations.
- Gas burners should not be used in chemical storage rooms. Gas supplies to these rooms should be shut off permanently.
- Form a seal around the lids of bottles containing materials that release vapors, using plastic electrical tape or parafilm.

### **Store Room Plans**

- A store room plan for chemicals should result in the separation of incompatible groups and the isolation of those that present special hazards. Storing all chemicals together in alphabetical order is not adequate. Separating just one or two groups, such as acids and flammables, is not much better.
- The plans that follow can be used to provide guidance for safe storage, and are adaptable to facilities of various designs.
- Bunsen or other gas burners should not be used in this room.

### **Organization of Chemicals**

Chemicals should be organized to avoid physical contact between different chemical groups.

#### **Chemical Storage Groups:**

##### ***Inorganic Acids***

Mineral acids should be stored in a well-ventilated area in well-painted wood cupboards without metal pipes, valves or other metal objects in them, and separated from other cupboards by at least a partition. Some commercial cabinets with acid-resistant paint are satisfactory.

Nitric acid is a strong oxidizing agent and suitable precautions should be taken with its storage. Its container will build in pressure over time and should be replaced when this occurs.

Parafilm or plastic electrical tape can be placed around lids for storage to help prevent the escape of fumes. Plastic lids will deteriorate with time and should be replaced when this occurs.

##### ***Organic Acids***

Approved organic waste containers, complete with flame screens, must be used for all organic waste. Containers should be in a well-ventilated area. Stored acid anhydrides with this group.

##### ***Strong Bases***

Some of these will react with glass containers to form a filmy precipitate and are best stored in base-resistant plastic bottles. Those that emit fumes should be sealed with parafilm or electrical tape.

##### ***Flammable Liquids***

Most organic liquids are included here. Flammable liquids should:

- Be stored in a cool, well-ventilated cupboard.
- Separate from other cupboards by at least a partition.
- Clearly labeled; and away from exit routes.

Refer to the Alberta Fire Code for regulations governing the type, location, allowed quantities and other requirements for these storage facilities.

*Flammable liquids must not be stored in a refrigerator unless it is specially designed for this purpose and explosion proof.*

Hydrogenated hydrocarbons are less flammable, but should be stored in a well ventilated area.

Note that this category includes alkali metals, powdered metals, powdered carbon and others. Oxidizing agents must be kept away from this cupboard and the materials in it.

#### ***Flammable Solids***

There should be no paper, cardboard, cloth or other combustible materials in the cupboard. Precautions must be taken to avoid contamination with dust or other chemicals.

#### ***Oxidizing Agents***

Oxidizing Agents are highly reactive. They should be stored away from other materials. Ammonium nitrate is an example of a strong oxidizing agent. It is not recommended for use in Division Middle Years School since most are not equipped with adequate Personal Protective Equipment.

#### ***Halogens***

These should be stored in a cupboard that is separated from other cupboards by at least a partition. Lids on bottles should be sealed with parafilm or electrical tape.

#### ***Miscellaneous***

This includes most materials not included in any of the previous categories. Some further separation may be desirable if available storage facilities allow.

## 4. Leaks and Spills

All workplaces shall have sorbent material, emergency equipment and appropriate PPE available to employees for the clean-up of controlled products being used at the workplace.

### Spill Clean-up Equipment

The following list indicates spill clean-up equipment that may be required in areas of the workplace where leaks and spills would most likely occur. The types of materials stored in these areas will determine the type of equipment required.

- flashlights
- nitrile gloves
- non-sparking scrapers and shovels
- brooms, squeegees and plastic scoops
- selective and universal sorbents
- salvage drums, labels and liners
- bung (drum) wrench
- soda ash (good neutralizer)
- grounding wires and cables

The correct PPE and clean-up materials to be used will depend on the chemical leaked or spilled and will be indicated on the MSDS for that chemical.

No employee shall attempt to clean up any leak or spill without using the recommended PPE and appropriate spill response as indicated on the MSDS for the hazardous chemical product.

Spills of custodial chemicals, e.g., strippers, neutralizers/conditioners, cleaners or floor finishers are mostly water soluble, and should be diluted with large quantities of water and cleaned up with mop and pail - then disposed of into the drain.

Spills of boiler water treatment chemicals pose an added risk as they are generally stored near drains that lead to city sewers. These chemicals shall first be contained and then neutralized.

- *Alkalis* should be neutralized with sodium dihydrogen phosphate.
- *Acids* should be neutralized with sodium bicarbonate.

Once neutralized the spill may be collected with sorbents or flushed to drain. Hydrocarbons, e.g., oil, fuel or solvents, should be cleaned up with appropriate sorbents.

Contaminated sorbents should be collected in waste disposal drums that are clearly marked *WASTE* and indicate the identity of the chemical that was cleaned up. Laboratory chemicals should be cleaned up by lab technicians following the same procedures in which they have been instructed for waste chemical cleanup and reduction, e.g., evaporation, distillation, neutralization, precipitation, reduction/oxidation reactions.

- Sorbents used for clean-up have the same hazardous properties as original spilled chemical and shall be properly stored and disposed of as a hazardous chemical.
- Following clean-up, employees shall replenish and prepare a Spill Kit in readiness for a future incident.

- An analysis and discussion of incident and spill response shall be made so that all workplace employees learn from the experience.

### Reporting

When any leak or spill of a controlled product occurs, the employee who was in control of the product at the time or who discovers the leak or spill should activate the workplace planned emergency response:

- **Identify**, if possible, the chemical from label, smell, color, or from personal knowledge of how and where hazardous chemical is stored without putting oneself at risk.
- **Alert others** - and take appropriate action (refer to School Disaster Plan).
- **Report** - leaks or spills of a hazardous substance that result in a release into the environment that causes or may cause an adverse effect.
  - A *release* into the environment may be into the ground, air or water through discharge, seepage, throwing, dumping, or exhaust.
  - An *adverse* effect may range from a spill of oil on the ground to the release of an unpleasant odor that could cause impairment or damage.
  - Leaks or spills of this type should be reported to 911 immediately and then inform the applicable Area Superintendent and the Division Health and Safety Officer. In reporting provide the following details:
    - name of chemical, if known.
    - approximate quantity.
    - location of leak or spill and effect it may have on the environment, e.g., flowing into city sewer system.
    - Following the incident, the principal or non-school based department head shall ensure that a written report is sent to the Safety Department.

### Immediate Considerations for Response

Employees shall:

- Deal with any injuries.
- Secure the area, e.g., barrier tape, signage.
- Get assistance.
- Put on correct PPE - if unsure of chemical, use highest rate of protection.
- Contain spill or stop leak.
- Clean up.



Employees shall read MSDS to check for correct:

- Sorbents and clean-up materials to use.
- PPE.
- Safety supplies.
- First aid.

All employees who may be required to use, handle, store or dispose of hazardous chemical waste should be trained to handle leaks and spills. Employees involved in clean-up shall discuss and agree to the steps to the clean-up plan:

- Clean up or neutralize the spill.
- Store and label waste.
- Decontaminate re-usables.
- Report adverse effect incidents.

### **During Transportation**

A leak or spill of a dangerous good that represents a danger to health, life, and property or the environment or exceeds the limits set out under the legislation, is called a *dangerous occurrence*.

- The employee who was in charge, management or control of the dangerous goods at the time of a dangerous occurrence shall immediately report the incident to 911 and then the Superintendent of Support Services. In reporting provide the following details:
  - name of chemical, if known
  - approximate quantity
  - location of leak or spill
- Once 911 has been called and the Area Superintendent notified of a dangerous occurrence, local police and the Division Health and Safety Officer shall be promptly informed.
- The employee involved shall also take reasonable emergency measures to reduce any danger to health, life, property, or the environment. They should:
  - deal with any injuries
  - secure the area, e.g., barrier tape, signage
  - keep other people away
  - contain spill or stop leak only if possible to do so without danger to themselves or others
- Following the incident, the principal or non-school based department head shall ensure that a written report is submitted to the Health and Safety Department.

An analysis and discussion of the incident and spill response shall be made with employees involved in transporting dangerous goods so they can learn from the experience.

- Employees who may be required to handle, store or transport dangerous goods shall be trained in handling of leaks and spills and in how to report incidents.

## **5. Disposal of Waste**

- Hazardous waste is a substance that is dangerous to humans, wildlife or the environment and is intended for disposal or recycling.
- When hazardous waste is to be removed from the workplace and transported, it is subject to TDG classification as it is governed by the TDG Act and regulations at this stage in its life cycle.
- WHMIS requires that waste that is a controlled product shall be identified and that all employees who handle waste shall be trained how to store and handle the waste safely.
- Waste Disposal Forms must be submitted at four times of the year (See *Appendix I* for detailed information).
- AEPEA regulates hazardous waste storage at the workplace. There is no limit on how long hazardous waste may be stored at the workplace where it is generated. However, the waste storage area is required to come up to certain standards.
- Trained personnel and equipment must be available to deal with spills.
- AEPEA also regulates which wastes may go to landfill.

#### **Old Stock**

- Any old or contaminated stock shall be labeled to WHMIS standards.  
Empty Hazardous Containers (plastic)
- Jugs or pails that originated with a specific supplier.
  - these may be returned to the supplier
  - collect and store empty containers until you have a sufficient quantity for pick-up
- Containers that have previously held pesticides, insecticides or herbicides or that were contaminated with toxic materials.
  - these will NOT be accepted for recycling
  - hold until a proper disposal method is arranged
  - these containers shall be identified and labeled as “Not for Re-use”

#### **Aerosol Containers**

- Do NOT include aerosol containers with regular garbage.
- Identify and hold with other waste chemicals until a proper disposal method is arranged.

#### **Spent Stripping Solutions**

- Minimize environmental impact by disposing of the solutions into sanitary sewers so they can be properly treated at public-owned treatment works (POTW).

#### **Clean-Up Sorbent Containers**

- Sorbents are used to clean up leaks and spills they shall be placed in a closed container and WHMIS labels applied according to the hazardous chemical product that they contain.

## 6. Shipping Dangerous Goods Other Than Waste

- In most instances, an independent supplier will be the shipper. However, from time to time the school or workplace may be involved in shipping hazardous chemical products that are dangerous goods, usually to return the product to the supplier.
- Employees who will act as shippers (consignor) or transporters (carrier) of dangerous goods shall be TDG certified.
- All packages containing a dangerous good for transport shall have labels, markings, placards when necessary, and shipping documents to identify the contents.

### Labeling

- Standard TDG labels indicate the following:
  - classification /risk shall be affixed or printed on the packages so that they are easily visible and not placed on the bottom of packaging, or on top, if other packages are to be stacked on top.
- Labels on compressed gas shall be on or near the shoulder of the cylinder.
- A small package needs to have only one set of easily visible labels.
- If a package is larger than two meters in volume there shall be two labels or sets of labels on opposite sides of the package.
- A label indicating the *primary risk* is usually the only label required, but if a dangerous good has more than one type of risk, it may be necessary to provide a label for the subsidiary risk.
- Only the twelve standard TDG labels identifying the nine classes shall be used.
- The outer packaging of liquid dangerous goods that are contained in an inner packaging shall also have a THIS WAY UP label.

### Marking

- In addition to labeling, further basic information shall be written on the outside of the package. This marking shall be:
  - the shipping name
  - the product identification number (PIN)

### Placarding

- Placards of at least two hundred and fifty mm<sup>2</sup>, which are diamond shaped, shall be placed on the outside of the vehicle to be used to transport most dangerous goods shipments if the quantity of the dangerous goods exceeds five hundred kilograms.
- The correct placards are to be supplied by the shipper (consignor) to the driver (carrier).

- If the placards become defaced, lost, or stolen, the person who is in control of the load at the time shall immediately replace them (usually this is the driver).
- Employees handling dangerous goods during transport shall:
  - Check the shipment against the completed shipping document, and if it matches, sign shipping document along with shipper (consignor).
  - Check that the dangerous good packages are correctly labeled and marked.
  - Load and unload the dangerous goods properly considering safety requirements.
  - Attach placards indicating type of hazards, when necessary.
  - Be familiar with the Division’s operating permit.
  - Carry and deliver all shipping documents:
    - bill of lading
    - waybill
    - manifest with the dangerous goods.
  - Carry all shipping documents in the cab of vehicle near driver’s reach.
  - When leaving vehicle leave documents on driver’s seat or in a pocket on driver’s door.
  - Know first aid response for dangerous goods being transported.
  - Give one copy of signed shipping document to receiver (consignee) and keep one copy for two years.
- The carrier may be required to produce a copy of shipping document upon demand or within fifteen days of a written request. If lost, the shipper is liable and could be charged with a dangerous goods infraction.

### Shipping Document

- A shipping document is required for all shipments of dangerous goods other than shipments of hazardous waste.
- The shipping document shall be correctly completed and include:
  - The name of the carrier.
  - The name and address of the receiver.
  - The name and address of the shipper (consignor).
  - A description of the dangerous goods including the:
    - shipping name
    - product identification number (PIN)
    - classification
    - packing group
  - The correct quantity of dangerous goods received.
  - Any special safe handling, transportation or storage instructions.
  - A 24-hour emergency telephone number where the consignor can be reached.
  - An indication of the type and number of placards, if required.
  - The number and the letters that identify the protective direction, e.g., this side up, if any.
  - The permit number, if the shipper or carrier has been granted a permit.

- The Emergency Response Plan number, if required / signatures of the consignor and the carrier.

Always use the applicable shipping document form for Dangerous Goods.

- The shipper (consignor) keeps one copy and gives two copies to the driver (carrier) who shall keep one and provide the other to the receiver (consignee) upon delivery.
- A copy of the shipping document shall be kept for two years.

The shipper may be required to produce a copy of shipping document upon demand or within fifteen days of a written request. If lost, the shipper is liable and could be charged with a dangerous goods infraction.

## 6.4 Special Considerations

### Asbestos and Synthetic Vitreous Fibers

Asbestos can present a potential health hazard if fibers are inhaled. Three major diseases associated with inhalation of asbestos fibers are: asbestosis, lung cancer and mesothelioma. Removal of, or repair to, asbestos or products containing asbestos, should only be conducted by employees who have been specially trained to do this work and who have the correct equipment to do the work safely. To ensure protection against exposure to asbestos, employees need to be aware of special precautions required when there could be exposure to asbestos at the school.

In the past, asbestos-containing materials were applied to structural steel and concrete because of their fire resistance, strength, chemical resistance and insulating properties. Asbestos-containing products were also used to insulate pipe and boilers. Fireproof asbestos textiles were also made into gloves, aprons and protective suits, fire blankets and curtains. Many brake pads, clutch plates and automotive and industrial gaskets may still contain asbestos.

Prior to 1985, asbestos was incorporated into many building materials found in Division Schools, including decorative wall board, green chalk boards, caulking compounds, floor tiles, acoustical tile, dry wall and texturing products.

Substitute materials are now available for a number of the uses of asbestos described above and are currently used. Asbestos is still legally used for some applications, such as cement board and corrosion-resistant water pipe. **However, no modifications or renovations should occur to Division facilities without prior approval from the Construction and Maintenance Department.**

Where feasible, Division maintenance staff are identifying and substituting a material less hazardous than asbestos.

Recent research shows that some of the materials now used as asbestos substitutes synthetic vitreous fibers, e.g., fiberglass and refractory ceramic fibers can be a health hazard. Caution should be exercised and personal protection should be used with these materials as well.

Asbestos removal and repair projects are classified by types, based on the risk hazard. When an employee or contractor comes into the school or workplace to remove or otherwise deal with asbestos, the principal or non-school based department head shall be advised of the project type and be alerted to the level of risk:

#### Low Risk Asbestos Project

##### Examples of Projects:

- Installation, repairs to or removal of asbestos-containing manufactured products, where sanding or cutting are not required:
  - hardboard
  - green chalkboard
  - floor or lay-in ceiling tile, under five tiles
  - lab worktops
  - heat protectors
  - kilns
  - electrical panels

- Stripping asbestos vinyl tiles.
- Painting exterior cement or asbestos board.
- Transportation or handling of materials in bulk or sealed container for disposal.

**Safety Guidelines to Follow:**

- The work area is roped off and marked with Asbestos Hazard caution signs ensuring restricted entry into area while work is in progress.
- Air monitoring and site inspection is taking place on a regular basis throughout the duration of the project by a qualified Environmental Health and Safety Consultant.
- The air conditioning or forced ventilation system has been blocked off in immediate work area and remains off until the completion of the work.
- All moveable objects and furniture have been removed from work area and non-transportable objects and the floor are completely enclosed with heavy duty plastic sheeting.
- Correct clean-up is done with HEPA vacuum of floor, walls, furniture, and fittings, as well as work equipment.
- All equipment and asbestos-contaminated waste is removed at the conclusion of the job.
- A copy of the site inspection and air monitoring report is given to the principal or non-school based department head.

**Medium Risk Asbestos Project**

**Examples of Projects:**

- Maintenance or minor repairs where removal of insulation is not required:
  - pipes
  - conduits
  - rainwater leaders
  - pipe, boiler, tank insulation
- Removal of insulation using glove bags.
- Removal of mechanical gaskets or flexible connections.
- Using hand or power tools fitted with dust collectors to cut, shape, drill, or assist in the removal of asbestos-containing manufactured products.

**Safety Guidelines to follow in addition to those listed for Low Risk Projects:**

- A plastic floor-to-ceiling enclosure around work area.
- Negative air pressure system vented to exterior of building is being used.
- Two-step clean-up system is being used (dust and waste is cleaned up using HEPA vacuum, wet-sweeping, and damp mopping daily, and at the conclusion of last day of work following this regular cleaning, a sealant or glue is applied to substrate and remaining plastic to lock down remaining fibers). After a twelve to twenty-four hour wait and a satisfactory air test result, final clean-up takes place.

**High Risk Asbestos Project**

**Examples of Projects:**

- Removal of lay-in floor or ceiling tile containing asbestos over five tiles.
- Removal of insulation from pipes, boilers, and tanks.
- Removal of an asbestos fire curtain.

- Encapsulation or removal of asbestos-containing fireproofing, insulation, or acoustic plaster.
- Enclosures of asbestos containing materials.

**Safety Guidelines to follow in addition to those listed for Low and Medium**

**Risk Projects:**

- One worker has been designated as project supervisor.
- Decontamination unit is available.
- Removal of waste for disposal is taking place weekly.

**If at any time the principal or non-school based department head feels the work is being carried out in an unsafe manner and is putting employees at risk, they should stop the work immediately and notify the Division Health and Safety Officer.**

**Considerations for all Projects**

- Have all employees been alerted that a project involving asbestos is taking place at a specific location(s) in the workplace?
- Have the contractors developed codes of practice for a confined space, for respirator use, and for the asbestos project, and are copies immediately available where work is taking place?
- Are copies of asbestos and standard first aid training certificates for all project staff or contractors posted in the project area?
- Does the project supervisor know whom to contact in case of an emergency?
- Has the Asbestos Management and Compliance Plan been reviewed?

**Cylinders (Acetylene, Propane, Oxygen, etc.)**

**Storage Guidelines:**

- Cylinders should be stored in a secure, dry, well-ventilated area, clear of exit routes and fire exits, heat and ignition sources and with valve protection caps securely in place.
- Storage areas for large cylinders should be fitted with cylinder racks securely anchored to the wall at a height appropriate for the cylinder to be stored. Cylinders should be individually secured to the storage rack, using chains, straps or bars.
- There shall be no free standing storage of cylinders.
- Cylinders containing gases such as acetylene, liquefied propane and liquefied carbon dioxide should be stored upright.
- Cylinders should be segregated according to cylinder content - flammable, oxidizing and inert.
- Indoor storage areas for oxidizing gases should be separated from flammable gases and highly combustible materials by at least 6 meters and by an approved fire resistant partition.
- Full and empty cylinders should be stored separately, with the latter clearly identified as such.
- Cylinders should be protected from cuts or abrasions and not allowed to drop or strike each other violently.

**Movement Guidelines:**

- Cylinders weighing in excess of eighteen kilograms total should be transported by cart, properly retained in a vertical position.



- Students are not permitted to move cylinders unless they are under the direct supervision of a teacher or teaching aide.

### **Use and Maintenance**

- Indoor ventilation should be provided in the work area.
- Gas welding equipment must be equipped with flashback arrestors at the tank.
- Oil and grease should never be permitted to come in contact with oxygen cylinder valves, regulators, hoses or associated equipment, nor should combustible substances be used as lubricants. Employees should ensure there is no oil or grease on their hands, gloves or clothing.
- Cylinders should be regularly inspected for leaks.
- Some stem valves used on cylinders for low molecular weight gases such as hydrogen will leak when fully opened. Under no circumstances should any adjustment to the stem packing nut or pressure relief safety nut be considered. Such actions are extremely hazardous and are the responsibility of the supplier alone.
- Leaks resulting from improper plumbing or worn fittings should be identified, using approved liquids or detection instrumentation. If wear is the reason for the problem the components should be replaced.
- Fittings should not be tightened beyond the manufacturer's specifications.
- Cylinders of compressed gas should only be connected to regulators specified for use with the contents of the cylinder.
- The seat of the cylinder stem valve should be cleaned before coupling with the regulator. The stem valve should not be used to blow out the regulator fitting seat.
- The regulator should not be closed before coupling. The coupling nut should never be over-tightened from the regulator stem.
- Once the regulator is installed and before use or further connection to the apparatus the regulator-to-cylinder connections should be checked for leaks.
- In addition to the use of liquids and detection instruments, the regulator can be used to detect leaks. Open the cylinder stem valve and note the pressure.
- Close the stem valve and wait 15 minutes. There will be no pressure drop if the regulator/cylinder connection is leak-free.

### **Hazardous Gases, Metals And Dusts**

Some of the chemicals found at school may be potentially hazardous if not properly used. Teachers should be aware that young people have a higher metabolic rate and tend to absorb toxins from hazardous chemical products more rapidly than adults. Appropriate cautions should be used and the Division expects and encourages employees to seek immediate medical attention should an individual be exposed to the hazards on the following pages and develop the symptoms described. Such incidents should be reported to the Health and Safety Department.

Potential Hazards include the following:

- Dusts: wood dust (particularly cedar and mahogany dust), fine metal dusts (including heavy metals) and clay and paint residue dusts in the art rooms may cause health problems.
- Fumes and vapors: soldering (lead), welding (heavy metals), kilns (heavy metals), chemicals used in photography labs are among the most hazardous chemicals found in schools.
- Solvents used in cleaning and in shops are potentially among the most harmful of all substances since they are volatile and may spread quickly through the worksite. Solvents enter the lungs and are easily absorbed. Many solvents can also cause skin irritations (dermatitis).
- Acids used in photography, auto mechanics, etching and most other shops give off mists in addition to being corrosive.

- Methyl alcohol causes blurred vision, dizziness, sore throats, chest tightness, and depression and should not be used.
- Modern photocopiers give off ozone and should be in a ventilated area.

**As much as possible or practical, employees need to reduce their use of hazardous chemical products by choosing to use nontoxic substitutes or limiting quantities (i.e., micro-scale chemistry).**

However, when there is no substitute available or the use of the hazardous chemical product has been reduced as much as possible, the following information should be considered. The following summaries are not all-inclusive in content. All employees shall refer to the appropriate MSDS.

## **Metallic Mercury**

**Mercury is not recommended for use in Division schools.**

Mercury is commonly found in thermometers, barometers and thermostats. It is a heavy, silvery metal that is a liquid at room temperature. It is considered a stable element. However, when it is combined with ammonia, acetylene, oxalic acid or amines and agitated, it may form explosive compounds. Mercury can enter the body through the lungs, skin and digestive system. Mercury may accumulate in the body and affect the nervous system.

Mercury breaks into tiny beads when it is spilled. These beads vaporize very easily and tend to be very difficult to remove from small spaces. Immediate and thorough cleanup of mercury spills is very important. A MSDS must be included in the MSDS binder if any equipment containing mercury exists in a building.

## **Nitrogen Oxides**

This is a grouping of a number of related chemical compounds containing nitrogen and oxygen that are often produced in operations in the workplace like welding or metal cleaning. Nitrogen oxides have a distinct and pungent odor noticeable at a concentration of 5 ppm and distinct at 10 to 20 ppm.

Employees can be accidentally exposed to high concentrations, e.g., *acute exposure*, if engineering controls or standard work procedures are compromised. Engineering controls that isolate processes using nitrogen oxide offer the best protection against exposure. For welding and metal cleaning operations, the combination of local exhaust and general ventilation has to keep the levels of fumes below the recommended occupational exposure limits. Whenever there's a possibility of eye contact with liquid nitrogen oxides chemical safety goggles and face shields shall be worn.

Cylinders of nitrogen oxides shall be stored separately from combustibles, organic peroxides and hydrogen. **The appearance of a reddish-brown gas or a pungent odor may be indications of a leak, and employees should evacuate the area and seek appropriate assistance.**

## **Sulphur Dioxide**

Sulphur dioxide is a colorless, highly irritating gas with a strong acidic taste and pungent odor which will dissolve in water to form sulphurous acid, which in turn can oxidize to form sulfuric acid.

Employees who could potentially be exposed are those working in food service and those who work with fumigants, disinfectants, boilers, furnaces or industrial refrigeration units.

The primary objective when sulphur dioxide is present in the workplace is to keep concentrations below the recommended occupational exposure limits through process controls, ventilation, improvements in equipment design and by substituting other materials for sulfur dioxide or elements that produce sulfur dioxide as a by-product.

Safety practices such as regular inspection of all equipment, prompt repair of leaks, immediate clean-up of spills and proper storage, handling and labeling of cylinders and other containers will help keep the level of sulfur dioxide in the workplace down.

Cylinders should be stored in a rack and always fastened securely to another supporting structure in an upright position and kept away from sources of heat, dampness and highly flammable substances. Storage containers should be checked periodically for leaks. If a leak is found the area should be evacuated immediately and appropriate assistance sought.

## **Welding**

Fumes, dusts and toxic gases are the hazards produced by welding operations. These can come from the base and filler metals being used, any coatings on the base metal, electrode coatings or shielding gas, or from a reaction caused by the welding process.

Metal fume fever is caused by inhaling metal oxide particles produced by welding galvanized metal. The particles react with the lining of the lungs, making the victim feel sick a few hours after exposure.

All traces of solvents shall be removed before welding starts because heating them produces poisonous fumes. Take care that vapors from chlorinated solvents are not exposed to UV radiation, because this also causes a reaction releasing poisonous gas. Solvents should be stored and used in a separate room and never used on materials that are going to be welded.

Toxic hazards can be controlled through ventilation and safe work practices. The employee shall always ensure that the ventilating equipment designated for each job is used.

## **Gas Welding and Cutting**

Welding requires a lot of energy to melt or fuse the metals and this release of heat and energy can cause chemical and physical reactions that don't normally occur at room temperature.

Cylinders should not be handled unless it is done under the direct supervision of a trained teacher or teacher's aide. Any cylinder hook-ups must be reviewed by a teacher or teacher's aide.

Most welding operations use fuel gases, which can be a serious hazard in case of fire or explosion. Both careful handling of fuels and good housekeeping practices are important to minimize the risk.

The safety rules for the handling and storage of fuel cylinders include:

### **Receiving**

Only those oxygen or fuel gas cylinders that are clearly labeled and for which the employee has a MSDS.

### **Handling**

When work is complete, cylinder valves shall be closed and valve protection caps put on. The pressure shall be released from regulators and hose lines before the cylinders are moved and placed in storage.

To prevent cylinders from slipping, handle them only with clean hands or clean clothing.

Move cylinders in an upright position only and secured on a vehicle or cart designed for that purpose.

Regulators should be detached and cylinders should be fitted with a valve protection cap while being moved. Tighten valve protection caps by hand.

### **Storing**

Storage areas shall be clearly identified. Place cylinders so labels are easily seen.

Cylinders shall be securely stored where there is no chance that they will be knocked over or damaged. Valve protection caps shall be put on.

Never store cylinders near heat sources including exposure to heat from the sun.

Never allow cylinders to touch electric wires as this can cause electrical arcing and fire.

Store cylinders away from elevators, stairs, doorways, aisles and never in stairwells.

Cylinders shall be protected against valve damage. Cover them with a non-combustible and weather-proof canopy if they are to be stored outside.

Store full cylinders separately from empty ones for each type of gas. Empty cylinders should be marked EMPTY and their valves closed. Fit them with protection caps.

Store oxygen and fuel gas cylinders separately.

Keep all welding cylinders at least 6 meters from flammable materials such as paint and solvents.

### **Disposal**

Return empty cylinder promptly to suppliers.

Transport cylinders in an upright position, properly secured to a firm support and make sure the valve protection cap is on.

## **Electric Welding**

Electric welding fuses metal by an electric arc at a very high temperature. Most arc welding is done by hand using an electrode in a holder, and electrical shock can be an additional hazard. Equipment shall be installed or repaired only by a qualified electrician and should only be used under the supervision of a trained teacher or teacher's aide.

## **Abrasive Blasting**

Airborne dusts are the most serious health hazard in abrasive blasting operations. The dusts can come from a number of different sources, including broken down abrasives, pulverized surface coatings and abraded material from the object being blasted.

Under normal conditions, larger dust particles settle fairly quickly. However, small particles remain airborne longer and can be easily inhaled. Smaller particles can settle in the lungs, and sometimes soluble particles will dissolve into the bloodstream.

Dust particles can also get into the eyes, ears, nose and throat. Depending on the type of dust, effects can range from temporary discomfort to long term health problems. Dust can even get into the body, settling on a small open wound or abrasion or on food that is eaten.

Heavy concentrations of dust can also affect employees who are fairly far away, depending on the ventilation system for indoor blasting and on wind conditions and humidity when blasting outside. Even when there is no blasting occurring, dust can still be a hazard, e.g., when cleaning dust collector bags or handling the abrasive material.

When there isn't enough air flow around the work area, a dense dust cloud may develop. This makes it hard for the operator to see and may contribute to a serious accident. Dust that settles on floors creates a slipping hazard, especially because dust doesn't look slippery.

Dust can create a fire hazard. For example, dust from blasting rusty material, mixed with aluminum dust from another process, can be ignited by a short in an electrical appliance or by a globule of hot iron. In some cases, especially when organic abrasives are used in a closed area, the dust cloud can be an explosion hazard. The source of ignition might be nothing more than a spark made by a shoe-nail scraping across a metal surface. Combustible organic abrasives shall be used only in automatic blasting systems.

With air-propelled blasting, an improperly grounded hose can lead to the buildup of static electricity on the employee's body. A small spark is all that's needed to ignite highly flammable materials or to cause the kind of explosion previously mentioned. A static shock can also startle any employee enough to cause a serious accident.

## **Communication Technology, Art and Drama**

One of the major hazards in these areas is the use and storage of toxic chemicals and flammable materials.

Safety precautions established through work procedures for high risk tasks shall minimize employee exposure to these chemicals.

Employees should:

- Never work with a material of unknown composition.
- Reduce the level of dusts and vapors in the air, by keeping all containers closed while working except for when they are in use. This also helps to prevent spills in the work area.
- Clean up dusts by wet mopping. Sweeping only stirs up the dust and puts it back into the air.
- Clean up spills with spill control materials which absorb the liquid and dispose of accordingly as hazardous waste.
- Wear gloves and barrier creams to protect the skin. Creams should never be used as a substitute for gloves but are helpful against substances that dry or cause minor irritation to the skin.
- Wash thoroughly after working with hazardous chemicals, paying special attention to hands and fingernails.
- Never use solvents to clean any part of the body.
- Launder work clothes frequently and wash them separately from other clothes.
- Never eat or drink while working.

## Working with Metals

Among the most serious of metal shop hazards are airborne pollutants, including vapors, fumes and dusts. The type of pollutants varies with the kind of process being used and the metal being worked on. For example, solvent vapors may be found where metal degreasing is going on and airborne droplets of electrolyte may be present near electroplating operations.

Fumes from the welding or burning of metal in employee's breathing zones can lead to both short and long-term medical problems, such as throat irritation, inflammation of the lungs, bronchitis, lead poisoning and metal fume fever.

A number of metals are toxic and require special precautions to be taken if there is a danger of fumes or dusts getting into the air. These metals include beryllium, cadmium, lead, manganese, vanadium and hard metal. Skin can become sensitive to nickel, leading to the development of dermatitis.

Occupational dermatitis is a common problem among metal workers. It is caused mainly by contact with oils and other metal adhesives. Dermatitis is a skin condition that is recognizable by red, swollen, painful or itchy hands with scaly or broken skin.

Airborne hazards shall be controlled by eliminating or reducing the production of pollutants through process controls, by removing them from the breathing zone of employees through proper ventilation or by using respiratory protective equipment.

There are also a number of precautions that have to be taken in handling metal wastes. The soot deposited in boilers and flues may be toxic, so maintenance staff shall wear PPE and respiratory protection.

Lead remnants should be collected and stored in metal bins or containers with lids. Some metal remnants may contain arsenic as a metallic arsenide. This will react with water or even very humid air to form a very toxic gas. Therefore, metal remnants should be kept in containers with tight fitting lids to keep out moisture.

Metal remnants should be disposed of through an appropriate recycler.

## Working with Wood

Exposure to wood and wood dust can cause a number of effects, including allergic conditions of the skin and irritation of the eyes, throat and lungs. Early symptoms include itchy skin, watery eyes, a sore throat and coughing. In more serious cases the symptoms can also include nose bleeds, nausea, vomiting, loss of appetite, headaches, general weakness or dizziness.

Serious lung disorders are fairly rare but when they do occur they are either short-term attacks or long-term conditions. A high fever with aching in the chest area or any other abnormalities in lung function should be checked by a doctor.

Wood preservation involves a variety of different treatments. Chemical treatments are widely used and can involve soaking or injecting the wood with pesticidal oils, metal salts or organic compounds. Some of the preservatives used can cause intoxication or irritation of the hands, eyes, nose or throat.

A wide range of adhesives is used in bonding manufactured panels. Apart from the casein glue, natural adhesives are less widely used than synthetics. Synthetic formaldehyde adhesives are used the most.

Many of these can cause skin irritation or be an intoxication hazard if formaldehyde or organic solvents are released into air.

Wood assembly work, especially furniture making, also involves using a wide range of adhesives. The fine wood dust produced by using belt, disk and orbital sanders can also be a hazard.

Surface finishing can involve the use of a large number of paints, varnishes, lacquers or impregnations. The solvents used for thinning can form both toxic and explosive mixtures with the air especially when applied by spray.

Most of these hazards can be controlled by proper ventilation and with precautionary standard safe work procedures.

Appropriate masks should be worn when encountering wood dust from any source (e.g., cutting, sanding, cleaning, etc.)

## **Lead**

Lead presents a potential hazard to employees. It is a major component of many alloys such as solder and bronzes. Inorganic compounds made from metallic lead have a variety of uses, especially as pigments in paints and ceramics.

Inorganic lead can enter the body through the lungs and digestive system. Very fine dust or fume particles can enter the lungs where the lead is absorbed into the blood stream. Lead can also enter the blood stream through ingestion of contaminated food or drink. Organic lead compounds are absorbed directly through the skin. Once in the blood stream, lead is carried to a number of organs. Even when lead in the body has reached hazardous levels, its presence may not be suspected. For workers regularly exposed to inorganic lead, medical monitoring is required.

In the workplace, lead exposure can occur when:

- Soldering or welding metal materials in CTS areas, e.g., automobiles or art.
- Painting operations use lead-based paints.
- Using lead electrodes and/or electrolytes.

When maintenance staff or contractors come into the workplace to remove or repaint areas where lead paint has been used, the principal or non-school based department head should be advised of and monitor for the following conditions:

- Employees or contractors are substituting other materials which are less hazardous and the work area is enclosed and signed to restrict entry to only those employees working on the project.
- The air conditioning or forced ventilation system has been blocked off in immediate work area.
- All moveable objects and furniture have been removed from work area and non-transportable objects and floor are completely enclosed with heavy duty plastic sheeting.
- Local exhaust ventilation is being used to collect dust and fumes at their source.
- Correct clean-up is done of the work area, furniture, and fittings, as well as work equipment.
- Air monitoring is taking place on a regular basis during and upon completion of the project.
- All equipment and project waste is removed at the conclusion of the job.
- The maintenance staff or contractors have written work procedures for the routine handling of lead-based products and for dealing with accidental spills or releases.

## **Lung Hazards in Auto Repair**

Auto service technicians are exposed to a variety of toxic substances. Students and employees working in autobody shops can also be at high risk from exposure to chemicals which over a period of time can cause damage to health.

If the employee or student also smokes, the hazard is greatly increased. Some of the elements contained in cigarette smoke and the various chemicals found in auto repair work may attack different parts of the respiratory system at the same time. Their effects may combine to give an effect even greater than their sum (a synergistic effect) making them especially damaging.

#### **How can employees protect themselves?**

- See that there is adequate ventilation installed and functioning properly in the shop. When operating a motor, be sure the exhaust pipe is connected to an approved exhaust system.
- Keep a clean shop environment. Use common sense when dust, fumes or mists are present.
- Don't clean brake assemblies and drums with compressed air. Use a vacuum, and wet wash the parts. Arcing and grinding of brake linings should be performed with an adequate local exhaust dust collection system. The dust collected should be disposed of in sealed bags or containers as hazardous waste. A protective respiratory mask should be used when exposure to asbestos dust cannot be avoided.
- **Spray painting should be carried out in a specially designed spray-paint booth. Protective respiratory protection should be used.**

#### **Auto Repair**

**Carbon monoxide**, an odorless, colorless gas, from car exhausts and cigarette smoking reduces the oxygen-carrying capacity of the blood. Early symptoms of carbon monoxide poisoning include headache, followed by weakness, dizziness, dim vision, nausea and vomiting. There are monitors in place and if levels exceed acceptable standards these alarms will be activated.

**Lead** from auto exhaust is absorbed through the skin and lungs. Excessive lead exposure causes anemia and damages the nervous system.

**Sulfuric acid gas** and **particulate sulfates** are found in greater amounts in the exhaust of autos with catalytic converters than in the exhaust of older cars. The symptoms of excessive sulfur in the air include irritation of the eyes, nose, throat and lungs.

**Brake linings** may contain amounts of asbestos, so exposed persons could develop an asbestos related disease. For more information, refer to Part 4 of the Occupational Health and Safety Act, Regulation and Code.

**Brake fluids** may contain chemicals that are irritating to the respiratory system, the skin, and the eyes.

**Graphite** can cause lung disease similar to coal miners' lung disease. There may be coughing and difficulty in breathing.

**Oils**, when inhaled in large quantities as mists or smoke can cause irritation. Oils contacting the skin may cause dermatitis (an inflammation of the skin).

Employees should always be familiar with the MSDS for each hazard.



### **Autobody Work**

Both **fibrous glass** and **talc** have been used as fillers in body work, in combination with either polyester or epoxy resins. If these agents are at a high level in the workplace masks may be necessary.

**Styrene**, a respiratory irritant, is often an ingredient in polyester resins. Epoxy resins cause allergic sensitivity reactions on the skin.

**Spray painting**, after fiber-glassing or other surface preparation, may cause a number of air contaminants to be released into the environment of the body shop.

**Lead and zinc chlorinates** are common primer pigments that can cause lung irritation if inhaled and skin irritation on contact.

**Solvents** may affect the blood, liver, kidneys and central nervous system. Polyurethane paints for automobile exteriors may contain isocyanates that can cause so-called industrial asthma.

## Pesticides

The Division minimizes the use of toxic pesticides. Toxic pesticides should only be used on a Division site in consultation with the Construction and Maintenance Department.

The most common health effect from exposure to pesticides is on the nervous and muscular systems. No matter what type of pesticide is being handled in the workplace, it is important to read the label and Material Safety Data Sheet (MSDS). Applicators shall know what precautions to take when handling pesticides.

### Pesticide Application Guidelines

Things to look for:

- Ensure that a warning has been given to employees, including when and where application is to take place and what chemical is being used, and the associated hazards.
- No pesticides or pesticide containers shall be stored at the site prior to, or following the application.

## Working with Flammable and Combustible Liquids

The flash point of a liquid is the temperature at which it gives off vapor in a high enough concentration to form an ignitable mixture with air. Under WHMIS, a flammable liquid has a flash point of less than 37.8°C, and a combustible liquid has a flash point between 37.8°C and 93.3°C.

Acetone, benzene, undiluted alcohol and brake fluid are examples of flammable liquids. Varsol and kerosene are examples of combustible liquids.

Solvents are often highly flammable liquids that can vaporize in open or closed containers, when leaks or spills occur and when heated. The degree of danger depends on the flash point of the liquid, the concentration of the vapor in the air and the possibility of an ignition source coming into contact with the mixture.

Since the vapors from most flammable liquids are invisible, they can be difficult to detect unless a gas indicator is used. Most vapors are also heavier than air, so they will tend to collect at floor level or other low-lying areas. Investigations of fires involving these liquids often find that the fire was caused by the ignition of a vapor trail that has travelled a considerable distance from the source, creating a flashback.

Common sources of ignition include overheating bearings, pilot lights, hot particles and embers from welding or grinding and sparks from static electricity, electric tools and motors.

Many flammable liquids can also be health hazards if they come in contact with the eyes or skin, if they're accidentally swallowed or if vapors are present in the staff breathing zones, even in low concentrations.

To control these hazards the workplace has to determine the need for safeguarding electrical equipment, ventilation requirements, eliminating ignition sources and appropriate fire protection systems. The development and observance of safe materials handling procedures is of the utmost importance. The danger of fire explosion can be minimized by following safe storage, dispensing and transport procedures.

Safe work procedures include making sure that all containers are clearly labeled to WHMIS standards. Dispensing should be done from only one drum at a time, and all decanting should be completed by the same employee before another material is dispensed.

Because there may be a difference in potential between the dispensing and receiving containers, grounding is needed when solvents are transferred. It is essential to properly wire flammable liquid dispensing and receiving containers together before pouring.

Any unused liquid should be returned to the designated storage area at the end of the work shift. Small spills should be cleaned up right away, but first make sure that the liquid does not contact the skin. Clean-up rags should be disposed of in the proper container. Never use sawdust to absorb a solvent spill. Pouring solvents into sinks or floor drains is strictly prohibited. Use only containers designated for liquid waste disposable.

For detailed information concerning a specific solvent review the appropriate MSDS.

## 6.5 Training Requirements

### Workplace Hazardous Materials Information System (WHMIS)

Any new or present employee who may use, handle, store and/or dispose of hazardous chemicals in the workplace or who works in *proximity* to a chemical hazard where there is any potential for any adverse health effect as a result of exposure shall have basic WHMIS training. As part of the annual WHMIS /TDG site evaluation, principal or non-school based department head must ensure that relevant employees have appropriate training.

In addition, information will be provided on Leaks and Spills Clean-Up and Release Reporting.

#### Employees to be WHMIS Trained:

##### Early Years Schools:

- Head Custodian

##### Early Years – Middle Years Schools:

- Head Custodian
- Middle Years teachers involved in CTS Applied Technology, Art and Science

##### Senior High Schools:

- Head Custodian
- Laboratory Technicians
- CTS staff involved in Construction, Mechanics, Fabrication and Cosmetology
- Fine Arts Teachers involved in Art and Drama
- All Science Teachers

#### Other Division employees to be trained:

- Maintenance Staff
- Relevant Supervisory Staff

#### Retraining of employees shall occur when:

1. They have changed work location and have a new job involving the handling of different chemicals.
2. New hazardous products are introduced into the workplace.
3. The review of the annual WHMIS/TDG site evaluation at the workplace identifies problem areas in the application of WHMIS information and work procedures.
4. New health hazard information is available regarding a chemical hazard used at the workplace.
5. Changes occur in the legislation.

## Transportation of Dangerous Goods (TDG)

Any new or present employee who will be shipping, transporting or receiving dangerous goods at the school or workplace shall be trained by a qualified trainer in the product-specific requirements directly related to the dangerous goods the employee is expected to handle.

These employees should also be familiarized with Spills Clean-Up and Release Reporting outlined earlier in this section of the Manual.

### Employees to be TDG Trained:

- Shipper
- Receiver
- Head Custodian
- Designated Office Staff (Middle Years and Senior High Schools)
- High School Science Department Head
- CTS Mechanics Teacher
- Relevant Supervisory Staff

The employee with TDG training shall have available a copy of their *Certificate of Training* near the shipping and receiving area of the workplace. If trained to transport hazardous chemical products, the employee shall carry it so it is available at all times if requested by a Dangerous Goods Inspector. The certificate shall indicate:

- The date the employee was trained and whether it is initial or refresher training.
- The employee designated and trained as one or more of these: a shipper (consignor), transporter (carrier) or receiver (consignee).
- The specific classes of dangerous goods for which the person has been trained.

**Retraining Shall Occur every three years before training certificate is due to expire or when changes occur in the legislation.**

## 6.6 Implementation Process

### Getting Started

The principal or non-school based department head shall:

1. Conduct annual WHMIS/TDG site evaluations of the workplace. A sample form can be found at the end of this section (Forms).

2. Review the site evaluation and develop an action plan for follow-up in areas where improvement is needed.
3. Ensure that required employees are trained in WHMIS and TDG. A record of all trained staff must be maintained in the Document Binder.

### **Ongoing Activities**

The principal or non-school based department head shall:

1. Ensure that individually trained employees working in areas where hazards exist (i.e., science labs, custodial staff, etc.) will schedule drills for emergency response to leaks and spills.
2. Ensure Division employees systematically look for and consider non-hazardous product alternates.
3. Conduct an annual WHMIS/TDG site evaluation to evaluate the program and training, particularly checking on-the-job application through site-specific work procedures.
4. File a copy of each completed audit and action plan for follow-up, in the Occupational Health and Safety Binder.
5. Maintain current hazardous chemical inventory lists in the Occupational Health and Safety Binder.
6. Ensure MSDS are present and readily available for all Controlled Products and Consumer Restricted Products being used at the site. MSDS must also be current (no more than three years old).

## Appendix I: Hazardous Waste Pick-up Procedures

The construction and Maintenance Department coordinates the disposal of accumulated waste materials and unwanted chemicals from all Division schools. A pick up from the schools will take place **four** times a year. Schools wanting to dispose of chemical waste must return their completed **Worksite Chemical Disposal Forms** to the attention of the Health and Safety Officer **no later than two weeks prior to the following pick up dates: June 13th, September 30th, December 12th and March 29th**. Materials to be disposed of can only be picked up when these forms are completely filled out and a copy faxed to the attention of the Health and Safety Officer. Any paper work received after the pickup dates will not be processed until the following scheduled pick up date.

**Ensure a copy of this memo is circulated to science coordinators, CTS staff, art/ drama teachers, head custodians and any other individuals/instructors who may have chemical waste to dispose of.** Below is a brief description of what needs to be filled out, how and what needs to be included with the chemicals upon pick up.

Fill out the appropriate Chemical or Waste Disposal Form with the following information. (Three different forms exist, one for caretaking, mixed chemicals and pure chemicals)

- School name, contact person, phone number, and area or room where the waste can be located.
- The full chemical name - no abbreviations.
- The most appropriate chemical state (solid or liquid).
- The approximate weight or volume of each waste product.

The Workplace Hazardous Waste Shipping Document must accompany the waste. The Class and PIN categories will be filled in at a later date. Estimate the quantity in kilograms or liters and categorize the waste by referencing the shipping name and description area.

Chemical waste must be collected in a sealed, airtight, chemically compatible container. In most cases the original container is suitable for waste disposal. **Waste not securely contained or identified will not be picked up for disposal.** Please ensure that the materials for disposal are stored in a safe and accessible location in the school. **For ease of pick up please specify where in the school the waste is being stored and a contact name.**

If you have any questions or require clarification, please contact the Health and Safety Officer.

## Forms

## Worksite Hazardous Waste Disposal Document (Caretaking)

See Appendix I for information related to completing this form.

**Consignee: School Division**

**Consignor:**

School: \_\_\_\_\_ Date: \_\_\_\_\_

Area/Room: \_\_\_\_\_ Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_ Originator's Name: \_\_\_\_\_

DRIVER: \_\_\_\_\_ DATE: \_\_\_\_\_

Number of Containers	Shipping Name & Description	Class	Packing Group	Quantity Kg or liters
	Miscellaneous Dangerous and Non-Dangerous Goods – Liquids	9		
	Miscellaneous Dangerous and Non-Dangerous Goods - Solids	9		
	Waste Toxic Liquids, N.O.S.	9	III	
	Waste Toxic Solids, N.O.S.	9	III	
	Waste Corrosive Liquids, N.O.S. (Alkaline)	8	II	
	Waste Corrosive Solids, N.O.S. (Alkaline)	8	II	
	Waste Corrosive Liquids, N.O.S. (Acidic)	8	II	
	Waste Corrosive Solids, N.O.S. (Acidic)	8	II	
	Waste Poisonous Liquids, N.O.S.	6.1 (9)	II	
	Waste Poisonous Solids, N.O.S.	6.1 (9)	II	
	Waste Poisonous Liquids, N.O.S. (Mixed Lab Waste)	6.1 (9)	II	
	Waste Poisonous Solids, N.O.S. (Mixed Lab Waste)	6.1 (9)	II	
	Waste Oxidizing Substances, N.O.S. (Liquids)	5.1 (9)	I	
	Waste Oxidizing Substances, N.O.S. (Solids)	5.1 (9)	I	
	Waste Flammable Solids, N.O.S.	4.1	II	
	Waste Flammable Liquids, N.O.S.	3	I	
	Waste Flammable Liquids, N.O.S. (Mixed Lab Waste)	3	I	
	Waste Paint Related Materials	3	II	

**This shipment may contain “Unknown and Mixed Chemicals” as well as “Mixed Classifications of Dangerous Goods”. Treat as “Toxic Substances - Flammable, Corrosive, and Toxic”. Liquids and solids may release hazardous vapors.**

A copy of this document should be kept on file in the Occupational Health and Safety Binder.

## Worksite Chemical Disposal Form (Mixed Chemical) for Science, CTS, Art and Drama

See Appendix I for information related to completing this form.

**Consignee: School Division**

**Consignor:**

School: \_\_\_\_\_ Date: \_\_\_\_\_

Area/Room: \_\_\_\_\_ Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_ Originator's Name: \_\_\_\_\_

**DO NOT COMPLETE**



Chemical Name	State (Liquid/ Solid)	Volume/ Weight (L/ml or g)	Type of Waste Mixture	T.D.G. Classification		
				Class	Sub-Class	Packing Gr.

Fax (780-963-4169) a copy to the Health and Safety Officer, Head Office. Attach one copy to outside of Shipping Container and file a copy in the Occupational Health and Safety Document Binder.

## Worksite Chemical Disposal Form (Pure Chemical) for Science, CTS, Art and Drama

See Appendix I for information related to completing this form.

**Consignee: School Division**

**Consignor:**

School: \_\_\_\_\_ Date: \_\_\_\_\_

Area/Room: \_\_\_\_\_ Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_ Originator's Name: \_\_\_\_\_

**DO NOT COMPLETE**

Chemical Name	State (Liquid/ Solid)	Volume/ Weight (L/ml or g)	Type of Waste Mixture	T.D.G. Classification		
				Class	Sub-Class	Packing Gr.



- classification
- packing group
- quantity received matches shipping label

If dangerous goods and non-dangerous goods are received:

- dangerous goods listed first, or
- dangerous goods highlighted in a contrasting column, or
- dangerous goods column indicated by an X

Safe handling information:

- special instructions for safe handling, transporting or storage
- 24 hour emergency telephone number where the consignor can be reached
- number and letters that identify the protective direction, e.g., this side up, if any
- permit number, if applicable
- Emergency Response Plan number, if required
- Material Safety Data Sheet is included

Outer packaging:

- TDG label
- shipping name - matches shipping name on document
- PIN - matches PIN on document

Note: if outer packaging is correctly marked and labeled, inner containers do not need to be marked and labeled for dangerous goods.

A copy of this document should be kept on file in the OH&S Document Binder.

## Chemical Inventory List

School/Site: \_\_\_\_\_ Date: \_\_\_\_\_

Department: \_\_\_\_\_ Room Location: \_\_\_\_\_

Chemical	Quantity	Supplier Manufacturer	MSDS Mo/Yr	Purchase Date	Storage Group If applicable	WHMIS Hazards Classification(s)


## Annual WHMIS / TDG Site Evaluation Instrument

Worksite:

Date:

Evaluation Questions	Yes	No	N/A	Action Taken <small>(Indicate Employee responsibility)</small>	Completion Date
<b>1. WHMIS/TDG Employee Training</b>					
a. Are all employees who may use, handle, store and dispose of hazardous chemical products or those who work in proximity to hazardous chemical products where there is any potential for any adverse health and safety effect as a result of exposure trained in WHMIS?					
b. Do all relevant employees know: i) how to tell whether a product is a controlled product or a consumer restricted product?					

ii) the procedures for receiving or bringing into the workplace a controlled product or consumer restricted product?					
iii) how to interpret the hazard symbols on the labels?					
iv) how to interpret and use the information on the supplier label and the workplace label?					
v) where the MSDS are located?					
vi) how to reference the MSDS?					
vii) how to interpret an MSDS?					
viii) how to handle safely all controlled and consumer restricted products that they use, store, handle, or dispose of in the workplace.					
c. Are all employees who will be shipping or receiving dangerous goods at the school or workplace or transporting dangerous goods between workplaces trained in TDG?					
d. Has at least one employee been delegated as the workplace shipper/ receiver for dangerous goods?					

Evaluation Questions	Yes	No	N/A	Action Taken (Indicate Employee responsibility)	Completion Date
e. Do all employees involved in shipping know:					
i) How to classify the dangerous goods?					
ii) How to correctly mark and label the packaged dangerous goods?					
iii) How to prepare the shipping document?					
iv) When to provide placards to the carrier?					
v) What to do with documentation?					
f. Do all employees involved in receiving know:					
i) How to interpret and use the information on the TDG label and markings?					
ii) How to check packaging against shipping document upon receipt of shipment?					
iii) What to do with the documentation and how long to keep it?					
g. Do all employees involved in transporting dangerous goods know:					
i) How to make sure the shipper has fulfilled all his responsibilities before accepting shipment?					

ii) When placards are needed on vehicle used in transport and when they can be removed?					
iii) How to securely load cargo?					
iv) What documentation must accompany the driver?					
v) How to mark shipping document after last shipment is unloaded?					
h. Do all employees involved in handling dangerous goods know the emergency response to a leak or spill, what constitutes a dangerous occurrence and the reporting requirements for dangerous occurrences?					

Evaluation Questions	Yes	No	N/A	Action Taken (Indicate Employee responsibility)	Completion Date
i) Do all employees have their TDG Certificate of Training available for inspection at all times?					
j. Is there a system in place that provides for the required retraining of employees, as well as the communication of updated information?					
k. Is there a current list of employees who have WHMIS and TDG training on file?					
<b>2. Material Safety Data Sheets</b>					
a. Are Material Safety Data Sheets (MSDS) in a clearly identified binder(s) for all controlled products or consumer restricted products that are used, handled or stored in the workplace?					
b. Are all MSDS binders located in close proximity to area of product use?					
c. Are all MSDS current (within 3 years)?					
d. Does the MSDS binder contain an up-to-date inventory list of all hazardous chemicals?					
e. Is there a copy of all hazardous chemical inventory list on file in the OH&S Documentation binder?					
f. Is there a WHMIS chart posted containing hazard symbols and label requirements?					
g. If faced with an emergency situation do the employees know:					

i) Where to look for first aid kits and emergency equipment, e.g., leaks and spills kit?					
ii) How to initiate response plan and who to notify?					
iii) What reporting procedures to follow?					
iv) How to clean up leaks and spills?					

Evaluation Questions	Yes	No	N/A	Action Taken (Indicate Employee responsibility)	Completion Date
<b>3. Labeling</b>					
a. Do all original containers of controlled hazardous products whether empty or still containing the controlled product display a proper WHMIS supplier label?					
b. Do all original containers of consumer restricted products display a proper consumer restricted product label?					
c. Do all secondary containers of controlled products, or consumer restricted products that have been decanted from their original containers, display a proper workplace label?					
d. Whenever a label is damaged, missing or defaced has it been replaced with a proper WHMIS workplace label?					
<b>4. Chemical Storage</b>					
a. Are all chemicals stored in a safe and orderly manner in a secured area?					
b. Has a current inventory of hazardous chemicals been established?					
<b>5. Disposal</b>					
a. Are waste hazardous chemicals grouped according to TDG classes and stored in a safe and orderly manner in a secured area?					
b. Are employees familiar with the Division's Worksite Waste and Chemical Disposal Forms and Procedures?					

# 7. Personal Protective Equipment

## **Overview**

### **Legislative Requirements**

Personal Protective Equipment Compliance

### **Guidelines for Meeting Legislative Requirements**

Head Protection

Eye Protection

Advantages of Spectacle Lens Materials

Eye-Wash Station

Foot Protection

Prohibited Footwear

Exceptions

Hearing Protection

Limb and Body Protection

Fall Protection

Powered Lifts

Respirators

### **Training Requirements**

### **Implementation Process**

Getting Started

Ongoing Activities

### **Appendix I - Division Personal Protective Equipment Guide**



# 7. Personal Protective Equipment

## 7.1 Overview

Personal Protective Equipment (PPE) is used to protect employees from health or safety hazards associated with working conditions at a work site, and includes a falling arrest device.

The best way to prevent injuries is to eliminate the hazard. For instance, to protect eyes, safety glass or plastic shields can be installed on machines to prevent exposure to flying particles or liquids; enclosures can be used to control dusts, mists and vapors; and proper ventilation can be provided to remove harmful substances before they become airborne and reach the working area. Good housekeeping at the workplace can reduce the risk of slips due to spilled or leaking fluids, and falls due to tripping over objects on the floor or in the aisle. Storing heavier objects on low shelves or pallets can reduce the risk of them falling on the foot. Noise can be controlled in the workplace by reducing the noise at its source or changing the path of the sound through engineering controls.

PPE should not be used as a substitute for other health and safety control measures. If hazards cannot be eliminated, personal protective equipment shall be worn for protection of a staff member. PPE is supplied by either the employer or the employee as outlined in this document.

As well, all PPE shall meet regulatory and Canadian Standards Association (CSA) requirements.

Examples of types of personal protective equipment (PPE) and when and where they should be used are outlined on the following pages.

## 7.2 Legislative Requirements

Under provincial legislation, the Division is expected to ensure that employees use the appropriate Personal Protective Equipment (PPE). The provider of the PPE can be either the employee or the employer. (See *Division Personal Protective Equipment Guide* for further information.)

Personal Protective Equipment is regulated under the legislation below:

- Alberta Occupational Health and Safety Code
  - Part 18 Personal Protective Equipment
  - Part 9 Fall Protection
  - Part 16 Noise Exposure section 222 Hearing Protection

Wherever there are hazards that may require the use of personal protective equipment, the employer is required to take reasonable measures to reduce the hazard by means of elimination, engineering controls, administrative controls or work practices. If these measures do not eliminate or reduce the hazard to where there is no danger to the health and safety of employees, then PPE can be used.

Part 18 Personal Protective Equipment states:

If the hazard assessment indicates the need for personal protective equipment, an employer must ensure that:

- Employees wear personal protective equipment that is correct for the hazard and protects employees.
- Employees properly use and wear the personal protective equipment.
- The personal protective equipment is in a condition to perform the function for which it was designed, and workers are trained in the correct use, care, limitations and assigned maintenance of the personal protective equipment.

An employee must:

- Use and wear properly the appropriate personal protective equipment specified in the Operational Health and Safety code in accordance with the training and instruction received.
- Inspect the personal protective equipment before using it.
- Not use personal protective equipment that is unable to perform the function for which it is designed.

An employer must ensure that the use of personal protective equipment does not itself endanger the employee.

The Division employee has the obligation to ensure that they purchase the PPE that is required for their job as per the guide in Appendix I of this section. The Division employee shall, if needed, receive clarification from their supervisor on PPE purchase responsibilities.

## **Personal Protective Equipment Compliance**

Personal Protective Equipment (PPE) is judged from an adequate protection standard for all actual or potential work hazards to which employees, students, visitors and volunteers could be exposed. The questions a government inspector would ask are:

- Do all employees have PPE designed or constructed to provide adequate protection from work hazards that could cause them bodily injury and do they know how to use it?
- Has a written hazard assessment been completed?
- Where needed, is there a code of practice for respiratory protective equipment?

If the answers are YES, then there is compliance.

Principals, non-school based department heads and employees are responsible for ensuring that:

- Work hazards have been identified.
- Where possible, a written hazard assessment has been completed and all methods of controlling hazards at the source have been implemented.
- Appropriate PPE is available for employees, students, visitors and volunteers when needed.

- Employees, students, visitors and volunteers wear the required PPE.
- Meetings are held to promote proper use of equipment and specific values to be received from wearing it.
- Employees have been competently trained and know when to wear the appropriate PPE and how to wear it correctly.
- Violations of failing to wear required PPE are investigated to determine their causes.

Employees are competently trained if they know:

- Their responsibility in following related codes of practice.
- When to wear personal protective equipment (PPE).
- How to select PPE appropriate to the hazard.
- How to fit, clean and maintain their PPE.
- The necessity to remove sub-standard or damaged PPE from service.
- Their responsibility to replace any PPE loaned to them if they lose it.

## 7.3 Guidelines for Meeting Legislative Requirements

### Head Protection

- Approved Canadian Standards Association (CSA) - Class E head protection (hard hat) shall be worn in the workplace when there is danger of injury to an employee, student, visitor or volunteer's head from:
  - Falling objects.
  - Bumps.
  - Harmful substances, e.g., chemical spills, splash.
  - Contact with energized substances
 (Refer to CSA Standard Z94. 1-92 (R1998), *Industrial Protection Headwear*, for more information.)
- Head Protectors shall:
  - Be comfortably fitted.
  - Not be dropped, painted on, marked, have accessories added or holes put in shell.
  - Be regularly inspected for damage and have suspension regularly checked.
- Accessories to protective headwear such as earmuffs, chin straps and winter liners should be used when needed.

- There are a number of other types of headwear designed for workplace use, such as hoods, hair nets and bump caps. These are usually used for specific purposes, such as when using respiratory protection, keeping hair away from food or keeping hair away from moving machine parts. They may provide some protection against minor bumps and cuts and for reasons of cleanliness but they offer no protection against impact injuries and shall not be used as a substitute for proper protective headwear.
- The Division will provide the appropriate head protection.

## Eye Protection

- Approved CSA eye protection, e.g., goggles, safety glasses, side shields, full face shields, welders' lens or prescription non-glare tinted eyewear, shall be worn when there is or may exist danger at the workplace of injury or irritation to an employee, student, visitor or volunteer's eyes from:
  - Exposure to radiant energy, e.g., sun, welding flash.
  - Flying particles, e.g., slag from welding, chipping or grinding.
  - Splashing or spilling of liquids when working with potentially harmful chemicals, e.g., caustics, acids.
  - Harmful airborne chemicals, e.g., gases, vapors and particulates.  
(Refer to CSA Standard Z94.3-99, *Industrial Eye and Face Protectors* or CSA Standard Z94.3-02, *Eye and Face Protectors*, for more information).
- Eye Protectors shall be comfortably fitted to the employee, student, visitor or volunteer so as not to interfere with movement or hinder performance of task.
- Any eye protection should be cleaned and sanitized on a regular basis.
- Face shields are not an acceptable substitute for eye protection equipment. Suitable eye protectors shall be worn underneath face shield.
- The Division will provide the appropriate eye protection where applicable.
- Contact lenses are not a substitute for safety eyewear. Protective equipment shall be worn over them. For more information regarding contact lens safety and when they should be worn, refer to guidelines for *Use of Contact Lenses in Industry* available from Alberta Labor.
- Ordinary glasses **do not** protect the eyes from most hazards. Prescription safety eyeglasses shall be made from CSA approved safety lenses and frames. Employees can choose this option at their own cost. When purchasing consider the following:

### Advantages of Spectacle Lens Materials

Glass	Plastics	Polycarbonate
Scratch resistant	Light weight	Light weight
Low color fringing	More impact resistant	Greatest impact resistance
Easy to verify heat tempering	No tempering needed	No tempering needed
Resists solvents	Low color fringing	
Lower costs	Can be made UV blocking	UV blocking

Consistent optical quality	Lower costs	Thin lens
Solid tint can block IR	Consistent optical quality	
	Easily tinted	Easily tinted

### Eye-Wash Station

Please refer to First Aid, Eye wash equipment (Section 5).

### Foot Protection

Approved CSA - Grade 1 Green Triangle, Grade 2 Yellow Triangle and Grade 3 Red Triangle protective footwear shall be worn when there is danger in the workplace of injury to the employee's feet.

Potential Hazards	Protective Footwear
<b>Impact</b> - something falling on the foot; <b>Compression</b> - something rolling over or squeezing the foot <b>Punctures</b> - a sharp object sticking into the foot, e.g., nail, glass	Shall have metal toe caps and a metal plate in the sole or insole that will protect against penetration, along with in-step protection.
<b>Slips</b> - on hazardous surfaces	Shall have proper footwear.
<b>Temperature extremes</b> - burns from hot materials, e.g., molten metal	Shall be made of leather.
<b>Freezing</b> from cold materials	Shall be thermo-insulated.
<b>Explosive/electrical shocks</b> – contacting energized electrical conductors	Shall be made of non-sparking and/or non-conducting materials, except for metal box toe (e.g., shock resistant and/or anti-static soles).
<b>Dangerous liquids</b> - corrosive or dangerous substances where feet could be immersed	Shall be constructed of impermeable materials or specially treated. Shall be checked to see that there are no holes in sole or any substance sticking to sole.

(Refer to CSA Standard Z195-02 or Z195-M92, *Protective Footwear*, for more information).

- For all of these hazards, protective footwear should be inspected regularly by the employer for excessive wear, e.g., footwear with shock resistant soles will lose its effectiveness if it gets wet or contaminated by common chemicals like road salt. If the toe cap is exposed through worn leather or has been knocked loose it probably can't protect against a crushing injury. Also, boots can't protect ankles against impact injuries or sprains nearly as well if they aren't laced and tied correctly.

### Prohibited Footwear

Any footwear that does not conform to the potential hazards to which the employee will be exposed on the job is prohibited.

### Exceptions

Rubber boots with steel toes and steel shanks will be acceptable when working in wet conditions.

### Hearing Protection

- Approved CSA Class hearing protection shall be worn, when there is, or may exist danger of noise levels greater than the legislated limits for unprotected exposure in the workplace resulting in injury or loss of hearing to the employee, student, visitor or volunteer. (Refer to CSA Standard Z94.2-02, *Hearing Protection Devices - Performance, Selection, Care and Use* for more information).
- Earplugs are best for employees, students, visitors or volunteers who work in noise but must also wear other safety gear such as helmets, respirators or goggles.
- Earmuffs are best for employees who work all day in noise as they provide greater protection or for those staff intermittently exposed as they are easier to put on and take off.
- Hearing Protection shall:
  - Be inspected and cleaned daily if non-disposable plugs, kept dry and stored appropriately.
  - Fit appropriately and be the correct type for specific noise conditions, substitutions or alteration shall not be made.
  - Work well with other personal protective used.
  - Be suitable for temperature and humidity conditions at the workplace.

Refer to the section *Hearing Conservation* in the manual for further information and guidelines for the development of a Hearing Conservation Program at the workplace.

- The Division will provide the appropriate hearing protection where applicable.

### **Limb and Body Protection**

- Approved limb and body protection, e.g., gloves, aprons, leggings, arm coverings, waist supports, uniforms / coveralls and wrist supports shall be worn when there is danger in the work place of injury to the employee, student, visitor or volunteer's hands, arms, body trunk or legs from:
  - Temperature.
  - Motion, e.g., scrapes abrasions, punctures, or repetitive strain.
  - Chemicals, e.g., caustics, acids, substances that are skin absorbed.
  - Biological, e.g., bacteria, viruses, fungi.
  - Electrical.
  - Occupational cleanliness, e.g., food service.
- Limb and body protection shall be appropriate to the work being done and properly fitted to the employee, student, visitor or volunteer.
- Employees, students, visitors or volunteers shall ensure their clothing, hair accessories, rings or other jewelry is so tied, fitted, covered or secured as to prevent entanglement or contact.
- When an employee or a volunteer is required to be outside for fifteen minutes or more and the UVR rating is four or above, the employee, student, visitor or volunteer should wear a skin barrier protective cream adequate to protect all exposed areas of skin during the entire period of exposure. This product should be supplied by the individual themselves.
- The Division will provide the appropriate limb and body protection where applicable.

### **Fall Protection**

A fall protection system such as an approved CSA safety belt, lanyard or lifeline must be used at a temporary or permanent work area above three meters. Some examples of work platforms are scaffolds, unguarded work structures, and ladders. A power lift may be used for areas above three meters. See section on power lifts below.

If scaffolding or a ladder is used, employees must be trained and comply with Part 23 of the Occupational Health and Safety Code. Training must comply with section 15(1) of the Occupational Health and Safety Regulation and be approved by the Division.

Fall protection must comply with CSA standards for fall protection.

Employees using the fall protection must have completed Division-approved training for the relevant equipment.

The Division will provide the appropriate fall protection and/or safe work practices where applicable.

## Powered Lifts

Powered lifts are sometimes referred to as man-lifts, elevating platforms or aerial devices. This type of equipment does not require fall protection unless specified in the manufacturer's instructions or CSA specifications.

The Division has powered lifts available for use to access areas above three meters. Any employees using the powered lift must have completed Division-approved training for powered lifts. This equipment must not be used by untrained individuals unless under the **direct supervision** of a trained operator.

## Respirators

- Approved CSA respirators shall be worn when there is danger of injury to the employee from:
  - Toxic gases.
  - Oxygen-deficient atmosphere.
  - Chemicals that produce vapors or mists.
  - Working with materials that present a serious inhalation hazard, e.g., asbestos.

(Refer to CSA Standard, Z94.4-02 *Selection, Use and Care of Respirators* or CSA Standard Z180.1-00 *Compressed Breathing Air Systems*, for more information).

- The Division will provide the appropriate respirators where applicable.

# 7.4 Training Requirements

All new and present employees who are expected to wear personal protective equipment (PPE) as part of their job shall be trained in proper fitting, use, cleaning, maintenance and storage of the equipment. See Section 13 *Safe Work Practices*.

On-going training shall occur:

- At regular intervals, particularly when employees use the equipment on an infrequent basis.
- When new equipment is introduced into the workplace.
- When there are changes in the legislation.

# 7.5 Implementation Process

## Getting Started

Principals and non-school based department heads shall:

1. Identify the hazards in the workplace where personal protective equipment (PPE) will be necessary.
2. Select and purchase the appropriate PPE for the hazard(s) according to Division guidelines and standards.
3. Ensure employees have the PPE necessary for their job or emergency situations they might encounter.



4. Post signs in areas where there are hazards warning any employee, student, visitor or volunteer coming into the area about the hazard, calling attention to what PPE is required before entry.

### **Ongoing Activities**

Principals and non-school based department heads shall:

1. Ensure that required PPE is present, and in sufficient quantities, in the areas where it is required.
2. Conduct periodic inspections to ensure that PPE is being used where required. Documentation of these inspections should be maintained.
3. Ensure that appropriate on-going cleaning and maintenance of PPE occurs.

# Appendix I: Division Personal Protective Equipment Guide

Type of Equipment Needed	When	Who/Where	Supplied By
Burning Goggles and welding helmet	Oxy-acetylene welding, burning or cutting	Maintenance <ul style="list-style-type: none"> <li>• Projects</li> <li>• Repairs</li> </ul>	Maintenance Dept/ Contractor
Burning Goggles and welding helmet	Oxy-acetylene welding, burning or cutting	Teaching/Support <ul style="list-style-type: none"> <li>• Career &amp; Technology Studies (CTS) Shops</li> </ul>	School
Chemical goggles	Handling of hazardous chemicals which may splash or leak	Caretaking <ul style="list-style-type: none"> <li>• Cleaning Chemicals</li> <li>• Vessel Cleaning/Testing</li> <li>• Chlorine Room</li> </ul>	Caretaking Services/ Contractor
Chemical goggles	Handling of hazardous chemicals which may splash or leak	Teaching/Support <ul style="list-style-type: none"> <li>• Labs</li> <li>• CTS Shops</li> </ul>	School
Chemical suits (coveralls) and/or Aprons	Mixing of corrosive chemicals	Caretaking/Contractor <ul style="list-style-type: none"> <li>• Boiler Room</li> <li>• Cleaning Areas / Infection</li> </ul>	Caretaking Services/ Contractor
Chemical suits and/or aprons	Mixing of corrosive chemicals	Control Teaching/Support <ul style="list-style-type: none"> <li>• Labs</li> </ul>	School
Cold weather clothing	Working in extreme weather conditions e.g., snow clearing	Maintenance <ul style="list-style-type: none"> <li>• Grounds</li> <li>• Crawl Spaces</li> </ul> Caretaking <ul style="list-style-type: none"> <li>• Outdoors</li> </ul>	Employee/Contractor  Employee/Contractor
Cold weather clothing	Working in extreme conditions	Contractor <ul style="list-style-type: none"> <li>• Walk-in Freezers</li> </ul>	Contractor
Dust masks	Working around heavy concentrations of dust and other airborne particles	Maintenance <ul style="list-style-type: none"> <li>• Projects, Shops</li> </ul> Caretaking <ul style="list-style-type: none"> <li>• General Cleaning Areas</li> </ul>	Caretaking/Maintenance Dept/Contractor
Dust masks	Working around heavy concentrations of dust and other airborne particles	Teaching/Support <ul style="list-style-type: none"> <li>• CTS Shops</li> </ul>	School

Type of Equipment Needed	When	Who/Where	Supplied By
Face Shields	Handling of corrosive chemicals, inspecting fire boxes, working on pressurized equipment, using high-pressure equipment, using high pressure water, arc welding, or performing any operation that may put the face at risk from flying objects, extreme temperatures, splashed acid or caustic substances	Maintenance <ul style="list-style-type: none"> <li>• Repairs</li> <li>• Renovations, Projects</li> </ul> Caretaking <ul style="list-style-type: none"> <li>• Vessel Cleaning</li> </ul>	Maintenance Dept/ Contractor  Caretaking Services Contractor
Face Shields	Handling of corrosive chemicals, using high pressure equipment, using high-pressure water, arc welding, or performing any operation that may put the face at risk from flying objects, extreme temperatures, splashed acid or caustic substances	Teaching/Support <ul style="list-style-type: none"> <li>• CTS Shops</li> <li>• Labs</li> </ul>	School
Fire-retardant clothing	Working in areas with potential for explosion or flash fire as defined by occupational health and safety regulations	Maintenance <ul style="list-style-type: none"> <li>• Projects</li> <li>• Confined Spaces</li> </ul>	Maintenance Dept/ Contractor/ Caretaking Services
Gloves	Handling of sharp objects, chemicals, hot or cold objects, ropes or cables or contact with biohazardous substances	Maintenance <ul style="list-style-type: none"> <li>• Projects</li> <li>• Repairs</li> </ul> Caretaking <ul style="list-style-type: none"> <li>• General Cleaning Areas</li> <li>• Boiler Rooms</li> </ul>	Maintenance Dept./ Contractor/ Caretaking Services
Gloves	Handling of sharp objects, chemicals, hot or cold objects, ropes or cables or contact with biohazardous substances e.g., molds or cultures	Teaching/Support <ul style="list-style-type: none"> <li>• Labs</li> <li>• Infection Control</li> </ul>	School

Type of Equipment Needed	When	Who/Where	Supplied By
Hard hats	All worksites where a danger of injury to a worker's head exists or	Maintenance <ul style="list-style-type: none"> <li>• Crawl Spaces</li> <li>• Projects</li> </ul>	Maintenance Dept/ Contractor/ Caretaking Services

	may exist		
Hard hats	All worksites where a danger of injury to a worker's head exists or may exist	CTS	School
Hearing protection	Working at sites with noise levels greater than legislated limits for unprotected exposure	Maintenance <ul style="list-style-type: none"> <li>• Projects</li> <li>• Confined Spaces</li> <li>• Shops</li> <li>• Lawn mower and snow removal equipment</li> </ul> Caretaking <ul style="list-style-type: none"> <li>• Boiler/Electrical Rooms</li> <li>• Propane burnisher</li> </ul>	Maintenance Dept/ Contractor  Caretaking Services/ Contractor
Hearing protection	Working at sites with noise levels greater than legislated limits for unprotected exposure	Teaching/Support <ul style="list-style-type: none"> <li>• CTS Shops</li> <li>• Music Rooms/Gyms</li> <li>• Food Services Areas</li> </ul>	School
High visibility safety vests	Working with traffic or around mobile equipment	Maintenance <ul style="list-style-type: none"> <li>• Grounds</li> </ul>	Maintenance Dept/ Contractor
Hoods	Sandblasting, handling caustic acid or shutting off ruptured caustic or acid lines	Maintenance <ul style="list-style-type: none"> <li>• Projects</li> </ul>	Maintenance Dept/ Contractor
Oxygen and other monitors	Working in areas with potential for shortage of oxygen	Maintenance <ul style="list-style-type: none"> <li>• Confined Spaces</li> <li>• Projects</li> </ul>	Maintenance Dept/ Contractor
Respiratory protective equipment	Working in areas where there is potential for exposure to oxygen deficiency or toxic gases exceeding regulated exposure limits (i.e., Chiller Rooms)	Maintenance <ul style="list-style-type: none"> <li>• Confined Spaces</li> <li>• Projects (e.g., asbestos abatement, solvent cleaning, spray painting)</li> </ul> Caretaking <ul style="list-style-type: none"> <li>• Vessel Cleaning</li> </ul>	Maintenance Dept/ Contractor  Caretaking Services/ Contractor

Type of Equipment Needed	When	Who/Where	Supplied By
Respiratory protective equipment	Working in areas where there is potential for exposure to oxygen deficiency or toxic gases exceeding regulated exposure limits (i.e., Chiller Rooms)	Teaching/Support <ul style="list-style-type: none"> <li>• Shops (e.g., auto body painting)</li> <li>• Labs</li> </ul>	School

Safety belts, lanyards and lifelines	Working from ladders, scaffolds, suspended cages or at heights specified by Workplace Health and Safety regulations	Maintenance <ul style="list-style-type: none"> <li>• Projects (e.g., roof repair)</li> <li>• Confined Spaces/ Rescue</li> </ul>	Maintenance Dept/ Contractor/ Caretaking Services
Safety goggles/ glasses	Welding, cutting, drilling, grinding or performing any operation with potential exposure to flying objects, or excessive heat or light	Maintenance <ul style="list-style-type: none"> <li>• Projects</li> <li>• Repairs</li> <li>• Caretaking</li> <li>• Vessel Cleaning</li> </ul>	Maintenance Dept/ Contractor Caretaking Services/ Contractor
Safety goggles/ glasses	Welding, cutting, drilling, grinding or performing any operation with potential exposure to flying objects, or excessive heat or light	Teaching/Support <ul style="list-style-type: none"> <li>• CTS Shops</li> <li>• Labs</li> </ul>	School
Safety helmets	Riding grass mowers or snow removal equipment	Maintenance <ul style="list-style-type: none"> <li>• Grounds</li> <li>• Caretaking</li> <li>• Outdoors</li> </ul>	Maintenance Dept/ Contractor Caretaking Services
Safety-toed footwear	Working in areas where feet are at risk from falling objects or other hazards	Maintenance <ul style="list-style-type: none"> <li>• Projects</li> <li>• Shops</li> <li>• Warehouse (e.g., shipping, receiving, driving)</li> </ul> Caretaking/Contractor	Employee/Contractor

# 8. Hearing Conservation

## ***Overview***

### ***Legislative Requirements***

- Noise Exposure Regulation
- Hearing Conservation Compliance

### ***Guidelines for Meeting Legislative Requirements***

- Identifying Excessive Noise
- Noise Assessment
- Audiometric Testing
- Hazard Warning
- Hearing Protection

### ***Training Requirements***

### ***Implementation Process***

- Getting Started
- Ongoing Activities

### ***Appendix 1***

- Occupational Exposure Limits for Noise
- Selection of Hearing Protection Devices
- Permissible Background Noise Conditions during Audiometric Testing
- Noise Level – Examples

# 8. Hearing Conservation

## 8.1 Overview

Occupational noise is an on-the-job health hazard. The hazard isn't always obvious at the time, but years down the road employees exposed to excessive noise over extended periods of time may develop hearing loss. Noise-induced hearing loss may be permanent and irreversible.

Employees may be exposed to excessive noise from a variety of sources including some that are non-work related. Some work-related examples might be:

- Musical instruments.
- Pneumatic tools - drills, concrete saws.
- Power tools - mowers, snow blowers, hand drills, saws, and lathes.
- Ventilation system fans.
- Compressors.
- Generators in mechanical rooms.
- Engines in automotive shops.

## 8.2 Legislative Requirements

Under provincial legislation, the employer must take steps to protect the hearing of employees who are or may be exposed to excessive noise levels.

Hearing conservation is regulated under:

Alberta Occupational Health & Safety Act, Regulation and Code

- *Noise Exposure Regulation*

### Noise Exposure Regulation

The Noise Exposure Regulation establishes occupational exposure limits (OEL) for noise. The OEL is the maximum sound level to which the average employee may be exposed for a specified time without adverse effects to their hearing. OELs are indicated in the tables in Appendix I of this section.

The employer must:

- Take all reasonable steps to ensure that no employee is exposed to noise in excess of the OEL by instituting engineering controls, work practice or administrative controls.
- If these measures do not succeed in keeping noise exposure under the OELs, supply specified protective equipment to the employee; post signs to indicate that a noise hazard exists and the protective equipment required; and ensure that the exposed employee is informed of the hazards and the purpose and limitations of protective equipment.

- Identify those work situations where a noise hazard exists and ensure that a noise-exposed employee undergoes approved audiometric testing and submit required reports to Alberta Human Resources and Employment.

A *noise-exposed employee* is one who is exposed to noise above the OELs. A noise-exposed employee must wear the hearing protection provided and submit to audiometric testing when the Division identifies their work situation as being noise exposed.

In order to meet legislative requirements, the school or workplace should develop a hearing conservation program where necessary. The goal of an occupational hearing conservation program is to prevent noise-induced hearing loss resulting from exposures to noise at work.

## Hearing Conservation Compliance

Hearing conservation is judged from a *prevention* standard.

The questions a government inspector would ask are:

- Are warning signs posted in all areas of the school or workplace where noise levels are excessive?
- Do employees know they are expected to wear hearing protection when exposed to noise above the prescribed Alberta Occupational Exposure Limits for noise?
- Do employees know hearing protective equipment must meet the CSA Standard?
- Do employees know they have to undergo audiometric testing if they become noise-exposed employees?

If the answers to the above questions are YES, then there is compliance.

Principals or non-school based department heads demonstrate compliance by ensuring that:

- No employees are subjected to more noise than the *occupational exposure limit* (OEL).
- Hazardous noise is identified, and where practical, eliminated through engineering controls, e.g., sound barriers and noise dampers, work practice or administrative controls.
- Audiometric testing is conducted by an audiometric technician on noise-exposed employees within six months after they start on the job, within the next year, and every two years thereafter, as long as the employee is exposed to noise.
- Employees are educated about the hazards of high noise levels.
- A supply of approved ear muffs or other protective devices are available, when employees are exposed to continuous noise at excessive levels as defined by OEL.



## 8.3 Guidelines for Meeting Legislative Requirements

### Identifying Excessive Noise

Periodically, principals and non-school based department heads should survey their employees concerning excessive noise exposure.

### Noise Assessment

- If there is a concern contact the Division Health and Safety Officer to arrange for a noise assessment.
- Assessments using appropriate sound testing equipment shall be conducted in each work area where there is a potential for exposure to noise levels higher than the OELs. If a change in process or work environment occurs, a reassessment should be considered.

The assessment shall include:

- A general statement of scope of work carried out and an outline of activities or processes measured.
- The date, time and duration of noise samples.
- Calibration data on each piece of instrumentation used.
- Suggestions of possible control strategies and needs specific to this workplace.

### Audiometric Testing

- Those employees identified by the Division as noise-exposed shall have regular audiometric tests.
- Employees shall participate in audiometric testing, as often as required by the Noise Exposure Regulation, if they are exposed to excessive noise levels.
- A new employee shall be tested prior to working in a Division identified noise-exposed area to establish a baseline audiogram and subsequently every two years until leaving the Division or changing work locations.
- The audiometric testing shall be conducted by a certified audiometric technician who has completed an approved course recognized by Alberta Human Resources and Employment.
- The Division shall pay for all audiometric testing.
- If any of the audiograms of employees are categorized as “abnormal” or “abnormal shift”, the employee shall be referred to an audiologist.  
(Contact Human Resource Services to arrange an appointment.)
- Test results shall be sent to Human Resource Services and shall be kept on file until the employee is no longer employed by the Division.
- All records should be maintained and updated regularly by Human Resource Services to enable tracking an employee’s hearing performance and in evaluating a hearing loss claim.

- Human Resource Services in consultation with the Health and Safety Officer, shall forward an annual report on noise-exposed employees to Alberta Human Resources and Employment.

### **Hazard Warning**

- Any work area with excessive noise exposure shall be clearly marked with a standard danger warning sign and should describe the protective equipment that is required in that area.
- Hearing protection shall be put on prior to working in this area.

### **Hearing Protection**

- Any employee exposed to noise exceeding daily OELs shall be supplied with a hearing protector that is Canadian Standards Association (CSA) approved and receive instruction as to care, proper fit and usage.
- Employees are required to wear hearing protectors at all times when working in areas that have noise exceeding daily OELs.
- Employees shall not modify the hearing protector in a way that would reduce its noise attenuation characteristics.

Refer to section on *Personal Protective Equipment* for further information and guidelines on hearing protection.

Based on the information contained in the noise assessment report refer to the following tables to determine the maximum amount of time (OEL) your employee can be exposed to at the noise level in their work area.

The standards in this section are minimum standards (see Appendix I). The focus of workplace accident and injury prevention efforts should be to exceed minimum standards.

## **8.4 Training Requirements**

All new or present employees, who will be working in a noise-exposed area of the workplace, shall be trained by the appropriate Division supervisor / consultant so they have a clear understanding of noise and its effects as well as knowledge about how to prevent hearing loss.

Retraining should occur when:

- New work processes or equipment are introduced into the school or workplace.
- New hearing protection equipment is purchased.
- There are changes in legislation.

## **8.5 Implementation**

### **Getting Started**

Principals or non-school based department heads shall:

1. Identify if excessive noise is present at the school or workplace, through discussions with employees and, if necessary, request a formal noise assessment through the Health and Safety Officer.
2. Develop action plans for reducing noise at the source by identifying situations where improvement can be made by:
  - Substituting quieter equipment or machinery for noisy equipment or machinery or quieter processes when and where feasible.
  - Modifying equipment by running equipment more slowly, improving lubrication, balancing rotating parts, or reducing vibration.
  - Isolating noise by using sound barriers, partitions, adding sound absorbent material around noisy equipment, or enclosing a noisy machine in a sound proof room.
  - Maintaining equipment at a high standard.
3. Develop a system for preventive maintenance of hearing protection equipment.
4. Have detailed written standard work procedures available for employees operating equipment that exposes them to excessive noise levels. Recommended changes shall be identified as budget priorities and submitted during the annual budget process.
5. Maintain accurate records of the workplace hearing conservation program.

## **Ongoing Activities**

Principals and non-school based department heads shall:

1. Monitor employees to see if hearing protection equipment is being worn as required.
2. Monitor the preventive maintenance program to ensure high standards for hearing protection equipment.



# Appendix I: Occupational Exposure Limits for Noise

Exposure Level (dBA)	Exposure Duration
82	16 hours
83	12 hours and 41 minutes
84	10 hours and 4 minutes
85	8 hours
88	4 hours
91	2 hours
94	1 hour
97	30 minutes
100	15 minutes
103	8 minutes
106	4 minutes
109	2 minutes
112	56 seconds
115 and greater	0

Note: Exposure levels and exposure durations to be prorated if not specified.

## Selection of Hearing Protection Devices

Maximum Equivalent Noise Level (dBA $L_{ex}$ )	CSA Class of Hearing Protection	CSA Grade of Hearing Protection
< 90	C, B or A	1, 2, 3 or 4
< 95	B or A	2, 3 or 4
< 100	A	3 or 4
< 105	A	4
< 110	A earplug + A or B earmuff	3 or 4 earplug + 2, 3 or 4 earmuff
> 110	A plug + A or B earmuff and limited exposure time to keep sound reaching the worker's eardrum below 85 dBA $L_{ex}$	3 or 4 earplug + 2, 3 or 4 earmuff and limited exposure time to keep sound reaching the worker's ear drum below 85 dBA $L_{ex}$

- dBA means a measure of sound level in decibels using a reference sound pressure of 20 micropascals when measured on the A-weighting network of a sound level meter.
- “Lex” means the level of a worker’s total exposure to noise in dBA averaged over the entire workday and adjusted to an equivalent eight-hour exposure.

## Permissible Background Noise Conditions During Audiometric Testing

Octave Band Centre Frequency (Hz)	Maximum Level (dB)
500	22
1000	30
2000	35
4000	42
8000	45

## Noise Level – Examples

Level (decibels)	Example	Maximum Hours/Day of Exposure
65	Normal Speaking	No Limit
75	Average Factory	No Limit
86	Lawn Mower	8 hours
92	Compressor	4 hours
95	Band Saw	2 hours
99	Siren	2 hours
100	Chain Saw	1 hour
105	Router	1 hour
119	Average Car Horn	2 minutes

- To reduce or eliminate the risk of injury owing to continuous noise levels, the appropriate precautions should be taken, by using hearing protection and/or limiting exposure time. The most common types of hearing protection are earplugs and earmuffs.

# 9. Confined/Restricted Spaces

## **Overview**

### **Legislative Requirements**

- Confined/Restricted Spaces
- Confined/Restricted Spaces Compliance

### **Guidelines for Meeting Legislative Requirements**

- Identification
- Code of Practice

### **Training Requirements**

### **Implementation Process**

- Getting Started
- Ongoing Activities

### **Appendix I: Confined/restricted Space Code of Practice**

- Confined/Restricted Spaces
- Regulations and Guidelines
- Confined/Restricted Space Entry and Work Requirements
  - Hazard Assessment
  - Worker Training
  - Entry Permit System
  - Safety Precautions
  - Protection from Hazardous Substances, Energy and Conditions
  - Hot Work
  - Unauthorized Entry
  - Engine Exhaust Hazards
  - Testing the Atmosphere
  - Ventilation, Purging and Inerting
  - Emergency Response
  - Requiring A Tending Worker
  - Retaining of Records
  - Confined/Restricted Space Entry Summary
- Identifying Confined/Restricted Spaces
- Types of Confined/Restricted Spaces
  - Confined/Restricted Spaces in the Division and Associated Hazards

Service Tunnels  
Air Handling Units  
Cubbyholes  
Spaces Above Fixed Ceilings  
Storage Areas under Stages  
Cooling Towers  
Sump Pits  
Catch Basins

Areas Not Considered to a Confined/Restricted Spaces in Division Facilities

**Attachment I:** Confined/Restricted Space Identification Checklist

**Attachment II:** Training Requirements

**Attachment III:** Emergency Response Guide

**Attachment IV:** Confined/Restricted Space Entry Summary

**Forms**

Confined/Restricted Space Entry Permit (Level I)

Confined/Restricted Space Entry Permit (Level II)

Atmospheric Testing Record Form

Task Hazard Analysis



# 9. Confined/Restricted Spaces

## 9.1 Overview

**Confined/restricted spaces are work areas which are not intended for continuous employee occupancy, and which have by design, limited or restricted entry or exit.** Typically, these areas are entered for cleaning, inspection, maintenance, repair or construction. The design of these areas or spaces may contain, produce or receive from an outside source, a dangerous accumulation of hazardous gases, vapors, mists, dusts, fumes, fog, or biological agents. Other hazards may result from a lack of, or enrichment of, oxygen or an accumulation of worker materials. A confined/restricted space can compromise the provision of first aid, evacuation, rescue or other emergency response service. Before entering any confined/restricted space, it must be assumed that a hazard may exist.

Confined/restricted spaces in Division buildings include:

- Service Tunnels
- Air Handling Units
- Cubbyholes
- Spaces Above Fixed Ceilings
- Storage Areas Under Stages
- Cooling Towers
- Sump Pits
- Catch Basins

Some areas **not** considered a confined/restricted space include:

- Gas Meter Room
- Photography Labs
- Boiler Rooms
- Chemical Storage Rooms
- General Storage Rooms

A worker is considered to have “entered” a confined/restricted space when the worker’s breathing zone crosses the plane of the confined/restricted space access. Each time a confined/restricted space entry is planned the procedures for working in that area should be reviewed. Some gases and vapors are heavier than air and tend to collect in low-lying pockets, while others are lighter than air and accumulate in upper areas. Atmospheric testing in a confined/restricted space should be conducted when the worker has concerns about the air quality of the area. These procedures also apply to any employee entering a confined/restricted space to rescue a fellow employee. More than half the people who die in confined/restricted space incidents are trying to rescue someone else.

Some of the hazards of confined/restricted spaces include:

- **Oxygen Deficient Atmospheres** - oxygen deficiency can be caused by oxidation (rusting) of a metal, any form of burning (including welding or brazing), absorption by soils or consumption by bacteria, and can cause brain damage and death.
- **Asphyxiant Gas** - inert gases can dilute or displace atmospheric oxygen to a level below that required for normal human functioning. Common examples of asphyxiant gases are carbon dioxide, ethane, helium, hydrogen, methane and nitrogen.
- **Toxic Atmospheres** - contain gases, vapors, dusts or fumes that have poisonous effects on the body. Cleaning, painting or welding may produce dangerous vapors or fumes. Gases such as hydrogen sulphide may leak into a confined/restricted space from gas pockets underground. Carbon monoxide may be generated in the space by an internal combustion engine. Methane may be created through the fermentation of plant material in the space.
- **Flammable or Explosive Atmospheres** - contain flammable gases, vapors or dusts that could be ignited by a spark or open flame. The risk of explosion increases if an oxygen-enriched atmosphere is present.
- **Size, Shape and Condition of Space** - walking or working surfaces can be uneven, slippery or blocked, making it difficult to move equipment and materials, blocking vision or creating a slip-and-fall hazard. Earth, sand and cement can become loosened and collapse inward when jarred.
- **Uncontrolled Introduction of Steam, Water or Other Liquids** - these could result from a bursting pipe or faulty valve.
- **Other Hazards** - these could result from the work being done, e.g., poor visibility, noise, extremes of temperature, manual handling, and moving parts.

## 9.2 Legislative Requirements

In the province of Alberta, the Occupational Health and Safety Act, Regulation and Code is enforced by Alberta Human Resources and Employment - Workplace Health and Safety. This legislation establishes the rights and obligations of employers, workers and the government, outlines the general requirements for employers, outlines administrative and policy issues and contains detailed technical requirements that support the Occupational Health and Safety Act, Regulation and Code.

Under legislation, employees have the right to know all the hazards that may be found in the confined/restricted space in which they will work and the obligation to know the precautions they are expected to take when entering, working in and exiting this confined/restricted space.

The Occupational Health and Safety Code (Part 5) defines a confined/restricted space as an enclosed or partially enclosed space that is not designed or intended for continuous human occupancy, with a restricted means of entry or exit and may become hazardous to a worker entering it because of the:

- Design, construction, location or atmosphere.
- Work activities, materials or substances in it.
- Provision of first aid, evacuation, rescue or other emergency response service is compromised.
- Other hazards relating to it.

For confined/restricted spaces, the Occupational Health and Safety Code, requires employers to have a *Confined/Restricted Space Code of Practice* that provides a process for identifying all existing confined/restricted spaces in and around Division facilities and governs the practices and procedures for employees entering and working in confined/restricted spaces. The *Confined/Restricted Space Code of Practice* must be maintained and periodically reviewed.

## Confined/Restricted Spaces

The Confined/Restricted Spaces section of the Occupational Health & Safety Act, Regulation and Code outlines employer responsibilities to ensure employee safety when entering and working in a confined/restricted space.

An employer must:

- Have a competent person identify and complete a hazard assessment (task hazard analysis) of all confined/restricted spaces.
- Have a written confined/restricted space code of practice outlining the practices and procedures to be followed when workers enter and work in a confined/restricted space.
- Ensure that a worker assigned duties related to confined/restricted space entry is trained and that records are kept of that training.
- Ensure that the confined/restricted space is adequately ventilated and not exhausted to an occupied area. If it is not practical to ventilate the confined/restricted space, and there is a possibility of a compromised environment, tests must be carried out to determine hazards from oxygen deficiency and the presence of harmful substances, prior to entry and during the time that an employee is in the confined/restricted space.
- Ensure that if the confined/restricted space contains a harmful substance or has a deficiency of oxygen:
  - a) the worker is protected by personal protective equipment,
  - b) is attended by and is in communication with another worker at or near the entrance to the confined/restricted space, and
  - c) emergency response procedures are in place.
- Ensure that an entry permit system is used for work being done in inherently dangerous confined/restricted spaces (e.g., manholes) and when the type of work being done can make the space dangerous (e.g., welding).
- Ensure that all contractors are informed of Division requirements for working in confined/restricted spaces in Division facilities.

## Confined/Restricted Spaces Compliance

Confined/restricted Space entry is judged for compliance from a *pre-planning* and *precautionary* standard.

A government inspector may ask the following questions:

- Are all confined/restricted spaces at the workplace identified and clearly signed?

- Does each workplace have a written copy of the Division's *Confined/Restricted Space Code of Practice* (see Appendix I) and specific work practices and procedures that cover all confined/restricted spaces?
- Are employees who work in confined/restricted spaces competent?
- Is there adequate personal protective equipment (PPE) available?
- Is there an emergency response procedure in place related to the confined/restricted space?

If the answers to the above questions are YES, then there is compliance.

Principals and non-school based department heads demonstrate compliance by ensuring:

- They are familiar with the Division's *Confined/Restricted Space Code of Practice* and that site specific work practices and procedures exist for each confined/restricted space identified at their workplace.
- Training is provided for employees who work in confined/restricted spaces.

Employees with assigned duties involving confined/restricted space entry are competent if they know:

- The Division's *Confined/Restricted Space Code of Practice*.
- The confined/restricted spaces present in the buildings in which they work.
- The precautions and procedures necessary for safe entry, work, exit and rescue.

## 9.3 Guidelines for Meeting Legislative Requirements

### Identification

Although confined/restricted spaces come in many shapes and sizes, most can be classified in one of two ways:

1. Spaces that are open-topped and have depth such as pits, wells, vats, hoppers, bins, degreasers and kettles.
2. Spaces with narrow openings such as pipes, tunnels, silos, utility vaults, casings and sewers.

Some confined/restricted spaces are inherently dangerous, while others become dangerous as a result of the work that is performed inside. Examples of confined/restricted spaces that are inherently dangerous are:

- Manholes in contaminated ground (e.g., near leaking underground gasoline storage tanks).
- Manholes, pits or trenches connected to sewers, in which there can be a build-up of flammable and/or poisonous gasses and/or insufficient oxygen in the air.
- Tanks or pits containing sludges and other residues which, if disturbed, may partially fill the confined/restricted spaces with gases.

- Confined/restricted spaces that contain rotting vegetation, rusting metal work, and similar natural oxidation processes that may create an oxygen-deficient atmosphere.

Some examples of confined/restricted spaces in which the work being performed may make the area dangerous are:

- Some painting work or application of certain adhesives and liquids such as paint thinners. These can produce dangerous amounts of solvent vapor, which can cause dizziness and impair judgement. Such solvents are often flammable which may produce a risk of fire and/or explosion.
- Welding activities may generate toxic gasses or vapors.
- The use of gasoline or diesel engines may lead to a build-up of carbon monoxide gas.

Confined/restricted spaces at each worksite shall:

- Be identified and recorded on a floor plan of the facility and kept in the Occupational Health and Safety Document Binder at each site.
- Be clearly identified with appropriate signage.

A floor plan of each Division facility, identifying confined/restricted spaces, shall be kept by the Construction and Maintenance Department.

A Confined/restricted Space Assessment Checklist is used to identify Division confined/restricted spaces (see Attachment I). The checklist is based on the definition and explanation guideline provided by Alberta Workplace Health and Safety.

The Division periodically makes changes to existing facilities and constructs new facilities. When this occurs the Construction and Maintenance Department shall identify any new confined/restricted spaces that have been created and ensure that relevant staff are informed and that copies of facility floor plans are adjusted to reflect these changes. If a Division employee evaluates an area with this checklist and perceives the area to be a confined/restricted space, this should be brought to the attention of the principal or non-school based department head and in turn to the Construction and Maintenance Department through the submission of a hazard report.

### **Code of Practice**

The principal or non-school based department head shall:

- Have a copy of the facility floor plan which identifies all of the confined/restricted spaces in the facility. The floor plan should be kept on file in the Occupational Health and Safety Document Binder.
- Ensure that all confined/restricted spaces in the facility are appropriately signed.
- Ensure that the Division *Confined/Restricted Space Code of Practice* and specific safe work practices and procedures are reviewed with all relevant employees (copies of these documents should be provided to these employees).

## **9.4 Training Requirements**

Training shall be provided for all Division employees who will be involved in confined/restricted space work. The training shall be designed for the types of confined/restricted spaces found in Division buildings and include:

- Problems associated with normal entry and exit of these types of spaces.
- Examples of safe work practices and techniques.
- Appropriate emergency response procedures.

The Division is responsible to ensure that all employees involved in confined/restricted space work are trained and competent to work safely in these areas. A competent worker will have previous related work experience and/or can demonstrate an understanding of the requirements of the assigned duty, including knowledge of potential hazards and an adequate understanding of confined/restricted space work practices and procedures.

Re-training shall occur:

- On a regular basis to ensure employees are familiar with current safety practices and procedures. Level I permit holders shall receive retraining at least once every three years, while Level II permit holders shall receive retraining annually.
- When employment responsibilities change.
- When legislation changes.
- When a new type of confined/restricted space is created.
- When a new type of hazard is introduced or identified.

All confined/restricted space training records for Division employees will be retained by the Human Resource Services Department for as long as the worker is expected to perform work within confined/restricted spaces.

## 9.5 Implementation Process

### Getting Started

Principals and non-school based department heads shall ensure that all confined/restricted spaces are identified at the workplace and proper signage is in place. The Construction and Maintenance Department shall make available a record of the confined/restricted spaces that exist in each Division facility.

### Ongoing Activities

Principals and non-school based department heads shall:

1. Annually review the *Confined/Restricted Space Code of Practice* and specific practices and procedures with relevant staff.
2. Review with all staff the confined/restricted space emergency response guide (see Attachment IV in the *Confined/Restricted Space Code of Practice*).
3. Report to the Construction and Maintenance Department, through the submission of a hazard report, any space where an alteration could result in the creation of a confined/restricted space.

4. Gain approval of the Construction and Maintenance Department for the change of use of a confined/restricted space area.

The Construction and Maintenance Department shall be responsible for:

- Identifying any new confined/restricted spaces created through new construction or renovations.
- Ensuring that these areas are properly signed.
- Updating facility floor plans.
- Ensuring that principals, non-school based department heads and all other individuals who have a binder with a complete set of facility confined/restricted space floor plans receive updated copies of facility floor plans identifying confined/restricted spaces.

# Appendix I: Confined/Restricted Space Code of Practice

## Confined/Restricted Spaces

Confined/restricted spaces have a history of being potentially dangerous places to work, as hazards within them are often magnified. Confined/restricted spaces are not intended for human occupancy and ongoing regular work activity. Typically they are entered for cleaning, inspection, maintenance, repair or construction.

Confined/restricted spaces typically have a restricted means of access making it difficult to initiate a rescue or retrieve an injured worker. A worker may not be able to easily walk into the confined/restricted space, and the confined/restricted space may have to be accessed by ladders, stairways with a steep slope, narrow width or extreme length. There may also be physical obstructions such as bulk heads, collapsed material or machinery. A confined/restricted space may have poor ventilation and contain a hazardous atmosphere or energized equipment. Although a confined/restricted space may be safe to enter initially, the work activities may create a hazardous atmosphere.

## Regulations and Guidelines

In the province of Alberta the Occupational Health and Safety Act, Regulation and Code is enforced by Alberta Human Resources and Employment - Workplace Health and Safety. This legislation establishes the rights and obligations of employers, workers and the government, outlines the general requirements for employers, outlines administrative and policy issues and contains detailed technical requirements that support the Occupational Health and Safety Act, Regulation and Code.

The Occupational Health and Safety Code (Part 5) defines a confined/restricted space as an enclosed or partially enclosed space that is not designed or intended for continuous human occupancy, with a restricted means of entry or exit. It may become hazardous to a worker entering it because of:

- Design, construction, location or atmosphere.
- Work activities, materials or substances in it.
- Compromised provision of first aid, evacuation, rescue or other emergency response service.
- Other hazards related to it.

For confined/restricted spaces, the Occupational Health and Safety Code requires employers to have a *Confined/Restricted Space Code of Practice* that provides a process for identifying all existing confined/restricted spaces in and around Division facilities. The *Confined/Restricted Space Code of Practice* governs the practices and procedures for employees entering and working in confined/restricted spaces and must be maintained and periodically reviewed.

A *Confined/Restricted Space Code of Practice* must address the following:

- Hazard Assessment
- Worker Training
- Entry Permit System
- Safety Precautions
- Protection from Hazardous Substances, Energy and Conditions
- Hot Work



- Unauthorized Entry
- Engine Exhaust Hazards
- Testing the Atmosphere
- Ventilation, Purging and Inerting
- Emergency Response
- Requiring a Tending Worker
- Retaining Records

The Occupational Health and Safety Act requires that the *Confined/Restricted Space Code of Practice* be readily available to employees at the worksite and that individuals who have to enter confined/restricted spaces receive appropriate training.

## **Confined/Restricted Space Entry and Work Requirements**

### **Hazard Assessment**

The Occupational Health and Safety Code (Part 2) requires employers to assess a work site and identify existing or potential hazards before work begins. A hazard assessment must be thorough and comprehensive and must ensure that the hazards have not been missed or their importance underestimated. The employer must prepare a written hazard assessment that provides the results of the assessment and specify methods that will be used to eliminate or control the hazards. When practical, the workers shall be involved in this process.

Hazards shall be eliminated whenever it is reasonably practicable. If they cannot be eliminated, then engineering controls, administrative controls, or personal protective equipment must be used to control the hazards identified.

Engineering controls include such things as the use of mechanical ventilation, installing a temporary work platform, substitution of a less toxic substance and installation of guardrails.

Administrative controls include such things as establishing practice and procedures, entry permits and worker training.

Personal Protective Equipment includes the use of such things as respiratory protection, safety glasses and hearing protection.

Hazard assessments of confined/restricted spaces should be periodically reviewed to ensure that the working conditions have not changed to create additional hazards. Workers must also realize that the nature of the work to be conducted in the confined/restricted space may introduce additional hazards. When this occurs, a hazard assessment must be completed to address these issues and establish appropriate controls. This can be done using a Task Hazard Analysis Form.

## Worker Training

All Division employees who are required to work within a confined/restricted space must receive training on the Division's *Confined/Restricted Space Code of Practice* and specific practices and procedures related to confined/restricted spaces in each facility (see Attachment III: Training Requirements). Employees must be able to demonstrate a satisfactory level of understanding of these requirements prior to entering and working in confined/restricted spaces.

Contractors shall have their own confined/restricted space code of practice and have developed safe work practices and procedures for their employees when performing work in a confined/restricted space. As part of the contract process contractors shall provide copies of their confined/restricted space code of practice and employee safe work practices and procedures for working in confined/restricted spaces. They must also be familiar with the Division's *Confined/Restricted Space Code of Practice* and applicable Health and Safety legislation. If there is variance between contractor and Division expectations the most stringent shall apply.

All confined/restricted space training records will be retained for as long as the employee is expected to perform work within confined/restricted spaces. Training records for Division employees will be maintained by the Human Resources Department.

## Entry Permit System

The Division has developed a confined/restricted space entry permit system. An entry permit is a document that sets out the work to be done and the precautions to be taken. Copies of the Division's *Confined/Restricted Space Entry Permits* can be found in this section under Forms. Level I Permits are site specific, while Level II Permits are provided to individuals who work in multiple Division facilities and have received advanced levels of training.

Entry permits to perform inspections or minor maintenance are issued on a yearly basis for caretaking and maintenance staff that must enter confined/restricted spaces as part of their regular work routine. Caretaking Supervisors will issue the permits to caretaking staff, while a Supervisor from the Maintenance Department will issue the permits to maintenance staff. Caretaking and maintenance staff do not normally perform tasks in a confined/restricted space that would introduce additional hazards to the area. If they are going to perform any work in a confined/restricted space which could create additional hazards (e.g., soldering, welding), they must first obtain authorization from their immediate supervisor. The supervisor will determine if a new hazard assessment needs to be completed and a new entry permit issued.

Contractors working in Division facilities are responsible for issuing entry permits to their employees who are required to perform work in confined/restricted spaces. The contractor must maintain a record of these permits and is required to produce them for inspection by Division contract managers or when a Division audit occurs.

An integral part of the permit issuing process is to ensure the worker is familiar with the hazard analysis that has been completed for the relevant confined/restricted space. The Division has completed a hazard analysis for all confined/restricted spaces in light of the work normally performed in these areas by Division staff. Following is a list of the types of confined/restricted spaces found in Division facilities and the type of work typically performed in these areas by caretaking, maintenance and contract staff:

- Service Tunnels - for inspections and repairs.
- Air Handling Units - for inspections, repairs or to replace filters.
- Cubbyholes - to service or repair pumps or access equipment.

- Spaces Above Fixed Ceilings - to access pipes, ducts or wiring.
- Storage Areas Under Stages - to store or remove furniture or equipment.
- Cooling Towers - for inspections, servicing or repairs.
- Sump Pits - to clean out debris or repair motors.
- Catch Basins - to clean out debris.

## Safety Precautions

Work safety is of paramount importance to the Division. Only those workers who have received a valid permit are allowed to enter confined/restricted spaces. Before entering a specific confined/restricted space the worker must ensure that all of the controls outlined in the Task Hazard Analysis for that confined/restricted space are addressed. Such things as the use of appropriate personal protective equipment, a communication process (the presence of a tending worker or the informing of administrative staff or the use of the man-down lanyard) or a lock-out tag-out system are essential to the safety of the worker.

A worker should never enter a confined/restricted space if there is a hazard present that is not identified on the Task Hazard Analysis or entry permit. Under these circumstances a new Task Hazard Analysis must be completed and a new entry permit obtained.

If the type of work to be performed in the confined/restricted space introduces additional hazards, extra precautions must be taken. The worker must obtain an amended entry permit which identifies any new hazards and also identifies the controls needed to address the new hazards.

## Protection from Hazardous Substances, Energy and Conditions

The worker must be protected from hazardous substances, uncontrolled energy sources and hazardous conditions. The Task Hazard Analysis identifies the controls that need to be implemented to address these hazards. Examples of appropriate controls include such things as blanking or blinding, double blocking and bleeding, locking out sources of energy, de-energizing equipment and immobilizing or disconnecting all mechanical linkages.

Blanking involves inserting a physical barrier through the cross-section of pipe so that materials are prevented from blowing past that point.

Blinding involves disconnecting a pipe and attaching a physical barrier to the end, so that materials are prevented from flowing out the pipe.

Double blocking and bleeding involves the use of a three-valve system where a pipe has two closed valves and an open drain valve positioned between them. This prevents the material from flowing and re-directs it in case of a valve leak. The valves of a double block and bleed system need to be locked to ensure an acceptable level of safety.

Energized or pressurized equipment may move unexpectedly. Individuals working on or around energized equipment may be required to lock-out and tag-out the equipment. Refer to the Lock-Out Tag-Out Procedure in the Safe Work Practices section of the Health and Safety Manual.

Excessive noise may be produced based on the activities occurring within the confined/restricted space. Appropriate hearing protection should be worn if this is the case.

Objects from outside of the confined/restricted space may fall into the work area and injure the worker. If there is a potential of material falling into the confined/restricted space, controls must be implemented to

prevent this from happening. This may include moving the material, installing guard rails, or any other means suitable to protect the worker.

Extreme temperatures may be hazardous to the worker. Based on the Division's assessment, it is likely that the only task that may be susceptible to elevated temperatures would be removing insulation from live steam lines. Workers performing this task should be alert for signs of heat stress. Appropriate clothing should be worn when working in extremely cold environments.

Slippery walking surfaces may be present in a confined/restricted space if water or other liquids are present. Workers need to be made aware of this danger in the Task Hazard Analysis and should work with caution in these areas.

Confined/restricted spaces may be difficult to enter or exit. In some cases, a ladder may be required to enter and exit the confined/restricted space. In an emergency, workers may not be able to exit quickly. Workers need to be made aware of this problem.

Some confined/restricted spaces may be dark and additional lighting may be required to perform certain tasks.

## Hot Work

Hot work refers to work where a flame, spark or other source of ignition may be produced during:

- Cutting, welding, burning, air gouging, riveting, drilling, grinding, or chipping.
- Using electrical equipment not classified for use in a hazardous location.
- The introduction of a combustion engine to a work process.

Hot work cannot be performed if one of the following conditions exists:

- A flammable substance is or may be in the atmosphere of the work area.
- A flammable substance is or may be stored, handled, or used in the location.
- The hot work is on or in an item of equipment that contains a flammable substance or its residue.
- The hot work is on a vessel that contains residue that may release a flammable gas or vapor when exposed to heat.

If cutting, welding, burning, air gouging, riveting, drilling, grinding, or chipping is to occur in a confined/restricted space, specific Safe Work Procedures must be prepared and implemented to ensure compliance with Section 169 (Hot Work) of the Occupational Health and Safety Code. Under no circumstances should hot work occur in a confined/restricted space until procedures are implemented to ensure that the hot work is completed safely.

## Unauthorized Entry

Only those individuals who have received an entry permit and have reviewed the relevant Task Hazard Analysis are allowed to enter confined/restricted spaces in Division facilities. No one else should be allowed to enter these areas.

All confined/restricted spaces in Division facilities are identified and clearly signed as shown below.



## Engine Exhaust Hazards

Workers within a confined/restricted space must be protected from the hazard created by engine exhaust (e.g., idling vehicles, generators). The exhaust from an idling engine can enter a confined/restricted space and compromise the atmosphere. As part of the preliminary inspection of a confined/restricted space, the worker must ensure there is no danger of engine exhaust entering the work area.

## Testing the Atmosphere

Potential atmospheric hazards are identified through the task hazard analysis process or on the entry permit and considers the work activity to be performed. Atmospheric testing in a confined/restricted space should be conducted when the worker has reasonable concerns about the air quality of the area. When this occurs, the worker should not enter the confined/restricted space until given clearance by their supervisor or until testing is completed by a competent person. A competent person will have equipment capable of identifying and monitoring the potential atmospheric hazards and understand the manufacturer's specifications for the safe use, handling and care of the monitor as well as the limitations of the testing equipment. **Continual testing is required when the type of work being performed in the confined/restricted space may compromise the air quality (e.g., hot work).**

Common atmospheric hazards in confined/restricted spaces include:

- Oxygen deficiency due to chemical (rusting of steel) or biological (microbiological growth) reactions that consume oxygen.
- Oxygen enrichment due to certain welding tasks.
- Flammable atmospheres due to the presence of acetylene, propane, or methane.
- Toxic atmospheres due to the production of carbon monoxide or other vapors or dusts generated during the work activities.

The following limits, as measured by the testing equipment, shall be used to determine when it is safe to work in a confined/restricted space:

- Oxygen content less than 20% or greater than 23%.
- Greater than 5% of the Lower Explosive Limit (LEL).
- Greater than 50% of the 8-hour Occupational Exposure Limit (OEL) for the substance present.

Work in a confined/restricted space must not commence or continue until testing indicates an acceptable atmosphere or until controls are implemented which protect the worker from exposure to the hazardous atmosphere (e.g., respirator).

All test results must be recorded on an Atmospheric Testing Record Form which should be attached to the current entry permit.

## Ventilation, Purging and Inerting

**Ventilating** means the use of mechanical ventilation to force outside air into the confined/restricted space while workers are working. The amount of ventilation required will be based on the volume of the confined/restricted space and the generation rate of the hazardous substance. The volume of the confined/restricted space is determined by the formula:

$$\text{volume (ft}^3\text{)} = \text{length (ft)} \times \text{width (ft)} \times \text{height (ft)}.$$

Since it will be difficult to determine the generation rate of the hazardous substance, a minimum of four air changes per hour of outside air must be introduced throughout the confined/restricted space. Care should be taken to ensure that all areas of the confined/restricted space are ventilated and that no dead spots remain.

If 50% of the 8-hour OEL is still exceeded, then additional ventilation may be required. If additional ventilation is not practical then appropriate personal protective equipment will be required. Work procedures should also be reviewed and revised and an additional Task Hazard Analysis completed to reflect the change in work procedures.

**Purging** means the introduction of a substance such as steam or water into a confined/restricted space to displace or flush out contaminants prior to entering the space.

**Inerting** refers to the introduction of an inert (unreactive) gas, such as nitrogen, into a confined/restricted space to completely displace oxygen. **If entering an inerted confined/restricted space, special safety precautions are required (e.g., self-contained breathing apparatus).** Inerting is used in vessels that previously contained flammable materials. By introducing an inert gas, like nitrogen, into the vessel the oxygen is displaced and a flammable mixture cannot be created. For a flammable mixture to burn or explode a source of oxygen and a source of ignition are required.

## Emergency Response

In the event of an emergency situation involving an employee working in a confined/restricted space, the emergency response protocol is to **call 911**. The individual calling for 911 emergency services should specify that the emergency is related to a worker in a confined/restricted space. Ensure that someone is available outside of the facility to meet the emergency responders to direct them to the exact location of the injured worker.

Contractors are expected, as a minimum, to meet Alberta Workplace Health and Safety and/or Division requirements regarding the establishment of emergency procedures for their employees. This shall include details regarding the use of appropriate safety/rescue equipment for the work being performed.

See Attachment IV Emergency Response Guide for further detail.

## Requiring a Tending Worker

Based on a review of the normal type of work activities (inspection and minor maintenance) performed by Division employees (caretaking and maintenance staff) in confined/restricted spaces, a tending worker is not usually required. However, prior to entering confined/restricted spaces that are isolated from regular staff traffic patterns, an employee should inform administrative staff of:

- The location of the confined/restricted space that they are about to enter.
- The duration of time they expect to spend in the confined/restricted space.

If the employee has not returned in the specific time, administrative staff can initiate a search for the individual. They should not enter the confined/restricted space while conducting this search. If an injury has occurred emergency services may need to be called.

If an employee has concerns regarding the atmospheric quality of a confined/restricted space, he/she should not enter the area and should inform their supervisor of the concern. The supervisor will determine if atmospheric testing is required. The supervisor's primary concern should be one of worker safety.

If atmospheric testing is conducted and it is found that one of the following conditions exist:

1. The oxygen content of the atmosphere inside the confined/restricted space is less than 20% by volume,
2. The oxygen content inside the confined/restricted space is greater than 23% by volume,
3. The concentration of a substance is greater than 5% of the Lower Explosive Limit, or
4. The concentration of a substance is greater than 50% of the 8-hour Occupational Exposure Limit.

then the supervisor will arrange for a contractor to address the situation. Contractor employees who are required to enter a confined/restricted space under these conditions are required to wear appropriate personal protective equipment and will require the presence of a tending worker (safety-watch). A tending worker is also required when a hazard is identified during the hazard assessment process where the hazard cannot be effectively eliminated or controlled.

The tending worker is responsible to:

- Ensure that the Entry Permit and Task Hazard Analysis have been completed.
- Know the potential hazards of the confined/restricted space.
- Document the time of entry and exit for all worker(s) in the confined/restricted space.
- Ensure unauthorized personnel stay clear of the area and do not enter the confined/restricted space.
- Remain in communication with the worker(s) in the confined/restricted space.
- Order the evacuation of the confined/restricted space if there is a concern of an unsafe condition.
- Stay in the area of the confined/restricted space until all workers, who are able to, have left the confined/restricted space.
- Refrain from entering the confined/restricted space under any circumstances.
- Summon 911 assistance in serious situations (e.g., injury accident, loss of communication).
- Remain available to direct emergency services to the accident scene.

Contractor employees who are required to work in Division confined/restricted spaces should have a tending worker present as required by Section 56 of Occupational Health and Safety Code. This is

especially critical when the type of work being performed introduces additional hazards to the area or when the work is being performed during times when Division employees are not normally in the facility.

## Retaining of Records

The Construction and Maintenance Department will retain records of entry permits, atmospheric testing data and other applicable information related to confined/restricted space entry. All records will be retained for a minimum of three years.

## Confined/Restricted Space Entry Summary

A summary of many of the requirements outlined in the preceding sections is provided in Attachment V: Confined/Restricted Space Entry Summary.

## Identifying Confined/Restricted Spaces

Confined/restricted spaces at each worksite shall:

- Be identified and recorded on a floor plan of the facility and kept in the Occupational Health and Safety Document Binder at each site.
- Be clearly identified with appropriate signage.

A floor plan of each Division facility, identifying confined/restricted spaces, shall be kept by the Construction and Maintenance Department.

A Confined/Restricted Space Assessment Checklist is used to identify Division confined/restricted spaces (see Attachment I). The checklist is based on the definition and explanation guidelines provided by Alberta Workplace Health and Safety.

The Division periodically makes changes to existing facilities and constructs new facilities.

When this occurs the Construction and Maintenance Department shall:

- Identify any new confined/restricted spaces that have been created.
- Ensure that all relevant staff are informed.
- Ensure that copies of facility floor plans are adjusted to reflect these changes.
- Ensure that updated copies of the floor plans are provided to the principal or non-school based department head as well as all confined/restricted space manual holders.

If a Division employee evaluates an area with this checklist and perceives the area to be a confined/restricted space, this should be brought to the attention of the principal or non-school based department head and in turn to the Construction and Maintenance Department.

## Types of Confined/Restricted Spaces

Although confined/restricted spaces come in many shapes and sizes, most can be classified in one of two ways:



1. Spaces that are open-topped and have depth such as pits and catch basins.
2. Spaces with narrow openings such as tunnels crawl spaces, utility vaults and cubbyholes.

Some confined/restricted spaces are inherently dangerous, while others become dangerous as a result of the work that is performed inside. Examples of confined/restricted spaces that are inherently dangerous are:

- Manholes in contaminated ground (e.g., near leaking underground gasoline storage tanks).
- Manholes, pits or trenches connected to sewers, in which there can be a build-up of flammable and/or poisonous gasses and/or insufficient oxygen in the air.
- Tanks or pits containing sludges and other residues which, if disturbed, may partially fill the confined/restricted spaces with gases.
- Confined/restricted spaces that contain rotting vegetation, rusting metal work, and similar natural oxidation processes that may create an oxygen-deficient atmosphere.

Some examples of the work performed that may make a confined/restricted space dangerous are:

- Some painting work or application of certain adhesives and liquids such as paint thinners. These can produce dangerous amounts of solvent vapor, which can cause dizziness and impair judgement. Such solvents are often flammable which may produce a risk of fire and/or explosion.
- Welding activities may generate toxic gases or vapors.
- The use of gasoline or diesel engines may lead to a build-up of carbon monoxide gas.

### Confined/Restricted Spaces in the Division and Associated Hazards

The Division has very few confined/restricted spaces that are inherently dangerous. Based on the assessment process the following areas are considered to be confined/restricted spaces in Division facilities:

- Service Tunnels
- Air Handling Units
- Cubbyholes
- Spaces Above Fixed Ceilings
- Storage Areas Under Stages
- Cooling Towers
- Sump Pits
- Catch Basins

Attachment II displays photographs of a variety of confined/restricted spaces observed during the assessment of Division facilities.

#### **Service Tunnels**

The service tunnels in Division facilities are primarily designed for mechanical services such as steam, water and electrical lines. Lighting is provided in these tunnels. Some tunnels have a restricted means of access and may require the use of a ladder. Some tunnels may have piping or equipment obstructing the entrance.

Service tunnels are confined/restricted spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue. Division employees are required to enter these areas for inspection and minor maintenance purposes from time to time.

The risk of a hazardous atmosphere in tunnels is minimal unless created by the nature of the work activity. However, a worker may become injured in the tunnel due to slips, trips, falls, or impact injuries. Depending on the age of the school, some tunnels may have insulation containing asbestos present on mechanical fittings or cement pipes which contain asbestos. There is also a potential for rodent nests in these areas which could produce various bio-hazardous concerns such as hantavirus. Some tunnels are quite long and many of them have numerous turns preventing a tending worker (if required) from maintaining visual contact.

Review Task Hazard Analysis for Service Tunnels (See Section on Safe Work Practices).

### **Air Handling Units**

An air handling unit is primarily designed for the distribution of fresh air to all occupied spaces in a facility. Division employees are required to enter these spaces routinely for inspection purposes and to change filters. If other maintenance or repairs are required then a contractor would be used to perform the work.

Air handling units are confined/restricted spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

The risk of a dangerous atmosphere is minimal, unless created by the nature of the work activity. However, a worker may become injured in the air handling unit due to energized equipment, slips, trips, falls, or impact injuries. Depending on where the work is being performed, the air handling unit may accidentally energize and seriously injure the worker. It is essential that a lock-out tag-out system be used when completing this task.

Review Task Hazard Analysis for working on Air Handling Units (See Section on Safe Work Practices).

### **Cubbyholes**

Cubbyholes are enclosed areas under stairways. Division employees typically enter these areas to store or retrieve materials or equipment. Some of these areas may contain mechanical equipment and if maintenance or repairs are required then a contractor would be used to perform the work.

The cubbyholes under stairs are confined/restricted spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

The risk of a dangerous atmosphere in cubbyholes is minimal unless created by the nature of the work activity. However, a worker may become injured in the cubbyhole due to slips, trips, falls or impact injuries.

Review Task Hazard Analysis for Cubbyholes (See Section on Safe Work Practices).

### **Spaces above Fixed Ceilings**

The spaces above fixed ceilings are primarily designed for electrical and mechanical equipment and return air plenums. Division employees do not normally enter these areas, but may look into these areas to perform a visual inspection.

The ceiling spaces above hard ceilings are confined/restricted spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

The risk of a dangerous atmosphere is minimal unless created by the nature of the work activity. Depending on the age of the facility, some spaces may have asbestos-containing materials such as insulation on mechanical fittings, cement pipes, sprayed-on insulation or stippled coatings. There is also a potential for rodent nests in these areas which could produce bio-hazardous concerns such as hantavirus. A worker may also become injured due to trips, falls, or impact injuries.

Review Task Hazard Analysis for Spaces Above Fixed Ceilings (See Section on Safe Work Practices).

### **Storage Areas under Stages**

Under stage areas are typically used to store chairs and gym equipment on movable carts. Division employees do not normally enter these areas since the equipment is typically on rolling carts that can be reached from outside of the area. However, Division employees may be required to enter these areas if the carts become jammed or equipment falls off of a cart.

The storage areas under stages are confined/restricted spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

The risk of a dangerous atmosphere is minimal since there are no natural gas lines or hazardous materials in the area. However, a worker may become injured due to trips, falls, or impact injuries.

Review Task Hazard Analysis for Storage Areas under Stages (See Section on Safe Work Practices).

## **Cooling Towers**

The cooling towers in Division facilities are mechanical systems primarily designed for cooling the air in the facility. Division employees are required to enter these areas routinely for inspection purposes. If maintenance or repairs are required, then a contractor would be used to perform the work.

Cooling towers are confined/restricted spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

The risk of a dangerous atmosphere is minimal unless created by the nature of the work activity. However, a worker may become injured in the cooling tower due to energized equipment, slips, trips, falls or impact injuries. Depending on where the work is being performed, the cooling tower may accidentally energize and seriously injure the worker. It is essential that a lock-out tag-out system be used when completing this task.

Review Task Hazard Analysis for Cooling Towers (See Section on Safe Work Practices).

## **Sump Pits**

Sump pits are drainage systems that are designed to collect excess water that may accumulate due to seepage or drainage problems. These systems include pumps which are used to expel the excess water. Division employees typically do not enter these areas. If maintenance or repairs are required, then a contractor would be used to perform the work.

Sump pits are confined/restricted spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

There may be a risk of a dangerous atmosphere in a sump pit due to:

- The drainage and collection of other fluids such as gasoline, oil, solvents etc.
- Stagnant water with biological growth.
- Gases or vehicle exhaust that may collect as the sump pit is below grade.

Review Task Hazard Analysis of Sump Pits (See Section on Safe Work Practices).

## **Catch Basins**

Catch basins are collection areas at the entrance to a sewer designed to keep out large or obstructive matter. Division employees may have to reach into these areas to remove debris which is obstructing the drainage.

Catch basins are confined/restricted spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

There may be a risk of a dangerous atmosphere in a catch basin due to the collection of:

- Organic matter that may rot or decompose.
- Other fluids that may have spilled such as oils, antifreeze, paints, solvent, etc.
- Gases or vehicle exhaust that may collect as the catch basin is below grade.

Review Task Hazard Analysis for Catch Basins (See Section on Safe Work Practices).

#### Areas Not Considered to be Confined/Restricted Spaces in Division Facilities

The following spaces are not considered to be confined/restricted spaces as they are designed to accommodate regular work activity:

- Gas Meter Rooms
- Boiler Rooms
- Photography Labs
- Chemical Storage Rooms
- General Storage Rooms

# Attachment I: Confined/Restricted Space Checklist

Facility: \_\_\_\_\_ Date: \_\_\_\_\_

Location in Facility: \_\_\_\_\_ Originator: \_\_\_\_\_

Criteria for Identifying a Confined/Restricted Space:

1. The area is enclosed or partially enclosed (e.g., service tunnel, air handling unit, cubbyhole, space above fixed ceiling, storage area under stage, cooling tower, sump pit, catch basin). Yes/No

Describe: \_\_\_\_\_  
\_\_\_\_\_

2. Area is not designed or intended for continuous human occupancy. Yes/No  
The area is only entered for such activities as cleaning, inspection, maintenance, repair or construction activities.

3. The area has a restricted means of entry or access (e.g., access by ladders, stairways, sloped walkway, narrow entrance, bulkheads, collapsed materials). Yes/No

Describe: \_\_\_\_\_  
\_\_\_\_\_

4. The area is hazardous to the worker due to:
- Location (e.g., below grade, restricted height, isolated) Yes/No
  - Compromised emergency response service Yes/No
  - Materials or substances present (e.g., stored items, low level pipes) Yes/No

Describe: \_\_\_\_\_

- Hazardous atmosphere (e.g., poor natural ventilation, oxidation) Yes/No

Describe: \_\_\_\_\_

- Hazardous atmosphere due to work activities (e.g., hot work, paint supplies) Yes/No

Describe: \_\_\_\_\_

- Construction of the area (e.g., unstable soil or materials, depth) Yes/No

Additional information: \_\_\_\_\_  
\_\_\_\_\_

**If there was a positive (yes) response in each of the four sections above, the area would be considered a confined/restricted space. The principal or non-school based department head should be notified and they in turn should notify the Construction and Maintenance Department.**

# Attachment II: Training Requirements

All individuals involved with working in a confined/restricted space area must receive training related to their roles and responsibilities.

## Employees

All Division employees involved with working in a confined/restricted space must receive training with respect to the Division's Confined/Restricted Space Code of Practice and applicable Health and Safety Legislation. The following areas shall be addressed in this training:

- Confined/restricted space definition.
- Types of confined/restricted spaces in the Division.
- Hazards within confined/restricted spaces.
- Division's Task Hazard Analysis for confined/restricted spaces.
- Entry Permit System.
- Atmospheric testing equipment.
- Worker role and responsibilities.
- Required record keeping.
- Man-down System.
- Emergency response.

## Supervisors

Division employees who supervise contractors or issue entry permits must receive additional training with respect to their specific role and responsibilities. The following areas shall be addressed in this training:

- Entry Permit Issuing.
- Ensuring contractors have appropriate confined/restricted space procedures in place.
- Confined/restricted space hazard assessment process (identifying and controlling hazards).

## Contractors

The Division has an obligation to ensure that contractors who perform work in confined/restricted spaces meet or exceed applicable Health and Safety Legislation requirements. This requires that they have developed a written Confined/restricted Space Code of Practice that addresses the following areas:

- Hazard Assessment
- Worker Training
- Entry Permit System
- Safety Precautions
- Protection from Hazardous Substances, Energy and Conditions
- Hot Work
- Unauthorized Entry
- Engine Exhaust Hazards
- Testing the Atmosphere
- Ventilation, Purging and Inerting
- Emergency Response
- Requiring a Tending Worker
- Entry and Exit Documentation

- Retaining Records

Depending upon the nature of the work being performed, contractors shall be required to provide other documentation, such as:

- Respiratory Protection Code of Practice
- Hearing Protection Code of Practice
- Personal Protective Equipment Code of Practice



# Attachment III: Emergency Response Guide

The Division has established a protocol for responding to an emergency that involves the rescue or evacuation of a worker from a confined/restricted space. This protocol will be reviewed with all Division employees. The Division protocol for emergency situations where an employee working in a confined/restricted space is injured is as follows:

- Call 911 for Emergency Service response.
- Specify that the emergency is related to a worker injured in a confined/restricted space.
- Remain available to direct the Emergency Service responders to the exact location of the injured worker.
- Other employees should **not** enter the confined/restricted space to attempt rescue.
- Complete an Accident Report and First Aid Record Form and submit it to the Health and Safety Department.

Contractors working in Division facilities are required to have developed their own emergency response protocol in relationship to confined/restricted spaces. This protocol must meet Alberta Occupational Health and Safety requirements and address the following areas:

- Identification of potential emergencies based on hazards assessed.
- Specific responses to identified potential emergencies.
- Location of emergency equipment (fire extinguishers, first aid, etc.).
- List of workers trained in protocol and use of emergency equipment.
- Location and access to emergency facilities (fire station, ambulance, hospital, etc.).
- Alarm and emergency communication requirements.
- Procedures for rescue and evacuation.
- Designated rescue and evacuation workers.

# Attachment IV: Confined/Restricted Space Entry Summary

## **Supervisor's Responsibilities**

1. Ensure that employees who are required to work in confined/restricted spaces are appropriately trained.
2. Issue Entry Permits to employees required to work in confined/restricted spaces and maintain a record of entry permit holders.
3. Ensure that appropriate personal protective equipment and safety equipment is available for workers entering confined/restricted spaces.
4. Ensure that the Division's Code of Practice for Confined/Restricted Spaces is followed by those entering confined/restricted spaces.
5. Respond to concerns expressed by employees regarding atmospheric conditions in a confined/restricted space. This may or may not involve atmospheric testing.

## **Worker's Responsibilities**

### **Pre-Entry Planning**

1. Review the Entry Permit.
2. Review the type of work and required tasks.
3. Identify the tools and equipment required for the task prior to entering the confined/restricted space. Ensure all tools and equipment are operating according to manufacturer's specifications.
4. Review the existing Task Hazard Analysis for the confined/restricted space and understand the potential hazards.
5. Complete a new Task Hazard Analysis if a new hazard will be introduced due to the work being performed.
6. Identify and acquire appropriate personal protective equipment.
7. Collect and obtain all Material Safety Data Sheets (MSDS) for products that are going to be used within the confined/restricted space.
8. Review established communication procedures.
9. Review emergency response procedures.
10. Ensure a properly trained tending worker is available at the entrance if required by the conditions and the type of work identified in the Confined/Restricted Space Code of Practice.

### **Entry and Work**

1. Ensure that appropriate controls are implemented (e.g., inform proper authority of entry, wear appropriate personal protective equipment, use man-down system, etc.).

2. Leave the confined/restricted space if conditions change or if symptoms of overexposure to atmospheric hazards are experienced.
3. Complete a new Task Hazard Analysis if a new hazard(s) is identified.

### **Tending Worker Responsibilities**

Contractor employees required to enter confined/restricted spaces may require a tending worker depending on conditions.

1. Ensure that the Entry Permit and Task Hazard Analysis have been completed.
2. Know the potential hazards of the confined/restricted space.
3. Document the time of entry and exit for all worker(s) in the confined/restricted space.
4. Ensure unauthorized personnel stay clear of the area and do not enter the confined/restricted space.
5. Remain in communication with the worker(s) in the confined/restricted space.
6. Order the evacuation of the confined/restricted space if there is a concern of an unsafe condition.
7. Stay in the area of the confined/restricted space until all workers, who are able to, have left the confined/restricted space.
8. Refrain from entering the confined/restricted space under any circumstances.
9. Summon 911 assistance in serious situations (e.g., accident injury, loss of communication).
10. Remain available to direct emergency services to the accident scene.

### **Summoning Emergency Assistance**

All staff should be aware of the protocol for summoning emergency assistance in situations involving confined/restricted spaces.

- Call 911 for Emergency Service response.
- Specify that the emergency is related to a worker injured in a confined/restricted space.
- Remain available to direct the Emergency Service responders to the exact location of the injured worker.
- Other employees should **not** enter the confined/restricted space to attempt rescue.
- Complete an Accident Report and First Aid Record Form and submit it to the Health and Safety Department.

# Forms



# Confined/Restricted Space Entry Permit (Level I)

Name: \_\_\_\_\_ School or Facility: \_\_\_\_\_

Duration of Permit Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_  
day/month/year day/month/year

Permit No.: \_\_\_\_\_ Permit Issuer: \_\_\_\_\_

This entry permit is specific to the individual and facility identified above. Entry is authorized only for inspection purposes or to perform minor maintenance. By definition, minor maintenance activities do not introduce additional hazards to the confined/restricted space. Confined/restricted spaces in the facility are identified on the floor plan map provided to the school by the Division (on file in the Occupational Health and Safety Document Binder).

### Type of Confined/Restricted Space

### Safety Precautions/Equipment Required (see list below)

- |                              |                          |       |
|------------------------------|--------------------------|-------|
| 1. Service Tunnel            | <input type="checkbox"/> | _____ |
| 2. Air Handling Unit         | <input type="checkbox"/> | _____ |
| 3. Cubbyhole                 | <input type="checkbox"/> | _____ |
| 4. Space Above Fixed Ceiling | <input type="checkbox"/> | _____ |
| 5. Storage Area Under Stage  | <input type="checkbox"/> | _____ |
| 6. Cooling Tower             | <input type="checkbox"/> | _____ |
| 7. Sump Pit                  | <input type="checkbox"/> | _____ |
| 8. Catch Basin               | <input type="checkbox"/> | _____ |

Relevant Task Hazard Analysis provided:  Yes  No

### Safety Precautions/Personal Protective Equipment

- |                        |                               |
|------------------------|-------------------------------|
| A. Protective Gloves   | G. Fire Extinguisher          |
| B. Safety Glasses      | H. Flashlight                 |
| C. Dust Mask           | I. Signs Posted               |
| D. Hard Hat            | J. Lock-Out Tag-Out Procedure |
| E. Hearing Protection  | K. Communications Process     |
| F. Protective Footwear | L. Man-down System            |

**If permit holder has concerns regarding atmospheric conditions when entering a confined/restricted space, he/she should consult with their supervisor for direction before entry.**

Signature of Permit Holder: \_\_\_\_\_

# Confined/Restricted Space Entry Permit (Level II)

Name: \_\_\_\_\_ Valid for all Division Facilities  
 Duration of Permit Start Date: \_\_\_\_\_ day/month/year Finish Date: \_\_\_\_\_ day/month/year  
 Permit No.: \_\_\_\_\_ Permit Issuer: \_\_\_\_\_

Permit holders are required to have received advanced levels of Division training related to confined/restricted space entry. This entry permit allows the above named individual to enter confined/restricted spaces identified below in any Division facility. Entry is authorized only for inspection purposes or to perform minor maintenance. By definition, minor maintenance activities do not introduce additional hazards to the confined/restricted space. Confined/restricted spaces in the facility are identified on the floor plan map provided to the school by the Division (on file in the Occupational Health and Safety Document Binder).

Type of Confined/Restricted Space	Safety Precautions/Equipment Required (see list below)
1. Service Tunnel <input type="checkbox"/>	_____
2. Air Handling Unit <input type="checkbox"/>	_____
3. Cubbyhole <input type="checkbox"/>	_____
4. Space Above Fixed Ceiling <input type="checkbox"/>	_____
5. Storage Area Under Stage <input type="checkbox"/>	_____
6. Cooling Tower <input type="checkbox"/>	_____
7. Sump Pit <input type="checkbox"/>	_____
8. Catch Basin <input type="checkbox"/>	_____

Relevant Task Hazard Analysis provided:  Yes  No

### Safety Precautions/Personal Protective Equipment

- |                        |                               |
|------------------------|-------------------------------|
| A. Protective Gloves   | G. Fire Extinguisher          |
| B. Safety Glasses      | H. Flashlight                 |
| C. Dust Mask           | I. Signs Posted               |
| D. Hard Hat            | J. Lock-Out Tag-Out Procedure |
| E. Hearing Protection  | K. Communications Process     |
| F. Protective Footwear | L. Man-down System            |

**If permit holder has concerns regarding atmospheric conditions when entering a confined/restricted space, he/she should consult with their supervisor for direction before entry.**

Signature of Permit Holder: \_\_\_\_\_

## Atmospheric Testing Record Form

School or Facility: \_\_\_\_\_ Date and Time: \_\_\_\_\_

Type of Confined/Restricted Space: \_\_\_\_\_

Location of Confined/Restricted Space: \_\_\_\_\_

Reason for Testing: \_\_\_\_\_

Person Conducting Testing: \_\_\_\_\_

Testing Instrument Used: \_\_\_\_\_

Substance	Test Conducted	Results	Action
Oxygen	Percentage Level		<input type="checkbox"/> Entry Okay <input type="checkbox"/> Do Not Enter <input type="checkbox"/> Retest Before Entry
	Lower Explosive Limit (LEL)		<input type="checkbox"/> Entry Okay <input type="checkbox"/> Do Not Enter <input type="checkbox"/> Retest Before Entry
	Occupational Exposure Limit (OEL)		<input type="checkbox"/> Entry Okay <input type="checkbox"/> Do Not Enter <input type="checkbox"/> Retest Before Entry

**If recommended action above is for retesting, record retesting data below.**

Date and Time: \_\_\_\_\_

Person Conducting Testing: \_\_\_\_\_

Testing Instrument Used: \_\_\_\_\_

Substance	Test Conducted	Results	Action
Oxygen	Percentage Level		<input type="checkbox"/> Entry Okay <input type="checkbox"/> Do Not Enter <input type="checkbox"/> Retest Before Entry
	Lower Explosive Limit (LEL)		<input type="checkbox"/> Entry Okay <input type="checkbox"/> Do Not Enter <input type="checkbox"/> Retest Before Entry
	Occupational Exposure Limit (OEL)		<input type="checkbox"/> Entry Okay <input type="checkbox"/> Do Not Enter <input type="checkbox"/> Retest Before Entry

If the results of the testing are less than or exceed acceptable limits (see Code of practice for Confined/Restricted Spaces - Testing the Atmosphere), then no Division employee shall enter the area and a contractor should be brought in to address the issue. If the initial results are borderline, retesting should occur before any entry is attempted by an employee. If retesting results are still borderline or exceed acceptable limits, a contractor should be employed.

## Task Hazard Analysis

To be completed by principals or non-school based department heads or their designate, with relevant employees.

Assessment Team Member(s): \_\_\_\_\_ Date: \_\_\_\_\_



<b>Task</b>		
<b><i>Hazards</i></b>	<b><i>Specifics</i></b>	<b><i>Possible Consequences</i></b>
Physical		
Chemical		
Biological		
Controls	Do:	
	Don't:	

# 10. Infection Control

## **Overview**

### **Legislative Requirements**

#### **Guidelines for Meeting Legislative Requirements**

1. General Prevention
2. Insects, Rodents and Parasites
3. Water Intrusion and Potential Mold Growth
4. Indoor Air Quality
5. Contagious Outbreaks
6. Blood/Body Fluid and Condom, Needle Clean Up
7. Human Bite
8. Animals in the Classroom
9. Plants in the School and Classroom
10. School Stores/Foods Lab
11. Science Lab Handling

#### **Training Requirements**

#### **Implementation Process**

Getting Started

Ongoing Activities

#### **Forms**

Visual Mold Inspection Checklist

#### **Appendix: Definitions**

# 10. Infection Control

## 10.1 Overview

Infection is a result of the interaction of an infecting agent with a host. Infection can spread by one or more factors within the environment. These inter-related factors are known as the “Chain of Infection”. Infection control measures target the various links in an attempt to “break the chain” and thereby prevent the spread of infection.

### Chain of Infection

**Washing your hands (hand hygiene) is the single most effective way to reduce the spread of infection!**

Principals and non-school based department heads are responsible for identifying and evaluating hazards, including potential causes of infection, in their facility. If an infection hazard cannot be eliminated, controls must be used to reduce the hazard to a level as low as is reasonably achievable.

## 10.2 Legislative Requirements

Under provincial workplace health and safety legislation, the principal or non-school based department head is required to ensure the health and safety of employees and other individuals present at Division sites and take every reasonable measure in the workplace to reduce hazards and risks to acceptable levels.

All employees are required to participate in the process, identify the hazards they are aware of and follow procedures to eliminate and/or minimize hazards. Infection Control is regulated under the following:

- Occupational Health and Safety Act, Regulation and Code (Alberta).
- Public Health Act (Alberta).
- Communicable Disease Regulation (Alberta).
- Food and Food Establishments Regulation (Alberta).
- Safety in the Science Classroom (Alberta Education).

## 10.3 Guidelines for Meeting Legislative Requirements

### 1. General Prevention

To prevent the transmission/spreading of infection from one individual/object to another, individuals should be instructed to cover their mouth when they cough or sneeze (keep disposable tissues handy), avoid touching their eyes or mouth and utilize proper hygiene practices regarding hand-washing, equipment and classroom cleanliness.

Proper hand-washing techniques shall be implemented during all relevant work/school activities. Teachers shall ensure proper hand washing techniques are implemented with staff/students/visitors

and volunteers during relevant school/classroom activities. (See Task Hazard Analysis regarding Proper Hand-Washing Technique.)

Teachers shall ensure their classrooms and teaching equipment is cleaned and appropriately maintained (See Task Hazard Analysis regarding Classroom and Teaching Equipment Clean-Up). Caretakers are responsible for the general cleaning of walls, floors, chairs, tables, desks and windows. Caretakers are generally not responsible for cleaning of teaching materials, displays and animals/plants.

## 2. Insects, Rodents & Parasites

### Awareness

It is possible for infestations of insects, rodents and/or parasites to develop at a site. For the purposes of this document, an infestation is defined as an event where insects, rodents or parasites “inhabit or overrun in numbers large enough to be harmful, threatening or obnoxious”.

Examples of insects, rodents and parasites are: ants, wasps, mosquitoes, mice, gophers, head lice and/or scabies.

### Identification/Assessment

#### Evidence

- Nests, droppings
- Stings, bites
- Visual sightings
- Itching

#### Prevention

##### Insects and Rodents

- Ensure all food is sealed and contained properly. Eliminating food source is the key to controlling infestation.
- Empty garbage containers regularly, containers both inside and outside the school.
- Empty pop and juice containers should be in sealed garbage bags and disposed of daily. DO NOT store recyclable items for extended periods.
- Wear long sleeve shirt and pants and apply insect repellent, if around mosquitoes.
- Reduce and eliminate stagnant water sources where possible (e.g., bird baths, pop cans, juice containers).

##### Parasites

- Individuals should not share headwear, combs and/or brushes.

#### Response & Reporting

#### Insects and Rodents

1. Secure area and identify source.
2. Request caretaker to clean up (utilize Rodent Clean Up Task Hazard Analysis). If the caretaker is unable to correct problem at the site, submit work order requesting pest control.
3. Submit a Hazard Report.

#### Parasites

1. If possible, identify source.
2. See Task Hazard Analysis for Skin and Scalp Infections.
3. Submit a Hazard report through EARS for serious infestations.

### **3. Water Intrusion and Potential Mold Growth**

#### Awareness

When water damage caused by floods or leaks occurs it is critical to take action and identify cause/source and initiate repair/clean up within the first 24 hours. Action will help prevent the development of mold growth and health concerns. This will also decrease the cost of clean-up. If the water damage is caused by a source contaminated with sewage or chemicals, additional procedures and health and safety precautions may be required.

#### Identification/Assessment

##### Evidence

- Water/moisture present in areas or on material
- Visible mold
- Musty odor

##### Assessment Tools

- Visual Mold Inspection Checklist (see Forms).

#### Prevention

- Not all water intrusions are preventable. However, further damage from water intrusion and potential mold growth can be prevented or minimized by action within the first 24 hours.
- Utilize the applicable Task Hazard Analysis (Clean Up of Flood and/or Water Damage or Clean Up of Sewage or Contaminated Flood and/or Water Damage).

- Utilize the Visual Mold Inspection Checklist (see Forms).

### Response and Reporting

1. Determine source/cause of water intrusion.
2. Contain or stop further damage from water intrusion.
3. Request caretaker to clean up. (Utilize Task Hazard Analysis for Clean Up of Flood and/or Water Damage).
4. Submit a Hazard Report and attach completed Visual Mold Inspection Checklist to Hazard Report. Indicate in the comments section of the Hazard Report that a Visual Mold Inspection Checklist is attached.

## 4. Indoor Air Quality

### Awareness

The quality of indoor air contributes to a favorable teaching and learning environment for students, teachers and staff, as well as provides a sense of comfort, health and well-being.

Failure to respond promptly and effectively to Indoor Air Quality (IAQ) concerns can have consequences on occupants' health and potential costs to the educational environment.

### Identification/Assessment

#### Evidence

- Freshness of air (stale air or perceived quality of air).
- Occupant symptoms\*, such as:
  - Watery eyes
  - Dry throat
  - Wheezing
  - Headaches
  - Nausea
  - Stuffy feeling
  - Sinus congestion
  - Odor

\* These symptoms, however, may also be caused by other factors, and are not necessarily due to air quality deficiencies. Environmental stressors such as improper lighting, noise, vibration, overcrowding, poor ergonomics and psychosocial problems (such as job or home stress) can produce symptoms that are similar to those associated with poor air quality, but require different solutions.

Typical Causes of Poor IAQ\*:

- Comfort Parameters (e.g., temperature and humidity).
- Biological Sources (e.g., animals, mold, contagious occupants present).
- Housekeeping Sources (e.g., storage issues cluttered classrooms, new products).
- Outdoor Sources (e.g., vehicle exhaust, maintenance, pollen levels or allergens from outside entering the building).
- Building Sources (e.g., painting, roofing, pesticide application, new furnishings, drain traps dry, chemical storage).

\*Acceptable guidelines regarding the parameters of Indoor Air Quality fall within a continuum. Note that not all individuals are comfortable within the recognized standards or guidelines regarding acceptable parameters due to individual preferences and susceptibilities.

## Prevention

There are some basic methods for controlling concentrations of indoor air pollutants, such as:

- **Ventilation** – the building code determines that occupied buildings must have a certain quantity of outdoor air supplied to the area. Example: supply and return air not obstructed. Do not place furniture near, or papers on, furnaces and univents (perimeter heating vents).
- **Contaminant Source Management** – examples:
  - **Odor** - vehicle not allowed to idle near air intakes, no storage of chemical, garbage and recyclables in fan rooms (HVAC equipment), proper storage of food products, storage of chemicals and proper animal stewardship.
  - **Moisture** - utilization of the Visual Mold Inspection Checklist upon water intrusion.
  - **Local Exhaust** – Removal of pollutants at source. Examples: the use of exhaust fans in rest rooms, kitchens, science labs, welding booths, etc.
  - **Exposure Control** – limit repair and maintenance that may produce a contaminant source to non-occupant hours. Example: re-flooring, painting occurring after work hours, on weekends or vacation periods when possible.
  - **Air Cleaning** – primarily involves the appropriate filtration of particles from indoor. Example: verifying filter is in good condition, properly installed and no major air leaks.

## Response and Reporting

1. Identify cause of adverse conditions, if possible.
2. Correct cause of adverse conditions, if possible.
3. If cause of adverse condition was not identifiable at the site level, submit a request for an air quality investigation. Make sure to list: the room(s) affected staff/student symptoms,

absentee rates, description of odor, when adverse condition was first noticed and any pattern to the symptoms.

## **5. Contagious Outbreaks**

### Awareness

Some illnesses are contagious and may cause an outbreak to develop from a variety of sources. To minimize or eliminate the transmission/spread of contagious outbreaks, individuals should utilize general prevention and proper hygiene practices regarding hand washing and equipment and classroom cleanliness. Individuals should also cover their mouth when they cough or sneeze and avoid touching their eyes or mouth or sharing personal hygiene items (e.g., hair brush, toques, etc.).

In the event of a major outbreak, which may include pandemic situations, further direction and information would be provided from the Division and/or the Alberta Health Services. Contingency plans are prepared to address a variety of situations stemming from the outbreak.



## Identification/Assessment

### Evidence

- Higher than normal incidence of similar type of illness and/or symptoms in the same classroom or school.

## Prevention

- Be aware of contagious outbreaks at other sites. If outbreak is occurring at other school sites, ensure general prevention practices are followed for all individuals (e.g., Follow Task Hazard Analysis for Proper Hand Washing and Classroom and Teaching Equipment Clean Up).
- Commitment to general cleaning and housekeeping.
- Ensure all individuals within the site are aware not to share personal hygiene or food/drink items.

## Response and Reporting

1. Principal must report contagious outbreak to applicable Area Superintendent and Support Services Superintendent.
2. When the absence rate exceeds 10% of the school population due to the same contagious illness, complete an incident report and submit to the Safety Department.
3. Principals must report notifiable communicable diseases to the Communicable Disease Department with the Alberta Health Services. Additional direction will be provided from Alberta Health Services. The list of notifiable communicable diseases from the Province of Alberta Public Health Act – Communicable Diseases Regulation.

## 6. Blood/Body Fluid and Condom, Needle Clean Up

### Awareness

To prevent the transmission/spread of infection when an individual encounters or becomes aware of the presence of used condom, needles and/or blood/body fluid it is important to immediately secure the area, report the incident and, if properly trained, clean up using the appropriate Task Hazard Analysis.

## Identification/Assessment

### Evidence

- Blood/Body Fluids (e.g., fecal matter, vomit, urine, saliva)
- Used condoms and needles

## Prevention

- Using appropriate personal protective equipment (PPE) when cleaning up blood/body fluid and used condoms and needles.
- If purchasing science curricular materials (e.g., dissection items), use an authorized source in the Division's Acquire Guide.
- Complete inspections of outdoor areas for the presence of used condoms and needles. In areas of higher risk for the presence of used condoms and needles the Principal will ensure the caretaker completes daily inspections of the outdoor areas.

### Response and Reporting

1. Secure area.
2. Report to Principal and have caretaker clean up, utilizing the appropriate Task Hazard Analysis (Condom and Needle Debris Clean Up and/or Body Fluids Clean Up).
3. Report ongoing issues with the presence of used condoms and needles by completing the Hazard Report Form (indicating high hazard) and submitting to the Health and Safety Department.

## 7. Human Bite

### Awareness

Communicable diseases and illness can be transferred from one human being to another through biting.

### Identification/Assessment

#### Evidence

- Bite mark
- Blood
- Broken skin

### Prevention

- Supervision
- CPI (Crisis Prevention Intervention) training for at-risk individuals

### Response and Reporting

1. Separate the biter from the bitee.
2. See Task Hazard Analysis regarding Care of Human, Animal and Insect Bites.
3. Inform the Principal of the incident.

4. Complete an Accident Report and First Aid Record Form and submit to the Health and Safety Department.
5. If a bite breaks the skin the Principal must inform the Area Superintendent.

## 8. Animals in Classroom

### Awareness

A site that contains animals must consider that animals may cause allergic or asthmatic reactions. Animals can carry and pass harmful organisms, via touching or biting, which may cause illness to humans. Animals may have an adverse effect on indoor air quality and possibly impact on school financial resources due to required veterinary care due to illness.

Responsibility for the humane and proper care of animals is the legal obligation and moral responsibility of those who have assumed stewardship of the animals. The teacher accepts full responsibility for and must closely supervise and monitor care and use of animals in the classroom. The keeping of animals is governed by various pieces of legislation including: Alberta Wildlife Act, Alberta Animal Protection Act and The Criminal Code of Canada. Student caregivers must be supervised and should be taught proper methods of animals' care and handling.

Animals should only be in schools for specific educational, therapeutic or guide purposes. Animals may be in the classroom for observation only, not for experimentation. The purpose for keeping the animals needs to include, but not be limited to, the Alberta Program of Studies. The life expectancy of an animal should be considered before committing to long term care of an animal.

It is against the law to hold indigenous wild animals captive (e.g., gophers, crows).

Consider that animals may not be appropriate for all learning environments.

### Identification/Assessment

#### Evidence

- Animal droppings
- Odor
- Student illness
- Animal illness
- Excessive humidity affecting air quality (e.g., fish tanks, over abundance of plants)

### Prevention

- The Principal must approve the entry of all animals (temporary or permanent) into the school.
- Classrooms 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. Animals may need to be removed to address health concerns.
- All pets should be in good health, show no evidence of disease and be friendly towards students and staff.

- All reptiles carry Salmonella bacteria. Therefore reptiles including turtles and iguanas are not appropriate pets for early year's 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 classroom.
- Teach staff and children 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. Animals should not be provoked or teased.
- Students should be taught to keep their faces away from an animal's mouth, beak or claws and never to kiss an animal. Do not permit unsupervised handling of animals by any students.
- Persons with open cuts or sores should not handle animals. Disposable gloves are recommended. If a person is scratched or bitten, immediately wash the wounds well with soap and water.
- Animals should be housed in appropriate cages or aquariums, etc.
- Keep a tray or drop sheet under pet cages to capture pet wastes and material. Do not allow these materials to spill onto floors and furnishings.
- Clean the animal's living area at least once a week or as required to minimize odor and ensure appropriate sanitation. All animal waste should be disposed of immediately. Animal waste boxes should not be accessible to students. 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 sinks, bathtubs or shower stalls for cleaning animal cages unless thoroughly disinfected afterwards.
- Wear non-latex gloves when cleaning aquariums or animal cages. Wash hands thoroughly when finished.

## Response and Reporting

### **General Response**

1. In the event of excessive odor or humidity in a classroom, the Principal has the authority and responsibility to address the appropriateness and level of animals in the classroom.

### **Bite**

1. Isolate the animal that has bitten the person.
2. See Task Hazard Analysis regarding Care of Human, Animal and Insect Bites.
3. Inform the Principal of the incident.
4. Complete an Accident Report and First Aid Record Form and submit to the Health and Safety Department.
5. Principal must inform Alberta Health Services and Animal Control if a bite, from a canine, feline or ferret, breaks the skin. If the Principal contacts Alberta Health Services, the Principal must contact the Area Superintendent.

### **Animal Illness**

1. If possible, identify cause of animal illness.
2. Do not allow individuals, other than primary care teacher, to handle animal.
3. If possible, remove from classroom to a quiet secure area.
4. If an animal has an apparent health issue or if an animal is in distress contact veterinarian for diagnosis and treatment.

### **Death of Animal**

1. In the event of the death of an animal kept in the classroom, the animal must be disposed of safely and in a manner that is sensitive to student emotions and as per local by-laws.

### **Human Illness**

1. If possible, identify source of illness.
2. If it is suspected that animals are the cause of the illness, isolate animals and restrict handling of animals to classroom teacher. Teacher should utilize appropriate PPEs when handling animals.
3. Watch for trends and frequency of illness. If 10% of the student population in contact with the animal are absent from an illness caused by the same animal source, the Principal must contact Alberta Health Services.
4. If the Principal contacts Alberta Health Services, the Principal must contact the Area Superintendent and submit an Incident Report to the Health and Safety Department.

## **9. Plants in the School and Classroom**

### **Awareness**

Consider that plants may not be appropriate in certain learning environments and in some circumstances may cause human illness and/or affect individuals' ability to move safely into, out of and within the building.

### **Identification/Assessment**

#### **Evidence**

- Odor
- Excessive insects present on, or around, plants
- Student/staff illness
- Excessive humidity affecting air quality
- Constant movement of plants required to allow for regular school activities

- Mold on top of soil

#### Prevention

- Only select plants that are non-toxic to humans. Verify plant selection with a local garden centre.
- Plants require a routine maintenance plan including feeding, watering, repotting, and pruning. Arrangements for care during the vacation and summer periods must be made by the classroom teacher in consultation with the principal.
- Number of plants in classroom, hallway or entrances must not impede the safe exit and entry of staff, students and visitors.
- A school or classroom shall not have plants in numbers that affect the air quality or humidity.

#### Response & Reporting

1. Identify plants causing adverse conditions.
2. Remove and discard plant from school site.
3. If plant presence caused student or employee illness, complete Accident Report and First Aid Record Form and submit to the Health and Safety Department.

## 10. School Stores/Foods Lab

#### Awareness

A site that stores, handles and delivers food items has the potential to transfer a food related illness if that site does not follow the standard established policy regarding the proper storage, handling and delivery of food items.

#### Identification/Assessment

##### Evidence

- Foul odor from food
- Discoloration of food items
- Mold
- Rodent and/or insect infestation
- Gastrointestinal infections of more than one student consuming food from the same food source (fever, vomiting, diarrhea)
- Poor housekeeping

#### Prevention

- Must follow the operation of school stores Task Hazard Analysis.

- Sites must only obtain foods from approved sources (e.g., the company must have a permit).
- Rotate stock regularly (weekly) to ensure products are used before their “best before” date.
- Ensure school store facility meet requirements for products sold and stored. Any site providing one, or a combination of, items listed below, must have the following equipment:

<b>Items</b>	<b>Requirements</b>	<b>Specific Requirements</b>
Pre-packaged foods only	Ensure that food is stored in a clean, dry place off the floor.	Not applicable
Any open food items (e.g., muffins, coffee, unpackaged candies)	Requires hand washing station	A one compartment sink with soap and hot and cold running water (minimum temperature of 30°C to 45°C)
Any serving/preparation utensils (e.g., tongs)	Three (3) compartment sink	Scrape debris off utensils, wash with soap and water, rinse thoroughly, sanitize and air dry. (see Task Hazard Analysis for 3 Compartment Sink Dishwashing)
Any reusable utensils (e.g., forks, spoons)	Need dishwasher or Three (3) compartment sink	See Task Hazard Analysis for Compartment Sink Dishwashing. Dishwashers used must have a sanitizing cycle occur during the final rinse and if hot water is used to sanitize, the water must be a minimum temperature of 71°C for at least 10 seconds.
Any perishables	Need appropriate refrigerator	Refrigerated foods need to be maintained at 4°C or lower. Freezers need to maintained at -18°C or lower. Check temperature of refrigerator and freezer daily. Size of refrigerator must be suitable to the amount of food being stored.

### Response and Reporting

1. Determine source of problem.
2. If possible, eliminate source (e.g., discarding of spoiled food, dish cloths/rags).
3. Clean area housing source of problem (e.g., counter top, refrigerator, display case).

### Gastrointestinal Infections

1. If possible, determine source of problem and cease using/distributing immediately.
2. Inform the principal of problem, so the principal can inform Alberta Health Services.
3. Follow directions from Alberta Health Services.
4. If the principal contacts Alberta Health Services, the principal must notify the Area Superintendent and complete an Incident Report and submit to the Health and Safety Department.

## 11. Science Lab Handling

### Awareness

Some materials required in the classroom as outlined in the science curriculum have the potential to spread infection and/or illness. To eliminate or minimize the potential risk, science lab materials and projects (e.g., use and/or dissection of specimens, use of culture plates, owl pellets, etc.) must be purchased, handled and stored appropriately.

### Identification/Assessment

#### Evidence

- Not using appropriate personal protective equipment (PPE)
- Not maintaining a clean and usable environment
- Not following the appropriate handling, purchasing and lab procedures
- Unnecessary accumulation of chemicals
- Illness/Air Quality Issues

### Prevention

- Use culture plates as outlined in the Task Hazard Analysis – Use of Culture Plates.
- Handle specimens as outlined in the Task Hazard Analysis – Use and/or Dissection of Specimens.
- Utilize appropriate personal protective equipment, if required, as outlined in appropriate Task Hazard Analysis.
- Purchase only commercially sold owl pellets. Commercially purchased owl pellets are sterilized and do not pose any infection hazards.
- Purchase specimens from Division sanctioned sources only.
- Ensure all individuals wash their hands before and after handling science lab materials. Utilize the Task Hazard Analysis – Proper Hand Washing.



- Maintain a hygienic environment and clean work area.
- Follow general standards and procedures as outlined in “Safety in the Science Classroom” by Alberta Education.

#### Response and Reporting

1. Determine source of infection/illness (e.g., poor housekeeping, not wearing PPE).
2. Address the problem by eliminating source and/or ensuring controls are being used appropriately (e.g., PPE, fume hood, clean work environment, hand washing, purchasing).
3. If a student, employee or visitor becomes ill from a science lab handling procedure complete the Accident Report and First Aid Record Form and submit to the Health and Safety Department.

## 10.4 Training Requirements

Principals and non-school based department heads shall ensure that all employees are oriented on the Infection Control section during the OH&S orientation. Ensure review of the hygiene control, reporting and prevention requirements with all employees.

## 10.5 Implementation Process

### Getting Started

Principals and non-school based department heads shall identify health and safety concerns by:

- Reviewing relevant Position Hazard Assessment and associated Task Hazard Analysis’ with employee.
- Completing an overview of the infection control section with all staff.
- Assigning roles and responsibilities as appropriate to each site.
- Arranging for support from supervisors/consultants as required.

### Ongoing Activities

Principals and non-school based department heads shall:

- Complete inspections throughout the school year to ensure proper housekeeping, animal stewardship and plant care are maintained.
- Complete regular review of proper hand-washing and housekeeping guidelines with staff and students.
- Ensure appropriate permits are obtained for school stores.

# Forms

# Visual Mold Inspection Checklist

School or Facility: \_\_\_\_\_ Room # (if any): \_\_\_\_\_

Inspection Date: \_\_\_\_\_ Inspector (name/title): \_\_\_\_\_

Instructions: Visually inspect all areas of the building which may include the inside, outside and, where applicable, underneath. If answering yes to a question, provide a brief explanation. Visually inspect all of the applicable items below and upon completion attach to a Hazard Report and submit to the Health and Safety Department.

Inside Room or Above Ceiling	Yes	No	Explanation
1. Is water damage visible on ceiling surface?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is water damage visible on floor surface?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is water damage visible on walls?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Is there an odor or smell?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Is water damage visible at surface edges?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Is water damage visible around windows?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is there water damage or mold above suspended ceiling?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Is there visible mold on surfaces?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Additional comments/recommended action:</b> If yes to any of the above and/or the material is wet beyond 24 hours, complete a Hazard Report and Service Request. If inside, indicate a high hazard, if outside or underneath, indicate medium hazard.			
Outside	Yes	No	Explanation
1. Is water damage visible on skirting?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is rotting of skirting evident?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are any holes visible on exterior walls?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Is water damage visible on eaves?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Is water damage visible around windows?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Is water damage visible around doors?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is damage to the roof surface visible?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Are all drains functional?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Additional comments/recommended action:</b>			
Underneath (PPE must be worn):	Yes	No	Explanation
1. Is water damage visible on floor/ceiling joists?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is water damage visible on insulation?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the ground surface wet or damp?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Is water damage visible on the skirting	<input type="checkbox"/>	<input type="checkbox"/>	
5. Is water damage visible at edges?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are vents blocked or non-existent?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is the crawlspace clean, dry and odor free?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Additional comments/recommended action:</b>			

# Appendix I: Definitions

**Infectious agent** - A germ capable of causing disease.

**Reservoir** - A place where an infectious agent can survive (although it does not necessarily multiply).

**Portal of exit** - The path by which an infectious agent leaves the reservoir.

**Method of spread** - The mechanism for transmission of an infectious agent from reservoir to susceptible host.

**Portal of entry** - The path by which an infectious agent enters the susceptible host.

Other commonly used terms include:

**Case** - A person identified as having a particular disease.

**Carrier** - A person who harbors a particular infectious agent, but shows no signs of the disease.

**Cleaning** - The removal of all visible dust, soil and other foreign material with detergent and water.

**Infection control** - Practices or programs intended to reduce the occurrence and spread of communicable disease.

**Infectious dose** - The number of infectious organisms required to produce disease in a susceptible host.

**Personal protective equipment** - Items such as gloves, gowns, masks or face shields designed to provide protection from exposure to potentially infectious germs.

**Sanitizing** - A process that reduces the number of disease-producing organisms on an environmental surface to a safe level.

**Hand hygiene** - Hand washing or the use of alcohol-based hand rubs.

# 11. Employee Safety and Security

***Overview***

***Legislative Requirements***

***Guidelines for Meeting Legislative Requirements***

***Training Requirements***

***Implementation Process***

***Appendix I: Safety and Security***

***Forms***

Employee Safety and Security - Workplace Checklist

# 11. Employee Safety and Security

## 11.1 Overview

Parkland School Division No. 70 believes that all the Division worksites should have a supportive work environment where violence against employees, or other individuals, is not tolerated. An employee's ability to cope with stressful situations improves if the employee feels supported by the employer's policies and procedures put in place to protect against workplace violence.

Principals and non-school based department heads are responsible for communicating the Division's position with regard to employee safety and security to employees and for monitoring and reporting of any violence, discrimination or harassment.

## 11.2 Legislative Requirements

Under provincial workplace health and safety legislation, the principal or non-school based department head is required to ensure that employees are instructed in:

1. How to recognize workplace violence,
2. The policy, procedures and workplace arrangements that effectively minimize or eliminate workplace violence,
3. The appropriate response to workplace violence, including how to obtain assistance, and
4. Procedures for reporting, investigating, and documenting incidents of workplace violence.

The principal or non-school based department head must also ensure that employees are advised to consult a health professional of the employee's choice for treatment or referral if the employee reports an injury or adverse symptom resulting from workplace violence or if the employee is exposed to workplace violence.

## 11.3 Guidelines for Meeting Legislative Requirements

Principals or non-school based department heads shall discuss safety and security with all staff as necessary to ensure employee awareness of the issues and process. Review of the Division *Employee*

*Safety and Security Workplace Checklist* provided under the Forms section will also help to identify potentially hazardous areas or issues that need to be addressed at each Division worksite.

Principals or non-school based department heads shall follow the process outlined by the Division when an employee reports any acts of discrimination, harassment or violence.

## 11.4 Training Requirements

The Division will provide training to selective employee categories that may possibly be exposed to higher levels of violence according to their job assignment e.g., special education teachers, administrators. Specific training will depend on the needs involved; however, it may include training in dealing with difficult individuals, or training in appropriate responses to violence from children with mental, physical or emotional issues. The Division will identify those individuals and situations where training is required.

All employees will be provided with orientation on Division or school procedures designed to protect employees, students, volunteers or members of the general public. See the *Employee Safety and Security - Workplace Checklist* provided under the *Forms* section for areas requiring review and action at each worksite.

## 11.5 Implementation Process

Principals and non-school based department heads should review safety and security issues with their employees on a regular, ongoing basis. For compliance with provincial legislation, employees should be actively involved in identifying and addressing safety and security issues.

The worksite checklist found under the *Forms* Section is intended to assist worksite managers in avoiding and reducing the risk of workplace violence. The principal or non-school based department head should utilize this form to review the major areas of concern and ensure that action plans are in place for each category that is applicable at their worksite. Employee involvement in the review is critical to the success of the process.

# Appendix I: Safety and Security

Parkland School Division No. 70 supports the safety and security of all individuals at Division worksites.

To this end, the Division has posted all Division worksite locations, signage which clearly articulates that abuse, harassment or bullying of students, Division employees, parents or anyone else will not be tolerated.

This signage ensures that individuals entering Division worksites understand that acts of this nature are unacceptable to the Division and will be dealt with in a serious manner.

Additionally, new Occupational Health and Safety legislation requires that employers develop policies, procedures and strategies to address potential workplace violence and threats to workplace safety and security.



## **Treatment of Individuals**

Parkland School Division No. 70 believes in the dignity and worth of the individual.

Abuse, harassment or bullying of students, Division employees, volunteers, parents or anyone else, will not be tolerated.

Thank You.

Occupational Health and Safety Act, Regulation and Code - Part 27



# Forms

# Employee Safety and Security - Workplace Checklist

School: \_\_\_\_\_

It is the responsibility of the principal or non-school based department head to ensure that each area of the checklist is addressed (if applicable) in a manner appropriate to the worksite, in order to provide safeguards against the abuse of employees. For additional information regarding any of these items, principals or non-school based department heads should contact their immediate supervisor

The following must be reviewed each year at Division worksites and an appropriate action plan developed (if not applicable indicate N/A).

Categories for Review	Addressed (X)	Note:
1. Student Code of Conduct and Discipline Procedure	<input type="checkbox"/>	
2. Student Dress Code	<input type="checkbox"/>	
3. Locker Procedures	<input type="checkbox"/>	
4. Meeting Procedures	<input type="checkbox"/>	
5. Violence Response Plan	<input type="checkbox"/>	
6. Security / Supervision	<input type="checkbox"/>	
7. Police	<input type="checkbox"/>	
8. Signage (Division provides)	<input type="checkbox"/>	
9. Picture ID	<input type="checkbox"/>	
10. Parking Lot Procedures	<input type="checkbox"/>	
11. Cell Phone/Pager Procedure	<input type="checkbox"/>	
12. Youth Gathering Procedures	<input type="checkbox"/>	
13. Discrimination, Harassment and Violence Reporting	<input type="checkbox"/>	
14. Difficult Telephone Calls	<input type="checkbox"/>	
15. Conflict Management Training (Division provides)	<input type="checkbox"/>	
16. Administering Medications	<input type="checkbox"/>	

\_\_\_\_\_  
Principal or non-school based department head Date

When completed this form should be filed in the Occupational Health and Safety Document Binder.

# 12. Accident / Incident Reporting and Investigation

## **Overview**

### **Legislative Requirements**

Reporting and Investigation

### **Guidelines for Meeting Legislative Requirements**

Reporting Accidents/Incidents and Hazards

Why is it Important to Report All Accidents/Incidents and Hazards?

Worker's Compensation Board (WCB)

Who is Covered and Who is Not?

What Injuries Must be Reported?

What Reports are Required and What is the Process?

What Obligations do Contractors Have?

Occupational Health & Safety (OH&S)

What Reports are Required and What is the Process?

Accident/Incident and Hazard Investigation

Coding of Accidents, Incidents and Hazards

Severity Codes for Accidents

Impact Codes for Incidents

Classification Codes for Hazards

When Should an Investigation Occur?

The Six Step Investigation Process

1. Obtain an Overview of the Situation
2. Gather Physical Evidence
3. Interview Witnesses
4. Check any Relevant Background Information
5. Determine Causes
6. Recommend Corrective Action

Investigation Kit

## ***Training Requirements***

### ***Implementation Process***

Getting Started

Ongoing Activities

### ***Appendix I***

Table 1 - Accident Investigation

Table 2.1 - Incident (Event) Investigation

Table 2.2 - Incident (Personal Behavior) Investigation

Table 3 - Hazard Investigation

Reporting and Investigation Flow Chart

### ***Forms***

Accident Report and First Aid Record Form (Student)

Accident Report and First Aid Record Form (Employee)

Accident Report and First Aid Record Form

(Contractor, Volunteer, Visitor or Third Party)

Hazard Report Form

Accident Investigation Report

Witness Statement

# 12. Accident / Incident Reporting and Investigation

## 12.1 Overview

Understanding accident/incident reporting and investigation begins with knowing the legislative requirements for reporting Workers' Compensation Board (WCB) and Occupational Health and Safety (OH&S) situations. It also involves recognizing that there are many overlaps between the legislative requirements, Division requirements, insurance policy requirements and the expectations of the general public or other stakeholder groups. This makes the reporting process confusing at times. It also means individual situations could trigger multiple reporting requirements depending on the circumstance. Furthermore, once a report is initiated, there could also be varying investigative requirements depending on the severity or impact of the accident or incident.

An essential element in meeting reporting and investigation requirements is to understand the terminology. The Division differentiates between *accidents*, *incidents* and *hazards* (near-misses). Each has its own rationale for existing as a separate category and each has its own reporting protocol. A summary of the reporting protocol is included in the Reporting and Investigation Flow Chart at the end of Appendix I. It is also important to understand how to appropriately code the "severity" of accidents, the "impact" of incidents, and the "classification" of hazards for the reporting process. Correct use of these codes or classifications helps to determine the investigation requirements.

It is also crucial to treat "employees", "students", "volunteers", "visitors", "contractor employees", and "other third parties" as separate groupings for reporting requirements. This helps to separate the legislated reporting requirements from the Division reporting requirements. As an example, there are few **legislated** reporting requirements for student accidents or incidents but there is an obvious need for the Division to require reporting in these situations to address liability, discipline and safety issues.

The Division has its own reporting requirements (see Division Regulation *EBBB - Accident/Incident Reporting* and the *Insurance, Risk Management and Disaster Planning Manual*, Module 14 - Reporting Procedures) for all accidents/incidents that affect employees, students, volunteers, visitors, contractor employees or other third parties.

An **accident** is any event, in a school or Division building, on school grounds, or an off-site location for school/Division activities, **which results in personal injury** to employees, students, volunteers, visitors, contractor employees.

An **incident** includes:

- Events (e.g., evacuation, lockdown, media involvement) or
- Personal behavior issues (e.g., assaults, threats, allegations of wrong-doing, missing person, abuse/neglect, weapons)

of a serious nature or **with the potential to cause injury**. Incidents are situations that occur on Division property or during school/Division activities off-site and which involve or affect employees, students, volunteers, visitors, contractor employees.

A **hazard (near-miss)** includes situations that **do not** result in:

- Harm to an individual or others.
- Damage to property.
- A release into or harm to the environment.

These *potential* accidents/incidents or near-misses are reported through the use of the *Hazard Report Form* (see Forms at the end of this section) as a proactive means of improving safety awareness and of tracking potential accident/incident trends. Hazard (near-miss) reporting is an essential part of any safety program as it helps in the prevention of future accidents/incidents. It is a requirement of the OH&S legislation that hazards (near-misses) be reported and investigated, as necessary.

Regular reporting of accidents, incidents and hazards is a key factor in injury reduction and prevention. When accidents/incidents are analyzed, cause factors (e.g. organizational procedures, policies and lack of safety training) are identified. Actions can then be taken to reduce the risk of re-occurrence.

When an accident/incident occurs, the first concern should be for those injured and then the focus can shift to the investigation. Accident/incident investigation involves systematic examination of all undesired events that did, or could, result in physical harm to individuals or damage to property. Investigation activities are directed toward identifying the facts and circumstances related to the event, determining the causes and developing an action plan to control the risks.

For many employees, the term *investigation* may have negative connotations. This may be because employers have **traditionally** attributed worksite accidents to the unsafe acts of employees, or to unsafe conditions resulting from the acts or omissions of employees. Consequently, employees were blamed when accidents occurred. Current research shows that most accidents are caused by a multiplicity of factors including, but not limited to, lack of training, failure to identify hazards, breakdowns in supervision, and/or possibly even poor purchasing decisions. It is important to realize that the whole process of accident/incident investigation will fail to uncover real, underlying causes unless all employees are comfortable in the knowledge that **the purpose of the investigation is to attempt to learn lessons and ensure that the same mistakes are not repeated.**

It requires the cooperation of all parties in the worksite to consistently report and thoroughly investigate accidents/incidents. ***The objective is to create the safest environment possible at all Division worksites.***

## 12.2 Legislative Requirements

The employer has reporting and investigation requirements under the following provincial legislation:

- *Alberta Workers' Compensation Act.*
- *Alberta Occupational Health and Safety Act, Regulation and Code.*

The Division (as the employer) also has other requirements for accident/incident reporting to meet safety, discipline and liability obligations. Principals, non-school based department heads and employees are responsible for knowing:

- The legislated reporting requirements.

- The Division reporting requirements.
- Who is and who is not covered by legislation.
- What reporting process should be used?
- When an investigation is required and to what degree.
- Why accident/incident reporting is necessary.

## Reporting and Investigation

Accident/incident reporting and investigation is judged from a *prevention of severity and reduction in frequency* standard. In other words, if there are fewer accidents/incidents and they are less severe, the reporting and investigation process is working.

The questions a government inspector might ask are:

- Can it be shown that all accidents/incidents are: being recorded at the worksite (along with injury treatment information), reported in an appropriate manner, and that there is a plan in place to investigate all serious accidents/incidents?
- Can it be shown that all serious worker injuries and accidents/incidents have been reported to Alberta Workplace Health and Safety and/or Worker's Compensation (see Appendix I)?
- Are the root causes of an accident/incident being determined and are measures being put in place to prevent re-occurrence of this particular accident/incident?
- Have written records been kept for all accidents/incidents?
- Are principals and/or non-school based department heads obtaining all required information for employee WCB claims and submitting it as required?
- Are hazards (near-misses) being identified, reported and addressed?

If the answers to the above questions are YES, then there is compliance.

Principals and non-school based department heads demonstrate compliance by ensuring:

- Employees know which accidents/incidents and hazards are to be reported and their obligation to report.
- Employees know the accidents/incidents and hazards reporting process.
- Employees know when accidents/incidents will be investigated (see Table 1 in Appendix I).
- Correct reporting forms are available (refer to *Forms* at the end of this section).

After orientation and appropriate training, employees *must* know that the appropriate response to an accident/incident is to:

- Obtain medical aid or treatment for the injured individual.
- Report all accident/incident details and/or injury treatment provided.

- Complete all applicable forms and reports.

## 12.3 Guidelines for Meeting Legislative Requirements

**Accident/incident reporting and investigation guidelines are based on current legislation, Division regulation and accepted practices.**

### Reporting Accidents/Incidents and Hazards

The principal or non-school based department head *must ensure* that an *Accident Report and First Aid Record Form* is completed *within 24 hours* of an accident. **Each worksite shall have a designated employee(s) to ensure completion of all reports and such reports are sent to the Health and Safety Department.** Note that when a first-aider administers treatment, regardless of other reporting requirements, it is essential that a record of that treatment is sent to the Health and Safety Department and a hard copy record be kept at the school in the Accident/Incident Binder.

These documents should be kept on file for at least a three-year period.

### Why is it Important to Report all Accidents/Incidents and Hazards?

Statistical analysis of several thousand accidents has indicated a clear relationship between accidents and the unsafe acts and conditions that caused them. The Accident Triangle below is a graphical representation of this relationship. For every accident that results in an injury or serious loss, there are many unsafe acts and conditions. Statistically, one in 300 near miss situations results in a fatality or major injury.

### The Accident Triangle



What is the significance of this relationship? If there are fewer unsafe acts and conditions, there will be fewer accidents. Statistical studies have also shown that unsafe acts are nine times more prevalent than unsafe conditions. An accident/incident reporting system that ignores unsafe acts will address only 10% of all near-miss situations. This is why it is so important to identify unsafe acts and conditions **before** they cause accidents, when there is still time to correct them. It is critical that this issue is addressed regularly



at employee meetings and that reporting of unsafe acts and conditions be encouraged on an on-going basis. A good hazard (near-miss) reporting system and accident/incident investigation program can help to prevent injury accidents.

The analysis of evidence from the reports can identify emerging trends and facilitate the implementation of preventative measures.

NOTE: Certain categories of accidents/incidents will require more attention than others due to a variety of factors, including severity of the accident, legislative requirements (OH&S or WCB for workers), insurance requirements, media attention, and legal implications (e.g., threats of lawsuits). Principals and non-school based department heads should refer to Table 1 in Appendix I for additional information and direction on investigations (when, how, etc.).

A *Hazard Report Form* that shall be used by employees to report near-miss situations (see Forms at the end of this section) can be found in hard-copy form at the end of this section. Copies of completed Hazard Reports should be filed and maintained in the Occupational Health and Safety Document Binder. The document should be kept on file for at least a three year period.

Hard copies of all *Accident Report and First Aid Record Forms* are to be retained by the school in the Accident/Incident Binder. Ongoing review of Hazard Reports and Accident/Incident Reports will assist the principal or non-school based department head in identifying trends and taking action to prevent future accidents.

## Workers' Compensation Board (WCB)

Under the *Alberta Workers' Compensation Act*, an employee who is injured, regardless of who is at fault, is entitled to benefits. In return, the injured employee (and their beneficiaries) gives up their right to sue their employer for damages. Injuries to employees, students, volunteers, contractor employees require reports to WCB.

The *Alberta Workers' Compensation Act* requires both the employer and the injured worker to report accidents when workers experience certain types of injuries (see "What injuries must be reported?").

### Who is and Who is Not Covered?

Workers' Compensation covers the following groups of individuals:

- Support staff.
- Caretakers.
- Exempt staff.
- Volunteers.
- Administrators (including Superintendents, Directors, Principals, Vice-Principals, Assistant-Principals, Supervisors and Consultants - all while doing administrative duties only).
- CTS teachers (only while they are instructing in lab based program).
- Counselors (only while they are performing counseling duties).

Most teachers are **not** covered (exempted) by WCB due to legislation.

### What Injuries Must be Reported?

Accidents that are reportable to WCB are those that result in:

- Lost time beyond the date of accident.

- The need to temporarily or permanently modify work beyond the date of accident.
- Death or permanent disability.
- Disabling or potentially disabling disease or condition caused by occupational exposure or activity.
- The need for medical treatment, beyond first aid, such as assessment by a physician, physiotherapist, chiropractor, etc.
- The worker incurring medical aid expenses such as dental treatment, prescriptions, eyeglass repair, etc.

Division practice is to report all employee accidents to the Health and Safety Department. The Division's Human Resource Services Department and Health and Safety Department will determine those circumstances that require filing of WCB employer reports.

All employees must be aware of their responsibility to expeditiously report all injury accidents to their immediate supervisor. Supervisors must ensure the principals or non-school based department heads are aware of the reports. Principals or non-school based department heads are accountable to ensure appropriate reports are submitted in all cases.

### What Reports are Required and What is the Process?

When an accident occurs the principal or non-school based department head must ensure that an *Accident Report and First Aid Record Form* is completed and submitted. If the accident involves employees, volunteers or professional staff who are covered by Worker's Compensation, follow the process below:

- If the injury is, or is likely, to result in the individual missing work beyond the day the injury occurred, then the injured individual **must** complete a *Worker's Report of Injury or Occupational Disease Form* (a sample of this form can be found at the end of this section). This should be completed expeditiously and submitted to the WCB with a copy to the Division Health and Safety Department. Copies of the *Worker's Report of Injury or Occupational Disease Form* shall be available at all worksites.
- The principal or non-school based department head *must* also complete an *Accident Report and First Aid Record Form* and ensure it is submitted. An *Employer's Report of Injury or Occupational Disease Form* (a sample of this form can be found at the end of this section) will be submitted to WCB by the Health and Safety Department based on the information provided in the *Accident Report and First Aid Record Form*. **Only the Health and Safety Department or Human Resources Department will submit the employer forms to WCB.** Principals and non-school based department heads must only ensure the accident is reported.

Note: Injury accidents involving caretaking staff will **not** follow the above protocol. While the principal or non-school based department head should be made aware of any accidents involving caretakers, caretakers must report accidents directly to the Caretaking Supervisors. Completion of the Division accident reports and WCB forms will be done under the direction of the Caretaking Supervisors. Principals and non-school based department heads shall ensure that injury accidents to caretaking staff are reported to the Caretaking Supervisors. Caretaking Supervisors will ensure that an *Accident Report and First Aid Record Form* is submitted for all caretaking employee accidents.

- It is critical in employee lost-time situations that the above forms are completed and submitted *within 24 hours*. The Division has a 72 hour deadline for reporting lost-time incidents to WCB and can be fined up to \$2500 per day for delays in this process. Schools or departments not complying with these reporting requirements may be assessed these costs.

- In situations where disabling injuries occur, the Division will require a more thorough investigation of the accident. In these instances, the principal or nonschool based department head is required to expeditiously complete an in-depth *Accident Investigation Report Form* (see Appendix I and Forms).
- If a principal or non-school based department head requires assistance in conducting an investigation of a serious accident, they should advise their Superintendent, Education Services, and seek assistance from the Business Services Department or the Division Health and Safety Officer.
- Refer to the Reporting and Investigation Flow Chart at the end of Appendix I for a visual representation of the reporting and investigation process.

### What Obligations do Contractors Have?

Contractors are defined as anybody providing services for fees to the Division. This includes construction and maintenance contracts and also educational services contracts (e.g., in-line skating). Construction and maintenance contracts are managed by the Construction and Maintenance Department and they are accountable for the actions of these contractors and will verify that WCB coverage is in place for contractor employees involved in these projects.

Many educational services contractors are small organizations and may or may not have, or require, WCB coverage for those working in their employment. There should be coverage in most cases but it is sometimes neglected by some businesses. The WCB website ([www.wcb.ab.ca](http://www.wcb.ab.ca)) also has an extensive list of exempt industries. If injuries occur to individuals whose employers do not provide WCB coverage, and it was required, the Division may be the WCB provider by default. Injuries that occur to employees of small educational services contractors **without** WCB coverage must be reported to the Health and Safety Department. Principals or non-school based department heads shall determine if educational services contractors working at their sites have WCB coverage and therefore who will have WCB reporting responsibility.

All contractors shall report injuries that occur to any contractor employees while working in Division facilities, or on Division property or for the Division. Contractors are expected to meet or exceed the Division standards for reporting (Refer to Section 14 - Third Party Contract Adherence).

### Occupational Health and Safety (OH&S)

The enforcement body of the *Alberta Occupational Health and Safety Act, Regulation and Code* requires the employer to:

1. Report *specified injuries or accidents*. *Specified injuries and accidents* that must be reported under the *Alberta Occupational Health and Safety Act, Regulation and Code* include:
  - A fatality.
  - An injury or accident that results in a worker being admitted to hospital for more than two (2) days.
  - An uncontrolled explosion, fire or flood that causes a serious injury or has the potential to cause a serious injury.
  - The collapse of a crane, derrick or hoist.
  - The collapse or failure of any component of a building or structure necessary for the structural integrity of the building or structure.

2. Conduct an investigation and prepare an *Accident Investigation Report* that is readily available for inspection, where:
  - A specified injury or accident occurs.
  - Any other serious injury, or any other accident that has the potential of causing serious injury to a person, occurs.

### What Reports are Required and What is the Process?

If a *specified injury* (see above), a *serious injury* or an *accident/incident* that has the potential of causing *serious injury* to employees, volunteers or contractor employees occurs at a Division workplace, the principal or non-school based department head responsible for that workplace shall:

- **Immediately notify the Division Health and Safety Officer** as to the time, place and nature of the serious injury or accident/incident. (An investigation into the circumstances surrounding the serious injury or accident/incident will occur and may involve other departments and Division resources as necessary to complete the investigation.)
- Complete an *Accident Report and First Aid Record Form* and submit it to the Health and Safety Department. In the narrative (comment) portion of this report identify the situation as possibly having OH&S reporting requirements.
- Prepare an *Accident Investigation Report* outlining the facts and relevant circumstances surrounding the serious injury or accident/incident and indicate any recommended corrective action which may be undertaken to prevent a reoccurrence of the serious injury or accident/incident. Submit a copy of the report to the Health and Safety Department.
- Refer to the Reporting and Investigation Flow Chart at the end of Appendix I for a visual representation of the reporting and investigation process.

**All reports to the government department responsible for OH&S shall be submitted through the Division Health and Safety Officer.**

### Accident/Incident and Hazard Investigation

The intent of this section is to aid in determining situations that require investigation; identifying the level of investigation required; and providing a consistent investigative process for Division employees to follow.

Accident/incident and hazard investigation should be a fact-finding, not a fault-finding process. Investigations are a necessary part of the problem solving process. Since accidents/incidents vary in severity and impact, the degree of investigation carried out should be related to the severity, impact, and/or the potential for actual loss or injury (see Tables 1, 2.1, 2.2 and 3 in Appendix I). Based on previous Division experience, only a few of the more serious situations may require investigation under Occupational Health and Safety or Workers' Compensation legislation. For Division purposes, most investigations are student centered and not related to legislative requirements. The principal or the non-school based department head will complete most investigations; however, Division resources are available to assist in the more serious situations and where legislation requires an investigation.

The purpose of investigations is to ensure that:

- Awareness of hazards is raised.
- Existing controls are reviewed.
- Concern for the safety of employees is demonstrated.
- Potential hazards are identified.
- Appropriate corrective action is taken.
- Legal requirements are met.

Whenever an accident or incident occurs the on-site supervisor should take control of the situation to ensure that:

- **No further injury or damage occurs** (identify and control hazards).
- Injured persons are properly cared for.
- The scene of the accident or incident is secured so that physical evidence is not disturbed before it can be examined.

There is a process for completing investigations. In general, the Six Step Investigation Process is as follows:

1. Obtain an overview of the situation.
2. Gather physical evidence.
3. Interview witnesses.
4. Check any relevant background information.
5. Determine causes.
6. Recommend corrective action.

More serious accidents/incidents call for more thorough investigation. More time and resources must be dedicated to investigating those situations that have the highest potential for recurring injury or property damage. For all incidents requiring an investigation a written report will be generated. The report will be reviewed by the Division staff that were involved in the accident and any other individuals affected by the accident.

## Coding of Accidents, Incidents and Hazards

Accidents, Incidents and Hazards (near-misses) must all be “coded” based on their severity (accidents), their impact (incidents) or their classification (hazards). The purpose of the coding is to classify the situations in a consistent manner Division-wide. The coding also helps to determine what level of investigation is necessary to address the situation (see Tables 1, 2.1, 2.2 and 3 in Appendix I). The coding used and a brief explanation of each category is provided in the following sections.

### Severity Codes for Accidents

Severity codes are dependent upon the type of injury selected when completing an accident report. In general, the codes are as follows:

**Code 1:** Minor accident (scrapes/bumps that may require a band-aid or other minimal attention).

**Code 2:** Accident with minimal long-term repercussions, but requiring some first aid attention (e.g., first aider evaluation, ice packs, and dressings).

**Code 3:** Accident involving more serious injuries but where immediate emergency medical services attention and transportation is not required. Parents may be called for direction and/or first aid treatment may be provided at the school. Includes fainting, loss of consciousness; eye injuries;

tooth/teeth injuries; minor wounds requiring stitches; suspected or minor broken bones; allergic reactions not requiring ambulance or paramedic; back/spinal injuries (minor or precautionary treatment); or referrals to physicians for evaluation.

**Code 4:** Accident involving serious injuries that require immediate emergency medical services attention (e.g., paramedic care, ambulance transportation, treatment by a physician, etc.). Includes physical or sexual assaults; injuries involving missed school or time off work (more than the day of the injury); or back/spinal injuries (requiring medium or long-term treatment); broken bones requiring immediate attention; etc.

NOTE: any situation where an individual (parent/guardian, third party injured, etc) threatens legal action or where the media is involved (or will likely be involved) should be coded as a Severity Code 4.

**Code 5:** Death or Possible Permanent Disability.

### Impact Codes for Incidents

Impact coding is important and should be completed by the principal or non-school based department head or their designate. The coding is subjective and should be based on the level of disruption created by the incident, potential media involvement, legal implications or the myriad of other possible influences that affect the operation of the school or department.

**Low:** Events that have a minimal interruption of school or department operations. No police or media involvement and no indication or threat of legal action arising from the situation. Most routine student disciplinary situations would be “Low” impact.

**Medium:** Events that have a short-term interruption of school or department operations affecting a number of staff and/or students (e.g., locker searches related to drugs, precautionary evacuations or lockdowns, parental threats of legal action over program placement, etc.). Some serious student disciplinary situations could be of “Medium” impact.

**High:** Events that have a major impact on school or department operations involving a significant portion of staff and students (e.g., events such as intruder lockdown, evacuation for environmental reasons, media involvement, possibility of legal action, etc.). Personal Behavior situations requiring severe discipline such as expulsion or relocation to another school in the Division could be of “High” impact.

Note:

- Any employee personal behavior incidents where privacy, confidentiality or sensitivity issues exist, shall be discussed with the appropriate Division staff (e.g., the Superintendent, Educational Services) prior to completion of a written report.
- The principal or non-school based department head has the discretion to change the impact coding to the appropriate category based on the school's reaction to any type of incident.
- **If in doubt about the coding, choose the highest appropriate coding level that seems to match the situation.**
- Incidents that are categorized as **medium** or **high** will result in notifications being sent to relevant Superintendent(s).

### Classification Codes for Hazards

Hazards are classified as Low, Medium, and High by the principal or non-school based department head. Classification is subjective and the more severe the potential dangers, the higher the coding should be.

**Low:** A condition or practice likely to cause minor, non-disabling injury or illness and/or non-disruptive property damage.

**Medium:** A condition or practice likely to cause injury or illness resulting in temporary disability and/or property damage that is disruptive but not extensive.

**High:** A condition or practice likely to cause permanent disability, loss of life or body part and/or extensive loss of structure, equipment and material. Immediate action required to address these situations.

**High Hazard** situations must be dealt with immediately as the potential for injury and/or property loss is significant. The principal or non-school based department head should always take necessary action to ensure High Hazard situations are addressed as quickly as possible. These situations will be a priority for the deployment of Division personnel and resources. Local action is **always** required to ensure the safety of staff and students while waiting for a Division response.

Local action can and should address some of the **Low and Medium Hazards** as defined above and a hazard report does not need to be submitted if it is a temporary hazard (e.g., spilled water from a fountain can be immediately cleaned up by a caretaker – low hazard). However, if it is a leaking pipe in a hallway or washroom that needs to be corrected (medium hazard), then warning signs should be placed, the leak should be contained, a Service Request should be submitted to Maintenance for the repairs to be completed and a **Hazard Report** should be submitted to the Health and Safety Department.

Hazard (near-miss) investigation and reporting requirements are outlined in Table 3 at the end of Appendix I.

### When Should an Investigation Occur?

Most accidents and incidents and some hazards require a degree of investigation. The Investigation Tables and Reporting and Investigation Flow Chart provided at the end of Appendix I provide direction for principals and non-school based department heads as to when, and to what extent, an investigation should occur.

Generally, the principal or the non-school based department head will be responsible for the local investigation of accidents/incidents and hazards. In larger schools or departments, this may be delegated to other administrators; however, the principal or non-school based department head remains accountable. For more serious accidents/ incidents and hazards the principal or non-school based department head may work with a Division team investigating the situation.

In more serious accident/incident and hazard situations involving employees, volunteers and contractor employees, legislation may require that detailed investigations occur and an *Accident Investigation Report* be completed. Examples of situations where legislation requires investigation include:

- A fatality
- An injury or accident that results in a worker being admitted to a hospital for more than two days
- An uncontrolled explosion, fire or flood that causes a serious injury or that has the potential of causing a serious injury
- The collapse of a crane, derrick or hoist
- The collapse or failure of any component of a building or structure necessary for the structural integrity of the building or structure

In more serious accident situations involving students, Division practice may require that a detailed investigation occur and an *Accident Investigation Report* be completed. Examples of situations where Division practice requires investigation include:

- Accidents where the severity code is 4 or 5
- Accidents where there is threat of legal action or media involvement

Summarize the findings of the investigative process in a formal *Accident Investigation Report*. Include original Witness Statements as part of the *Accident Investigation Report*. For more serious accidents, the principal, non-school based department head or the Division investigative team should make recommendations and present the report and recommendations to senior management, who will, if required, share the information with the Division insurer and/or government investigators. The *Accident Investigation Report* and the recommendations should be reviewed with all employees who were at the workplace at the time of accident.

## The Six Step Investigation Process

For all serious accidents or where there is a legislative requirement for an investigation, the following process should be utilized:



## 1. Obtain an Overview of the Situation

The principal or non-school based department head should go to the scene of the accident as soon as possible in order to:

- Secure the area so that no risk of further injury exists, e.g., potential secondary accident/incident. For serious accidents, it is important to prevent the removal of evidence by not allowing any person to disturb the accident scene.
- Become oriented with the circumstances. Physical conditions can change quickly and witness' viewpoints can alter with the passage of time. It is important to decide where and with whom the investigation should begin.
- Determine if Division staff (Superintendent, Health and Safety Officer or Business Services) should be called, if they have not already been notified.

## 2. Gather Physical Evidence

Physical evidence may be any object, condition, written statement, event, etc., that may yield information about the accident/incident. It can be compromised or lost unless care is taken. Physical evidence relates to "what caused" the accident. Such things as obstructions, broken or defective equipment, or environmental conditions can contribute to accidents. Isolate any equipment and/or records relevant to the situation. Physical evidence may include:

- Photographs of the accident/incident scene.
- A sketch or drawing showing relevant measurements.
- Evidence of any unusual circumstances or conditions.
- Details about environmental conditions, such as noise, lighting, air quality or weather.

## 3. Interview Witnesses

Individuals can quickly forget the exact details of an accident/incident. It is often beneficial to have witnesses prepare individual, signed written statements regarding the accident/incident prior to being interviewed. These statements should be prepared independently from other witnesses. A *Witness Statement Form* is included in the forms at the end of this section. Witnesses should be interviewed as soon as possible after the accident/incident while the events are still clear in their minds. The witnesses' written statements can be used to assist in the interview process. The individual(s) directly involved should be interviewed first.

The interviewer should:

- Maintain an accurate written record of all interviews.
- Verify witness credibility by ensuring that they were in a position to contribute meaningful observations.

- Interview at the location of the accident if possible. This allows both the interviewer and the witness to more accurately relate circumstances and details involved.
- Interview the witnesses separately so that the statement of one witness will not be influenced by overhearing the statement of another witness.
- Try to put the person being interviewed at ease. Remind the witness of the constructive purpose of the investigation and that the primary purpose of the investigation is to determine facts and not to fix blame.
- Be objective.
- Try to obtain all relevant information regardless of how insignificant it may seem.
- When interviewing a witness do not discuss the testimony provided by other witness(es).
- Have the witness tell their story with minimal interruptions? Review their version of the events, step-by-step, asking questions to clarify details. Ask open-ended questions like “what happened?”. Avoid the use of leading questions, which simply require a yes or no response (e.g., rather than asking “Was there oil on the floor?” say “Describe the condition of the work area.”).
- Summarize your understanding of what the witness said at the end of the interview to ensure that you have an accurate understanding of their statement.
- Thank witness for his/her cooperation.
- When necessary, re-interview to clarify details.

#### **4. Check Any Relevant Background Information**

It is important to identify **any** relevant background or information that may have contributed to the accident. The following questions may need to be answered:

- Are there any previous accident, incident or hazard (near-miss) reports that are relevant to the current accident?
- Are there any relevant policies, directives, safe work procedures or maintenance records that have relevance to the accident/incident?
- Are there any safety conditions or procedures that were not in place that contributed to the accident/incident occurring?
- Is there a history of injury or accidents at the location or involving the individual injured?
- Are there reasons why the activity was taking place that contributed to the accident/incident?

#### **5. Determine Causes**

Causal factors are defined as events, conditions or circumstances, which the presence or absence of, may have contributed to the accident/incident. All possible causes should be recorded. Several causes occurring in sequence, or simultaneously, may combine to make an accident inevitable. Ultimately, all causes are human in origin. They result from inability or failure to:

- Eliminate all unsafe work conditions or behavior.
- Plan and/or implement appropriate procedures.
- Design facilities to address all safety concerns.
- Purchase appropriate equipment.
- Purchase appropriate type and quantity of supplies.
- Train employees to work safely.
- Control hazardous situations adequately.

When analyzing casual factors, remember that those who are close to the area where the accident/incident occurred are often in the best position to identify the factors that represent risks to their health and safety. They may also be in the best position to assist in developing corrective strategies that will remove the underlying risk factors from their workplaces.

In order to plan practical preventative measures, causes are divided into two major areas – **direct** (immediate) **causes** and **indirect** (underlying) **causes**. To try and find the indirect causes of an accident, many questions must be asked that look beyond direct causes. One way to identify indirect causes is to ask: “Have all the “why’s” been answered?” As long as there is still an unanswered question, all the indirect cause(s) may not have been identified. If the analysis is complete, the indirect cause should be apparent and provide a firm basis for making recommendations. Although not a comprehensive list, some specific details related to these causes are provided in the following tables.

**Direct (immediate) causes** - unsafe acts or conditions that lead directly to the incident.

These could include:

	<b>Causes</b>	<b>Examples</b>
<b>Unsafe Acts</b>	Operating without authority.	<ul style="list-style-type: none"> <li>• Entering a confined space without a Division permit.</li> <li>• Welding, repairing of tanks, containers, etc., without appropriate certification.</li> </ul>
	Improper use and maintenance of tools/equipment.	<ul style="list-style-type: none"> <li>• Inadequate cleaning, oiling, or adjusting.</li> <li>• Using inappropriate tool, e.g., knife instead of screwdriver.</li> <li>• Modifying or removing safety devices.</li> </ul>
	Mixing of incompatible chemicals.	<ul style="list-style-type: none"> <li>• Mixing a bleach based product with an acid based cleaner creating toxic chlorine gas.</li> </ul>
	Wearing inappropriate or poorly fitting personal protective	<ul style="list-style-type: none"> <li>• Not wearing safety goggles when working with chemicals.</li> </ul>

	equipment (PPE) or not wearing it at all.	<ul style="list-style-type: none"> <li>• Not wearing disposable gloves while being exposed to human body fluids.</li> </ul>
	Wearing unsafe personal attire.	<ul style="list-style-type: none"> <li>• Loose fitting clothes or jewelry while operating machinery.</li> </ul>
	Inappropriate behavior/ unsafe attitude.	<ul style="list-style-type: none"> <li>• Horseplay near operating equipment.</li> <li>• Failure to listen to direction.</li> <li>• Refusal to follow safe work procedures.</li> <li>• Laziness or complacency.</li> </ul>
<b>Unsafe Conditions</b>	Improper or unsafe lifting techniques.	<ul style="list-style-type: none"> <li>• Lifting heavy objects without assistance or proper equipment.</li> </ul>
	Exceeding safe load limits.	<ul style="list-style-type: none"> <li>• Overloading of vehicles or lifts.</li> <li>• Overloading of shelving resulting in collapse.</li> </ul>
	Inappropriate storage or placement of materials.	<ul style="list-style-type: none"> <li>• Storage of oxidizing agents near metals.</li> <li>• Not storing flammables in flammable cabinets.</li> </ul>
	Environmental conditions.	<ul style="list-style-type: none"> <li>• Excess noise, poor lighting or inadequate ventilation.</li> <li>• Ice, mud, windy weather.</li> </ul>
	Obsolete, faulty or worn-out equipment.	<ul style="list-style-type: none"> <li>• Using a saw with a dull blade.</li> <li>• A frayed electrical cord.</li> </ul>
	Inadequate or missing safety devices.	<ul style="list-style-type: none"> <li>• Not having a guard available to use with a table saw.</li> <li>• Having inappropriate goggles in a Science Lab for handling chemicals.</li> </ul>
	Housekeeping	<ul style="list-style-type: none"> <li>• Accumulation of debris and clutter compromising emergency evacuation of area.</li> <li>• Electrical cords across walking areas creating a tripping hazard.</li> <li>• Biological and health hazards created by unclean conditions.</li> </ul>
	Engineering and design	<ul style="list-style-type: none"> <li>• Inadequate design or space for operation of equipment.</li> <li>• Improper placement of equipment.</li> </ul>

**Indirect (underlying) causes** -human or job factors that contribute directly to the unsafe act or condition (direct cause).

These could include:

	<b>Causes</b>	<b>Examples</b>
<b>Job/ System Factors</b>	Individual knowledge or training.	<ul style="list-style-type: none"> <li>• Training program not adequate to prepare individual for task assigned.</li> <li>• Employee not adequately familiar with the expectations of the Division Health and Safety Program.</li> </ul>
	Selection and assignment of employees.	<ul style="list-style-type: none"> <li>• Having only one person available to perform tasks that should be completed by two or more individuals.</li> <li>• Assign work beyond an individual's training and physical capabilities.</li> <li>• Permanent physical limitations such as hearing loss, arthritis, etc.</li> <li>• Permanent cognitive limitation such as poor judgment, lack of capacity to understand.</li> <li>• Language or communication limitations.</li> </ul>
	Local level implementation of the Division Occupational	<ul style="list-style-type: none"> <li>• Position Hazard Assessments and Task Hazard Analysis not reviewed with employee.</li> </ul>

	Health and Safety Program.	<ul style="list-style-type: none"> <li>• Lack of safety meetings and employee involvement.</li> <li>• Lack of emergency preparedness.</li> </ul>
	Division supervision of an Occupational Health and Safety Program.	<ul style="list-style-type: none"> <li>• Lack of follow-up on the implementation of the Division's Occupational Health and Safety Program.</li> <li>• Lack of financial resources for high priority health and safety requirements.</li> <li>• Lack of monitoring of contractor adherence to Division health and safety requirements.</li> </ul>
	Preventive maintenance and equipment replacement programs.	<ul style="list-style-type: none"> <li>• Annual required inspection of equipment did not occur.</li> <li>• Routine daily inspection of equipment not done.</li> <li>• Failure to complete hazard (near-miss) reports when hazards are identified.</li> <li>• Funding requirements.</li> </ul>
	Purchasing guidelines.	<ul style="list-style-type: none"> <li>• Ordering larger quantities of chemicals than necessary.</li> <li>• Purchase of 4 caster chairs instead of safer 5 caster chairs.</li> </ul>
<b>Human Factors</b>	Physical and mental conditions.	<ul style="list-style-type: none"> <li>• General physical fitness.</li> <li>• Temporary physical limitation such as illness, minor injury, hangover, drug problem, etc.</li> <li>• Temporary cognitive limitation such as distraction due to personal concerns.</li> </ul>

## 6. Recommend Corrective Action.

Based on the analysis of indirect causes, recommendations may now be made for corrective action. Corrective actions should:

- Treat the cause not the effect.
- Ensure that the recommended measures will enhance and not restrict overall operational effectiveness.
- Eliminate or control all causes.
- Include immediate interim action and/or a long-term remedial plan and timeline.
- Determine follow-up recommendations necessary to prevent re-occurrence.

If the indirect cause(s) are job/system factors, possible recommended corrective actions may include:

- Training or retraining of affected employees.
- Revising task procedures.
- Review of the appropriateness of the employee's assignment.
- Review of selection criteria for certain positions.
- Review of Division standard for a particular type of equipment or material.

If the indirect cause(s) are human factors, possible recommended corrective action may include:

- Discipline measures using a progressive discipline practice should be taken.
- Refer employee to the Employee and Family Assistance Program.

## Investigation Kit

It is advisable that an investigation kit be kept accessible and ready for use. A basic kit could include:

- A clipboard with paper and accident/incident reports.
- Blank copy of an Accident Report and First Aid Record Form.
- Blank copy of an Accident Investigation Report Form.
- Blank copies of Witness Statement Form.
- Pen/pencil.
- Measuring tape.
- Roll of “DO NOT ENTER” tape to secure accident or hazard site.
- Access to a Digital or video camera could also be useful.

## 12.4 Training Requirements

The Superintendent and Senior Administration are responsible for ensuring that appropriate Division employees have knowledge about the procedures used in reporting and investigating accidents, incidents and hazards. This will involve employees who are at specific work sites, as well as employees who carry Division wide responsibilities.

All principals and non-school based department heads will be provided with information related to accident/incident reporting and investigation.

Principals and non-school based department heads shall review relevant information regarding accident, incident and hazard reporting and investigation with their employees on an annual basis. Emphasis should be placed upon the need for timely reporting.

The Division Health and Safety Officer will serve as a resource for principals and non-school based department heads regarding the accident/incident reporting and investigation process. Assistance may also be obtained from the Superintendents, Educational Services and/or the Superintendent, Human Resource Services.

## 12.5 Implementation Process

### Getting Started

Principals and non-school based department heads shall:

1. Explain to all employees the procedures for accident, incident and hazard (near miss) reporting. Emphasize the need to immediately report all accidents, incidents and hazards to their supervisor.
2. See that *Accident Report and First Aid Record Form(s)* are readily accessible to all employees at the workplace. These forms should be placed near first aid kit(s). *Hazard Report Forms* and *WCB Worker's Report of Injury or Occupational Disease Forms* should also be available to all staff.

3. Ensure that at least one or two individuals are trained and assigned the responsibility of submitting all accident, incident and hazard reports.
4. Establish a process to review serious hazards and accidents/incidents with all staff with the intent of preventing further accidents/incidents.

### **Ongoing Activities**

Principals and non-school based department heads shall:

1. Ensure that all accident, incident and hazard reports are completed and submitted to the Health and Safety Department and that hard copies are maintained in the Accident/Incident Reports Binder (See Module 14 - Reporting Procedures in the *Insurance, Risk Management and Disaster Planning Manual*) for a period of at least three years.
2. Use hard copies of the recorded *Accident, Incident and Hazard Reports* to create a resource file which can be reviewed to identify trends and develop preventative measures.
3. Review *Accident, Incident and Hazard Reports* and recommendations with employees (and where relevant contractors) to improve their awareness of workplace hazards.

Note: always involve the Division Health and Safety Officer when dealing with contractor situations.

4. Cooperate with investigations into serious accidents/incidents when required by legislation, the division Health and Safety Officer or relevant Superintendents.
5. Work with the Human Resource Services Department to assist employees returning to regular or modified work after extended absence.

# Appendix I

## TABLE 1 – Accident Investigation

Severity Codes for Accidents	Level of Investigation	Who does the Investigation	Action required by Principal or non-school based Department Head	Reports	Follow-up
<b>Code 1</b> Minor injuries.	Local investigation.	Principal or nonschool based department head or designate.	Complete the Six Step Investigation Process. Analyze the accident to determine if the indirect cause can be prevented and establish a plan to prevent future accidents.	Basic accident report to be submitted for: <ul style="list-style-type: none"> <li>• Employees</li> <li>• Volunteers</li> <li>• Visitors</li> </ul> No report required for students.	Take action to prevent future similar accidents. If further similar accidents occur, review again to determine how to reduce and/or eliminate problem.
<b>Code 2</b> Injuries with minimal long-term repercussions but requiring some first aid attention.	Local investigation.	Principal or nonschool based department head or designate.	Complete the Six Step Investigation Process. Analyze the accident to determine if the indirect cause can be prevented and establish a plan to prevent future accidents.	Basic accident report to be submitted for all accidents.	Take action to prevent future similar accidents. If further similar accidents occur, review again to determine how to reduce and/or eliminate problem.
<b>Code 3</b> Accidents involving more serious injuries but where immediate emergency medical services attention and transportation is not required.	Local investigation for student accidents. Possible collaborative investigation involving local and Division staff for employee, volunteer or visitor accidents.	Principal or nonschool based department head or designate with possible assistance and/or direction from Division staff.	Complete the Six Step Investigation Process. Analyze the accident to determine if the indirect cause can be prevented and establish a plan to prevent future accidents.	Basic accident report to be submitted for all accidents.	Take action to prevent future similar accidents. If further similar accidents occur, review again to determine how to reduce and/or eliminate problem. Involve staff where appropriate. Maintain contact with injured party to determine status.
<b>Code 4</b> Accidents involving serious injuries that require immediate emergency Medical services attention and transportation.	Possible collaborative investigation involving local and Division staff for all accidents. May require cooperation with outside agencies.	Principal or nonschool based department head with possible assistance and/or direction from Division staff.	Assist with investigation by collecting all relevant evidence and information related to accident.	Basic accident report submitted for all accidents.	Take action to prevent future similar accidents. After consultation with Division staff, share results and recommendations of the investigation with relevant staff. Maintain contact with injured party to determine status.
<b>Code 5</b> Death or possible permanent disability.	Division led investigation for all accidents. Possible outside agency investigation as well.	Division team with assistance from the principal or nonschool based department head.  May involve separate outside agency investigation.	Secure the accident scene and contact your immediate superintendent for direction regarding your involvement in the investigation process. Without disturbing the accident scene, identify all relevant evidence and information related to the accident. Refer media and other inquiries to appropriate Division staff. Refer any legal requests or inquiries to Business Services.	Accident report with all physical and testimonial evidence.  Submit report to all appropriate personnel.	Take action to prevent future similar accidents. With direction from your superintendent, you may share results and recommendations of the investigation with relevant staff.



## TABLE 2.1 – Incident (Event) Investigation

(Note difference between **Event** Incidents and **Personal Behavior** Incidents)

Impact Code for Incidents (Event)	Level of Investigation	Who does the Investigation	Action required by Principal or non-school based Department Head	Reports	Follow-up
<b>Low</b> Minimal impact on operations.	Local investigation.	Principal or nonschool based department head or designate.	Complete the Six Step Investigation Process.  Analyze to determine if the indirect cause can be prevented.  Establish a plan to prevent future incidents.	Basic accident report to be submitted.	Take action to prevent future similar incidents.  If further similar incidents occur, review again to determine how to reduce and/or eliminate problem.
<b>Medium</b> Short-term impact on operations.	Local investigation.	Possible cooperation with outside agencies.  Principal or nonschool based department head or designate with possible assistance and/or direction from Division staff.	Complete the Six Step Investigation Process.  Conduct or assist with investigation by collecting all relevant evidence and information.  Analyze to determine if the indirect cause can be prevented. Establish a plan to prevent future incidents.	Basic accident report to be submitted.	Take action to prevent future similar incidents.  If further similar incidents occur, review again to determine how to reduce and/or eliminate problem.
<b>High</b> Major impact on operations. This includes all situations that have media involvement or legal implications.	Collaborative investigation involving local and Division staff.  May require cooperation with outside agencies.	Division directed investigation.  Possible outside agency investigation as well.	Contact your immediate superintendent for direction regarding your involvement in the investigation process.  Refer media and other inquiries to appropriate Division staff. Refer any legal requests or inquiries to appropriate Division staff.	Basic accident report to be submitted.  Reports should only be shared with outside agencies upon direction from a superintendent.	Take action to prevent future similar incidents. After consultation with Division staff, share results and recommendations of the investigation with relevant staff.

## TABLE 2.2 – Incident (Personal Behavior) Investigation

<b>Impact Code for Incidents (Personal Behavior)</b>	<b>Level of Investigation</b>	<b>Who does the Investigation</b>	<b>Action required by Principal or non-school based Department Head</b>	<b>Reports</b>	<b>Follow-up</b>
<b>Low</b> Routine student disciplinary situations or minor personnel issues.	Local investigation.	Principal or nonschool based department head or designate.	Complete the Six Step Investigation Process.  Analyze to determine if the indirect cause can be prevented.  Establish a plan to prevent future incidents.	Basic incident report to be submitted.	Take action to prevent future similar incidents.  If further similar incidents occur, review again to determine how to reduce and/or eliminate problem.
<b>Medium</b> Significant student disciplinary situations or personnel issues.	Local investigation. Possible collaboration with Division staff and/or cooperation with outside agencies.	Principal or nonschool based department head or designate with possible assistance and/or direction from Division staff.	Complete the Six Step Investigation Process.  Conduct or assist with investigation by collecting all relevant evidence and information.  Analyze to determine if the indirect cause can be prevented.  Establish a plan to prevent future incidents.	Basic incident report to be submitted.	Take action to prevent future similar incidents.  If further similar incidents occur, review again to determine how to reduce and/or eliminate problem.
<b>High</b> Personal behavior situations requiring severe consequence. This includes all situations that have media involvement or legal implications.	Collaborative investigation involving local and Division staff.  May require cooperation with outside agencies.	Principal or nonschool based department head under direction of Division staff.  Possible outside agency investigation as well.	Contact your immediate superintendent for direction regarding the investigation process.  Refer media and other inquiries to appropriate Division staff.  Refer any legal requests or inquiries to Business Services.	Basic incident report to be submitted.  Reports should only be shared with outside agencies upon direction from a superintendent.	Take action to prevent future similar incidents.  Where appropriate, and after consultation with Division staff, share information with relevant staff.

Note: Any employee personal behavior incidents where privacy, confidentiality or sensitivity issues exist, should be discussed with your immediate supervisor, e.g., the Superintendent, Educational Services (Area), prior to completing a written report.

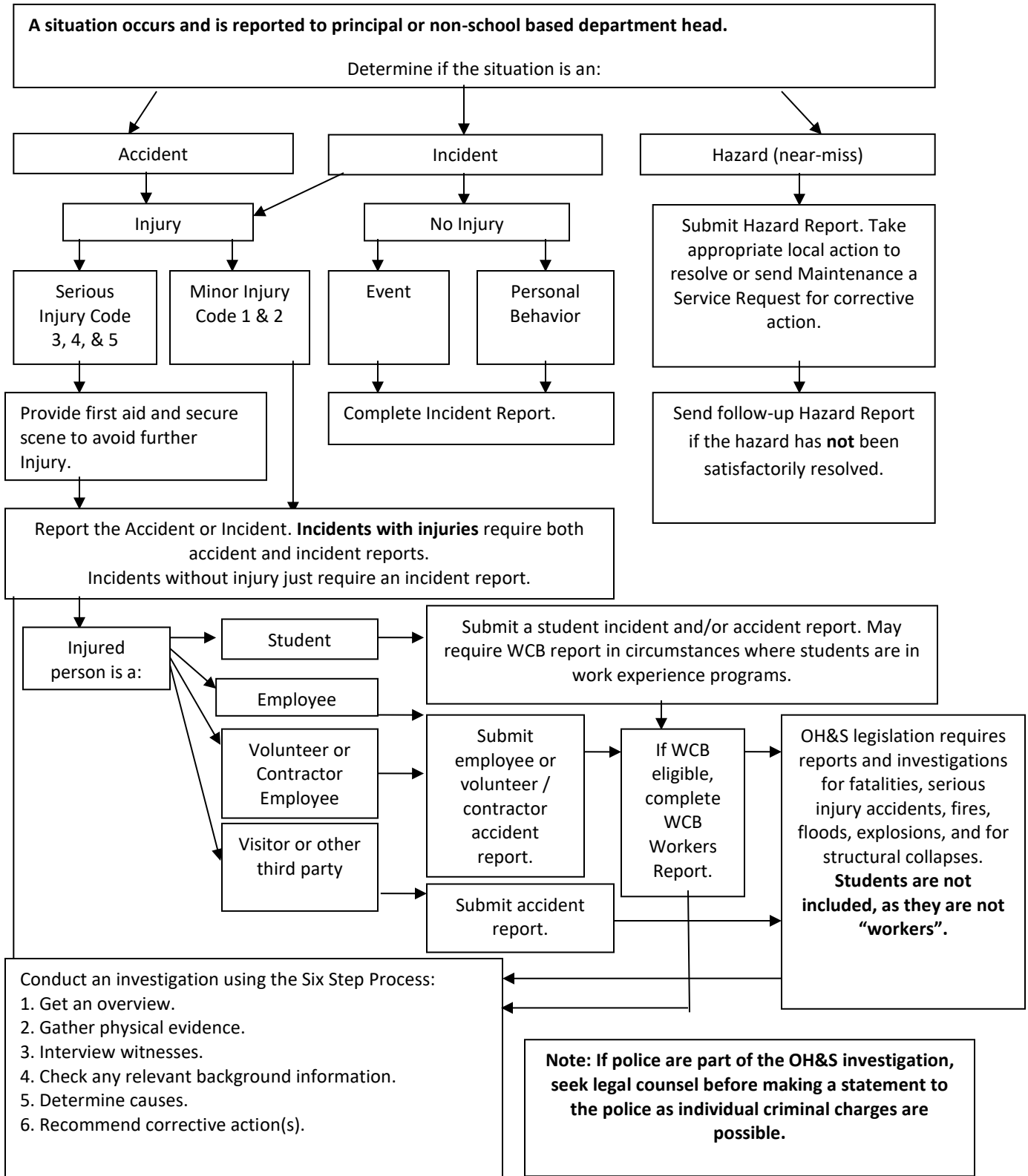
## TABLE 3 – Hazard Investigation

<b>Classification Code for Hazards</b>	<b>Level of Investigation</b>	<b>Who does the Investigation</b>	<b>Action required by Principal or non-school based Department Head</b>	<b>Reports</b>	<b>Follow-up</b>
<b>Low</b>	Local investigation.	Principal or nonschool based department head or designate.	Resolve immediate problem while taking precautions to prevent future accidents.	Local hard copy of Hazard Report Form only – keep in OH&S Document Binder.	If further similar situations occur, review again to determine how to reduce and/or eliminate problem.

<b>Medium</b>	Local investigation.	Principal or nonschool based department head or designate with possible assistance from the Health and Safety Officer.	Resolve immediate problem; analyze to determine if the indirect cause can be prevented; act to prevent future accidents.	Basic Hazard Report submitted for all hazards.  Submit service request as necessary.	If further similar situations occur, review again to determine how to reduce and/or eliminate problem.
<b>High</b>	Local investigation with Division support where required.	Principal or nonschool based department head or designate with possible assistance from the Health and Safety Officer.	Resolve immediate problem; analyze to determine if the indirect cause can be prevented; act to prevent future accidents.  Follow-up with Division staff to determine resolution of problem.	Basic Hazard Report submitted.  Submit service request as necessary.  Submit follow-up Hazard Report if hazard not resolved satisfactorily.	After consultation with Division staff, share results and recommendations of the investigation with relevant staff.

See Forms at the end of this section for details regarding Classification Code for Hazards.

# Reporting and Investigation Flow Chart



# Forms

# Accident Report and First Aid Record Form

## Student Injury

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### Basic Information

Date of Accident: \_\_\_\_\_, 20\_\_\_\_  
(Month) (Day) (Year)

Time: \_\_\_\_: \_\_\_\_ am pm

School: \_\_\_\_\_

First reported to: \_\_\_\_\_ Position: \_\_\_\_\_

Injured Student Name: \_\_\_\_\_  Male  Female Grade: \_\_\_\_

Date of Birth: Day \_\_\_\_ Month \_\_\_\_ Year \_\_\_\_

### Location of Accident:

- |   |  |
|---|--|
| <input type="checkbox"/> Playing Field Creative       | <input type="checkbox"/> Playground Structure                                    |
| <input type="checkbox"/> Tarmac                       | <input type="checkbox"/> Gymnasium   |
| <input type="checkbox"/> Sidewalk                     | <input type="checkbox"/> Locker Room/Shower                                      |
| <input type="checkbox"/> Washrooms                    | <input type="checkbox"/> CTS Lab or Shop Area – at home school                   |
| <input type="checkbox"/> Science Lab                  | <input type="checkbox"/> CTS Lab or Shop Area – at other school - please specify |
| <input type="checkbox"/> Hallway/Stairway             | <input type="checkbox"/> Classroom   |
| <input type="checkbox"/> Drama/Art class/Theatre      | <input type="checkbox"/> Boot room   |
| <input type="checkbox"/> Off Site field trip          | <input type="checkbox"/> In transit to or from school                            |
| <input type="checkbox"/> Exterior stairs              | <input type="checkbox"/> Student parking lot                                     |
| <input type="checkbox"/> Other (please specify) _____ |  |

### Program Phase:

- Recess/noon hour play/between classes
- Before/after school
- Physical Education/Active living
- Intramural/house league
- Interscholastic game/practice
- Science Lab Instruction
- Regular classroom Instruction
- School sponsored field trip
- Work-study – off campus
- School Assembly/Liturgical Service
- School Organized Activity/Event (including play days, fire drills, etc.)
- Spare/Free time/Study period
- Other (please specify) \_\_\_\_\_

Were Parents notified?  YES  NO Date/Time: \_\_\_\_\_

Comments: \_\_\_\_\_

### Names of other(s) involved: Role: (e.g.: student, teacher, witness etc.)

1. \_\_\_\_\_ Role: \_\_\_\_\_
2. \_\_\_\_\_ Role: \_\_\_\_\_
3. \_\_\_\_\_ Role: \_\_\_\_\_
4. \_\_\_\_\_ Role: \_\_\_\_\_

## Treatment

**Did a qualified *Division First Aider* provide treatment?**  YES  NO

(NOTE: If a trained Division person administered first aid, please fill in their name & qualifications below.)

Name of First Aider: \_\_\_\_\_

Description of First Aid: \_\_\_\_\_

Division First Aider Qualifications:  Emergency  Standard  Advanced  School Nurse

Was a Physician or Hospital called?  Physician  Hospital - Name: \_\_\_\_\_

Transported by Ambulance?  YES  NO If yes, where to? \_\_\_\_\_

Does this individual have a pre-existing medical condition related to this injury?  YES  NO

(NOTE: If yes, please provide some details in the comments section)

Did the Parent/Guardian pick up the child?  YES  NO

## Injury Information

**What Body Regions Where Injured?**

**Head/Face/Neck/other Region:**

Head  Ear(s)  Neck/throat  Eye(s)  Eyelid  
 Cheek/Jaw  Nose/Nosebleed  Teeth  Mouth/Chin  
 Fainting  Seizure (Diabetic, epileptic)  Reaction (allergic, anxiety, other)

**Torso:**

Chest  Abdomen/stomach  Back  Sides/Ribs  Collarbone  
 Buttocks  Groin  Possible internal injuries

**Arm:**  Left

Right (please check one or both)

Shoulder  Upper Arm  Elbow  Forearm  Wrist  
 Hand  Finger(s)/Thumb  Fingernail(s)

**Leg:**  Left

Right (please check one or both)

Hip  Upper leg/thigh  Knee  Lower leg/calf  
 Ankle  Foot  Toe(s)/Toenail(s)

## Injury Type/Severity

**Please indicate all injuries sustained (choose as many as applicable).**

- Minor scrape or bump (requiring band aid or other minimal attention)
- Bad scrape  Minor eye injury  Minor cut/laceration/incision/puncture  
 Minor aches &/or pains  Minor swelling or bruising  Dizziness, nausea, winded  
 Muscle pull, sprain or strain
- Seizure (temporary/short-term – paramedic not called)  Dislocated/separated joint  
 Temporary disorientation/fainting temporary loss of consciousness  Broken or fractured bone(s)  
 Severe sprain (potential medium to long term recovery)  Significant bruising (swelling and pain)  
 Back/spinal injury (considered moderate, short-term, temporary)  Tooth/teeth injury  
 Laceration (categorized as moderate to somewhat serious requiring stitches or medical attention)  
 Breathing difficulty (e.g., asthma - ambulance not called)  
 Burn (minor to moderate, ambulance not called)  Allergic reaction (ambulance not called)
- Severe wound (that will have obvious scarring or require surgery or long term affects)  
 Broken bones with long-term effects (surgery required, pins or plates inserted)  Concussion  
 Back/spinal injury with long term effects  Internal injuries (actual or potential)  Physical assault  
 Allergic reaction/seizure (ambulance called)  Serious breathing difficulties (ambulance called)  
 Threat of legal action by parent/guardian – regardless of the injury severity  
 Media involvement or likely media involvement  
Injury requiring:  Ambulance transport  Surgery  Medium or long-term treatment  Hospitalization
- Death  Permanent Disability

**Cause**

*Cause of Injury (indicate as many as apply)*

- Blow delivered by an object (ball, bat, etc.)
- Carelessness on part of individual
- Fall or loss of balance where apparatus concerned
- Blow/hit/trip caused by another person
- Obstruction on playing area (object, pedestrian)
- Slip or fall (ice)
- No clear or apparent cause
- Other – please specify \_\_\_\_\_
- Fall/trip not due to any observed external factor
- Accidental collision between participants
- Body contact in the normal course of activity
- Strain or over exertion
- Animal/Human/Insect bite
- Slip or fall (other)
- Aggravation of pre-existing injury

**Activity Involved**

- Free play – recess, noon hour
- School organized activity (include play days)
- Assembly
- Fire Drill
- Work experience
- Aquatics
- Basketball
- Dance
- Floor Hockey
- Football (tackle)
- Ice hockey
- Lacrosse
- Rugby
- Track & Field or Cross Country
- Walking/Running
- Wrestling & Personal defense
- Other indoor games (netball, speedball, European handball, tag)
- Physical Education (not specified OR other)
- Other indoor or outdoor activity – please specify \_\_\_\_\_
- Shop or classroom activities
- Getting on/off bus
- Class change OR moving between classes
- Study Period/Spare/Free time
- Lining up after recess/lunch hour
- Baseball or Softball
- Curling
- Dodge ball
- Football (flag, touch)
- Gymnastics
- Ice sports (broomball, skating, ringette)
- Rollerblading
- Racquet games (badminton, tennis, racquetball)
- Soccer
- Skiing/Snowboarding
- Volleyball
- Weight room/training

**Comments**

*Please provide a detailed narrative description of the accident which caused the injury:*

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Date of Report: \_\_\_\_\_ Report approved by: \_\_\_\_\_

Position: \_\_\_\_\_

**Please direct this report to your school administration to be submitted to the Health and Safety Department. Thank you for your support.**



# Accident Report and First Aid Record Form

## Employee Injury

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### Basic Information

Date of Accident: \_\_\_\_\_, 20\_\_\_\_ Time: \_\_\_\_: \_\_\_\_ am pm  
(Month) (Day) (Year)

School: \_\_\_\_\_

First reported to: \_\_\_\_\_ Position: \_\_\_\_\_

Date reported: \_\_\_\_\_ Time: \_\_\_\_: \_\_\_\_ am pm

Injured Employee Name: \_\_\_\_\_ Male: Female:

Date of Birth: Day \_\_\_\_ Month \_\_\_\_ Year \_\_\_\_

Employee ID No.: \_\_\_\_\_ Job Title/Position: \_\_\_\_\_

Status:  Support Staff  Caretaking Staff  Certificated Staff  Exempt Staff

Did they, or are they likely to miss time on more than the day the injury occurred?  YES  NO

Did they, or are they likely to seek the advice of a medical professional (e.g., doctor, dentist, chiropractor)?  
 YES  NO

**If yes to either of the above questions, a WCB Employee report must be completed immediately by the employee and submitting to the Human Resources Department.**

**If the person will be missing time from work beyond the day of the accident, or if they require offsite medical treatment, or if they incur medical expenses (e.g., prescriptions, crutches, glasses repaired or replaced) as a result of the accident, WCB Legislation requires an Employer's Report to be filed within 48 hours of the injury being reported. All such situations are to be treated as WCB claims.**

### Location of Accident:

- Playing Field
- Tarmac
- Sidewalk Locker
- Washrooms
- Science Lab
- Hallway/Stairway
- Mechanical (boiler room, roof, etc.)
- Off Site field trip
- Exterior stairs
- Other (please specify) \_\_\_\_\_
- Creative Playground Structure
- Gymnasium
- Room/Shower
- CTS Lab or Shop Area
- Drama/Art class
- Classroom
- Administration site (office, staff room, etc.)
- In transit to or from school
- Staff parking lot

### Activity Involved In:

- Instruction
- Administration
- Maintenance/grounds (includes all repair and construction activities)
- Caretaking
- Walking
- School sponsored field trip
- Concession duties
- Classroom preparation
- Other (please specify) \_\_\_\_\_
- Supervision (recess, noon hour, before and after school)
- General office work
- Delivery/ Transportation while performing Division responsibility
- Leaving or entering school grounds
- Physical restraint of a student
- Participating in intramural sports
- Handling or moving equipment, books or materials

**Names of other(s) involved: Role: (e.g.: student, teacher, witness etc.)**

1. \_\_\_\_\_ **Role:** \_\_\_\_\_
2. \_\_\_\_\_ **Role:** \_\_\_\_\_
3. \_\_\_\_\_ **Role:** \_\_\_\_\_
4. \_\_\_\_\_ **Role:** \_\_\_\_\_

**Treatment**

**Did a qualified Division First Aider provide treatment?**  **YES**  **NO**

(NOTE: If a trained Division person administered first aid, please fill in their name & qualifications below.)

Name of First Aider: \_\_\_\_\_

Description of First Aid: \_\_\_\_\_

Division First Aider Qualifications:   **Emergency**   **Standard**   **Advanced**   **School Nurse**

Was a Physician or Hospital called?   **Physician**   **Hospital - Name:** \_\_\_\_\_

Transported by Ambulance?   **YES**   **NO** If yes, where to? \_\_\_\_\_

Does this individual have a pre-existing medical condition related to this injury?   **YES**   **NO**

(NOTE: If yes, please provide some details in the comments section)

**Injury Information**

**What Body Regions Were Injured?**

**Head/Face/Neck/other Region:**

- Head**   **Ear(s)**   **Neck/throat**   **Eye(s)**   **Eyelid**  
  **Cheek/Jaw**   **Nose/Nosebleed**   **Teeth**   **Mouth/Chin**  
  **Fainting**   **Seizure (Diabetic, epileptic)**   **Reaction (allergic, anxiety, other)**

**Torso:**

- Chest**   **Abdomen/stomach**   **Back**   **Sides/Ribs**   **Collarbone**  
  **Buttocks**   **Groin**   **Possible internal injuries**

**Arm:**   **Left**   **Right (please check one or both)**

- Shoulder**   **Upper Arm**   **Elbow**   **Forearm**   **Wrist**  
  **Hand**   **Finger(s)/Thumb**   **Fingernail(s)**

**Leg:**   **Left**   **Right (please check one or both)**

- Hip**   **Upper leg/thigh**   **Knee**   **Lower leg/calf**  
  **Ankle**   **Foot**   **Toe(s)/Toenail(s)**

**Injury Type/Severity**

**Please indicate all injuries sustained (choose as many as applicable).**

1.   **Minor scrape or bump (requiring band aid or other minimal attention)**
2.   **Bad scrape**   **Minor eye injury**   **Minor cut/laceration/incision/puncture**  
  **Minor aches &/or pains**   **Minor swelling or bruising**   **Dizziness, nausea, winded**  
  **Muscle pull, sprain or strain**
3.   **Seizure (temporary/short-term – paramedic not called)**   **Dislocated/separated joint**  
  **Temporary disorientation/fainting temporary loss of consciousness**   **Broken or fractured bone(s)**  
  **Severe sprain (potential medium to long term recovery)**   **Significant bruising (swelling and pain)**  
  **Back/spinal injury (considered moderate, short-term, temporary)**   **Tooth/teeth injury**  
  **Laceration (categorized as moderate to somewhat serious requiring stitches or medical attention)**  
  **Breathing difficulty (e.g., asthma - ambulance not called)**  
  **Burn (minor to moderate, ambulance not called)**   **Allergic reaction (ambulance not called)**



# Accident Report and First Aid Record Form

## Injury to Contractor, Volunteer, Visitor or Third Party

CONFIDENTIAL

### Basic Information

Date of Accident: \_\_\_\_\_, 20\_\_\_\_ Time: \_\_\_\_: \_\_\_\_ am pm  
(Month) (Day) (Year)

School: \_\_\_\_\_

First reported to: \_\_\_\_\_ Position: \_\_\_\_\_

Date reported: \_\_\_\_\_ Time: \_\_\_\_: \_\_\_\_ am pm

Injured Person Name: \_\_\_\_\_ Male: Female:

Date of Birth: Day\_\_\_\_ Month\_\_\_\_ Year\_\_\_\_

Was the injured person a:  Contractor  Volunteer  Visitor  Third Party

If a contractor, provide name of Employer: \_\_\_\_\_

Did they, or are they likely to miss time on more than the day the injury occurred?  YES  NO

Did they, or are they likely to seek the advice of a medical professional (e.g., doctor, dentist, chiropractor)?  
 YES  NO

### Location of Accident:

- |   |   |
|---|---|
| <input type="checkbox"/> Playing Field                        | <input type="checkbox"/> Creative Playground Structure                  |
| <input type="checkbox"/> Tarmac                               | <input type="checkbox"/> Gymnasium                                      |
| <input type="checkbox"/> Sidewalk                             | <input type="checkbox"/> Locker Room/Shower                             |
| <input type="checkbox"/> Washrooms                            | <input type="checkbox"/> CTS Lab or Shop Area                           |
| <input type="checkbox"/> Science Lab                          | <input type="checkbox"/> Drama/Art class                                |
| <input type="checkbox"/> Hallway/Stairway                     | <input type="checkbox"/> Classroom                                      |
| <input type="checkbox"/> Mechanical (boiler room, roof, etc.) | <input type="checkbox"/> Administration site (office, staff room, etc.) |
| <input type="checkbox"/> Off Site field trip                  | <input type="checkbox"/> In transit to or from school                   |
| <input type="checkbox"/> Exterior stairs                      | <input type="checkbox"/> Staff parking lot                              |
| <input type="checkbox"/> Other (please specify) _____         |   |

### What was the person/individual doing at the time the injury occurred?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Names of other(s) involved: Role: (e.g.: student, teacher, witness etc.)

1. \_\_\_\_\_ Role: \_\_\_\_\_
2. \_\_\_\_\_ Role: \_\_\_\_\_
3. \_\_\_\_\_ Role: \_\_\_\_\_
4. \_\_\_\_\_ Role: \_\_\_\_\_

## Treatment

**Did a qualified Division First Aider provide treatment?**  YES  NO

(NOTE: If a trained Division person administered first aid, please fill in their name & qualifications below.)

Name of First Aider: \_\_\_\_\_

Description of First Aid: \_\_\_\_\_

Division First Aider Qualifications:  Emergency  Standard  Advanced  School Nurse

Was a Physician or Hospital called?  Physician  Hospital - Name: \_\_\_\_\_

Transported by Ambulance?  YES  NO If yes, where to? \_\_\_\_\_

Does this individual have a pre-existing medical condition related to this injury?  YES  NO

(NOTE: If yes, please provide some details in the comments section)

## Injury Information

**What Body Regions Were Injured?**

**Head/Face/Neck/other Region:**

Head  Ear(s)  Neck/throat  Eye(s)  Eyelid  
 Cheek/Jaw  Nose/Nosebleed  Teeth  Mouth/Chin  
 Fainting  Seizure (Diabetic, epileptic)  Reaction (allergic, anxiety, other)

**Torso:**

Chest  Abdomen/stomach  Back  Sides/Ribs  Collarbone  
 Buttocks  Groin  Possible internal injuries

**Arm:**  Left  Right (please check one or both)

Shoulder  Upper Arm  Elbow  Forearm  Wrist  
 Hand  Finger(s)/Thumb  Fingernail(s)

**Leg:**  Left  Right (please check one or both)

Hip  Upper leg/thigh  Knee  Lower leg/calf  
 Ankle  Foot  Toe(s)/Toenail(s)

## Injury Type/Severity

**Please indicate all injuries sustained (choose as many as applicable).**

- Minor scrape or bump (requiring band aid or other minimal attention)
- Bad scrape  Minor eye injury  Minor cut/laceration/incision/puncture  
 Minor aches &/or pains  Minor swelling or bruising  Dizziness, nausea, winded  
 Muscle pull, sprain or strain
- Seizure (temporary/short-term – paramedic not called)  Dislocated/separated joint  
 Temporary disorientation/fainting temporary loss of consciousness  Broken or fractured bone(s)  
 Severe sprain (potential medium to long term recovery)  Significant bruising (swelling and pain)  
 Back/spinal injury (considered moderate, short-term, temporary)  Tooth/teeth injury  
 Laceration (categorized as moderate to somewhat serious requiring stitches or medical attention)  
 Breathing difficulty (e.g., asthma - ambulance not called)  
 Burn (minor to moderate, ambulance not called)  Allergic reaction (ambulance not called)
- Severe wound (that will have obvious scarring or require surgery or long term affects)  
 Broken bones with long-term effects (surgery required, pins or plates inserted)  Concussion  
 Back/spinal injury with long term effects  Internal injuries (actual or potential)  Physical assault  
 Allergic reaction/seizure (ambulance called)  Serious breathing difficulties (ambulance called)  
 Threat of legal action by parent/guardian – regardless of the injury severity  
 Media involvement or likely media involvement  
Injury requiring:  Ambulance transport  Surgery  Medium or long-term treatment  Hospitalization



# Hazard Report Form

For use by any employee.

School/Department: \_\_\_\_\_ Time/Date: \_\_\_\_\_

Location of the Hazard: \_\_\_\_\_

Hazard Description: \_\_\_\_\_

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Suggested Corrective Action: \_\_\_\_\_

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Originator's Name: \_\_\_\_\_

**Shaded portion of this document to be completed by the principal, non-school based department head or designate.**

Classification:     High     Medium     Low

(See classifications and Hazard Response Notation on the page following this form)

Corrective Action Taken/Requested: \_\_\_\_\_

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(If a work order was submitted, record work order number)

Corrective Action Taken/Requested by: \_\_\_\_\_ Date: \_\_\_\_\_

Date Corrective Action Completed: \_\_\_\_\_

Further Corrective Action Taken/Requested: \_\_\_\_\_

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Corrective Action Taken/Requested by: \_\_\_\_\_ Date: \_\_\_\_\_

Date Corrective Action Completed: \_\_\_\_\_

A copy must be filed in the Occupational Health and Safety Document Binder. All high and medium risk classifications must be submitted to the Health and Safety Department.

## Hazard Classification

**High Hazard**

A condition or practice likely to cause *permanent* disability, loss of life or body part and/or extensive loss of structure, equipment and material. Immediate action required to address these situations.

**Example 1:** A guard missing on a table saw (power should be disconnected, blade removed and saw not used until guard is replaced).

**Example 2:** Maintenance employees servicing a large sump pump in an unventilated deep pit, with a gasoline motor running (stop work until appropriate confined space procedures are in place).

**Medium Hazard**

A condition or practice likely to cause injury or illness resulting in *temporary* disability and/or property damage that is disruptive but not extensive.

**Example 1:** A water spill in a hallway (place warning signs and have cleaned up as soon as possible).

**Example 2:** A broken tread at the bottom of stairs (place warning signs and leave in place until repair work completed).

**Low Hazard**

A condition or practice likely to cause minor, *non-disabling* injury or illness and/or non-disruptive property damage.

**Example 1:** A carpenter handling rough lumber without gloves.

**Example 2:** A custodian using mild cleaning products without adequate ventilation.

**Hazard Response**

**Principals and non-school based department heads should make every effort to address hazards locally.**

Some hazards require Maintenance Department action but local action should be take on a temporary basis to reduce or eliminate the hazard until permanent repairs can be made. Note that the Maintenance Department receives numerous requests annually for repairs and must set priorities based on urgency, budget and available resources. It is essential that Service Requests provide sufficient information to identify the nature and urgency of the hazard. Fully describe the hazard. It is also essential that local action be taken while waiting for Maintenance Department repairs. Where local actions are not possible and the urgency of the hazard repair is great, the Service Request should be clear that a high hazard situation requiring Maintenance Department immediate action exists. Do not “cry wolf ” by identifying all repairs as “urgent” or “high hazard” as this could result in delays in dealing with legitimate high hazard situations.

## Accident Investigation Report Form

Site Location: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Accident: \_\_\_\_\_ Time of Day: \_\_\_\_\_



Location of Accident: \_\_\_\_\_

Name of Direct Supervisor when Accident Occurred: \_\_\_\_\_

Accident Reported By: \_\_\_\_\_ Accident Reported To: \_\_\_\_\_

Date Reported: \_\_\_\_\_ Time Reported: \_\_\_\_\_

**Conditions at Time of Accident** (weather, housekeeping, lighting, etc. Identify any unusual circumstances or conditions.):

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**Description of Accident** (What happened? What task was being completed? Identify the individuals directly involved.):

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**Diagram of Scene** (attach photos and/or include measurements, if relevant):

**Injuries – Person Injured:**

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone No.: \_\_\_\_\_

What immediate action was taken? \_\_\_\_\_

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If Student, were parent(s) and/or guardian contacted?       Yes  No

Was First Aid provided?       Yes  No

By Whom? \_\_\_\_\_

When? \_\_\_\_\_

Where? \_\_\_\_\_

Was injured individual transported to medical facility?       Yes  No

By Whom? \_\_\_\_\_

Which Facility? \_\_\_\_\_

**Witnesses:**

Name	Address	Telephone Number	Interviewed? (Yes/No)	Statement Attached? (Yes/No)

**Determining Causes** (What were the possible causes of the accident? What training, instruction, cautions were given before the accident?):

Direct (Immediate) Causes: \_\_\_\_\_

\_\_\_\_\_

Indirect (Underlying) Causes: \_\_\_\_\_

\_\_\_\_\_

**Recommending Corrective Actions:**

	Specific Steps to Correct Identified Causes	Person Accountable	Timeline for Completion
<b>Immediate Interim Action</b>			

<b>Long-term Remedial Plan</b>			

**Signatures:**

Principal, Non-school based Department Head or Division Investigation Team Leader:

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date Report Submitted: \_\_\_\_\_

Superintendent:

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date Report Approved: \_\_\_\_\_

**Note:** Identify and supply copies (where possible) of any other investigation report that may be completed by outside agencies.

**Immediately upon completion, the Principal, Non-school based Department Head or Division Investigation Team Leader shall send the original of this report to their Superintendent with a copy to the Health and Safety Department.**

## Witness Statement Form

**Personal Information:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Witness Role:	<input type="checkbox"/>	Student
	<input type="checkbox"/>	Employee
	<input type="checkbox"/>	Volunteer
	<input type="checkbox"/>	Other

Telephone Number(s): Bus. \_\_\_\_\_ Res. \_\_\_\_\_ Cell \_\_\_\_\_

**Accident Information:**

Date of Accident: \_\_\_\_\_ Time of Accident: \_\_\_\_\_

Location of Accident: \_\_\_\_\_





# 13. Safe Work Practices

## 13.1 Overview

Wherever possible, safe work practices must be put into place to minimize accidents and prevent injuries. The three categories of Safe Work Practices that the Division has implemented to identify and control work hazards include:

- Task Hazard Analysis
- Safe Work Procedures
- Codes of Practice

The Division has an ongoing process for analyzing tasks, identifying hazards and controls (**Task Hazard Analysis**), and developing **Safe Work Procedures** to promote workplace safety. In addition, **Codes of Practice** have been developed to address specific legislation requirements for some hazards with a higher probability of injury, illness or environmental impact. Some hazards may require the development of more than one category of safe work practice.

## 13.2 Legislative Requirements

Under provincial legislation, employers must, where practicable, ensure the health and safety of their employees and ensure that employees are aware of their responsibilities and duties related to health and safety issues. Employees must take reasonable care to protect themselves and others in the workplace and are expected to cooperate with the employer to create a safe work environment.

The Hazard Assessment, Elimination and Control Section of the Alberta Occupational Health and Safety Code provide requirements to reduce or eliminate hazards in the workplace. These requirements include hazard assessment, worker participation, hazard elimination and control, emergency control of hazards and health and safety plans.

The development of *Safe Work Practices* must involve input from employees. An employer must ensure that employees affected by the hazards identified are informed of the hazards and the methods used to control or eliminate the hazards. *Safe Work Practices* are required to be reviewed on an ongoing basis and amended as conditions change.

### Safe Work Practices Compliance

Standard safe work practices are judged for compliance from a *prevention of serious accident and costly errors* standard. If an incident should occur at the workplace the questions a government inspector would ask are:

- Are safe work practices in place for hazardous tasks, so that the job is completed safely, productively and efficiently?
- Are employees fully aware of the practices and the consequences of not following them?
- Does the employee have the competence (knowledge, skill and ability) to do the work properly?

Principals and non-school based department heads have the responsibility to ensure that employees:

- Understand the hazards involved in the work that they are performing and the necessity of the controls required to ensure safety.
- Have input into the development of any safe work practices that are intended to maximize safety of the tasks they perform or supervise.

Employees shall know:

- How to effectively participate in the development of safe work practices.
- Their responsibility to be active participants not only in the development, but in the implementation, use and review of these safe work practices.
- The consequences of not following safe work practices in relation to employee performance evaluations.

## 13.3 Guidelines for Meeting Legislative Requirements

The three categories of safe work practices that the Division has implemented to identify and control work hazards are detailed below.

Hazardous tasks require the completion of a **Task Hazard Analysis**. This primary process identifies all the hazards involved in the task, details the controls that must be put in place and articulates the specific practices to be followed to minimize the possibility of accidents and injury.

There are some high hazard tasks that require a detailed step-by-step procedure that the employee should follow in completing the task. **Safe Work Procedures** address the required systematic approach for these high hazard tasks.

Finally, there are some hazards that by legislation require the development of a **Code of Practice** (e.g., confined space entry). These are detailed documents which outline the Division’s approach to meeting all regulated requirements related to the hazard.

The Division has conducted an initial systematic review of tasks performed by employees and has identified those tasks that have a higher degree of risk. The following Risk Level Determination Matrix is a guideline used by the Division to assist in determining appropriate risk levels.

Risk Level Determination Matrix					
	<b>High Risk</b>	A task which requires the completion of a safe work practice.			
	<b>Medium Risk</b>	A task which may require the completion of a safe work practice.			
	<b>Low Risk</b>	A task which does not require the completion of a safe work practice.			
<b>Probability</b> ➡	<b>Frequent</b>	<b>Probable</b>	<b>Occasional</b>	<b>Remote</b>	<b>Improbable</b>

<b>Severity</b> ↓					
<b>Catastrophic</b>					
<b>Critical</b>					
<b>Serious</b>					
<b>Minor</b>					

Definitions of terms used in the above matrix:

**Probability of Occurrence in the Division    Severity Levels and Potential Consequences**

- Frequent** - likely to occur repeatedly during a school year.      **Catastrophic** - death.
- Probable** - likely to occur several in a school year.      **Critical** - permanent impairment or long term disability.      times
- Occasional** - likely to occur sometime in a school year.      **Serious** - injury or illness requiring medical aid or resulting in restricted work.      in a
- Remote** - not likely to occur in a year.      **Minor** - injury or illness requiring minimal attention or first aid.      school
- Improbable** - probability of occurrence close to zero.

A safe work practice has been developed for all of those tasks that were identified as high or medium risk level (black or grey area on the Risk Level Determination Matrix). All of the safe work practices developed have been categorized and published in a Division Safe Work Practices Manual.

The Division Safe Work Practices Manual is a dynamic document which will be modified and revised as feedback is received from employees or as legislation or work site conditions change.

## 13.4 Training Requirements

All Division principals and non-school based department heads are aware of the Safe Work Practices Manual and the process followed in identifying and developing safe work practices. Each principal and non-school based department head is expected to review the Safe Work Practices Manual and identify those tasks which are performed by members of their staff. They must then review the relevant safe work practices with appropriate employees and provide them with a copy of the document. A record should be maintained regarding the distribution of safe work practices. The principal or nonschool based department head must also ensure that any employees who will perform a task which requires prior Division training or certification, has received such training or certification.



This process should occur annually and in conjunction with Position Hazard Assessment reviews (see Section 3 Hazard Assessment and Control). Many of the tasks for which a safe work practice has been developed are associated with positions where a Position Hazard Assessment has been completed.

## 13.5 Implementation

### Getting Started

The principal or non-school based department head shall:

1. Review the contents of the Safe Work Practices Manual and identify those tasks which are performed by members of their staff.
2. Review and provide copies of safe work practices to relevant employees. This should be done in conjunction with the review and distribution of Position Hazard Assessments. Any recommended changes to those documents should be brought to the attention of the Division Health and Safety Officer.
3. Maintain a record of which safe work practices employees receive. This information should be kept in the Document Binder.
4. Ensure that any employees who will perform a task which requires prior Division training or certification, has received such training or certification.

### Ongoing

The principal or non-school based department head shall:

1. Annually review and distribute Safe Work Practices to relevant employees.
2. With input from employees, identify any tasks which are of a high or medium risk level that are not addressed, or need revision, in the Safe Work Practices Manual. These tasks should be brought to the attention of the Division Health and Safety Officer, who will facilitate the development of a new or modified safe work practice.
3. Ensure that their copy of the Safe Work Practices Manual is kept current.
4. Conduct periodic inspections to ensure that safe work practices are being followed. Documentation of these inspections should be maintained.
5. Encourage participation of employees in Division based training or in-service programs related to occupational health and safety.

# 14. Third Party Contractor Adherence

*Overview*

*Legislative Requirements*

*Guidelines for Meeting Legislative Requirements*

*Training Requirements*

*Implementation Process*

Getting Started

Ongoing Activities

*Appendix –*

*Activity Assessment of Program Support Contractors/Service Providers*

# 14. Third Party Contractor Adherence

## 14.1 Overview

Parkland School Division No. 70 uses third party contractors to provide a wide variety of services to the Division. When contractor workers come onto a Division site while providing services their work practices impact not only their own safety, but the safety of Division employees, students, volunteers and visitors. The Division must ensure, where reasonably practicable, that contractors and their workers are compliant with Occupational Health and Safety legislation, as well as, meeting Division safety expectations. Similar concerns arise when Division employees and/or workers are involved in off-campus activities requiring the use of contracted services.

Services provided by third party contractor's fall into one of the following categories:

- Major Projects (Significant Risk and/or Investment)
  - e.g. - New building construction
    - large renovations
    - hazmat abatement
- Facility Service Contractors
  - e.g. - plumbing projects
    - window repair
    - repairs to existing facilities and equipment
- Program Support Contractors/Service Providers – High Risk and/or Long Term
  - e.g. - field trips
    - food services
    - performances
    - professional development presentations
- Program Support Contractors/Service Providers – Low Risk and/or Short Term (Generally 1 day or less with no major risks associated with activity)
  - e.g. - speakers
    - school photographers (e.g. Jostens)
    - computer software set up
    - career day presenters

The complexity, risk and scope of the services provided also vary greatly, including contractual requirements.

The Division has established processes to ensure that third party contractors meet the requirements of Occupational Health and Safety legislation, as well as, the Division's own safety standards.

## 14.2 Legislative Requirements

Every employer that hires third party contractors to provide service has the responsibility to ensure those contractors comply with Occupational Health and Safety legislation. This helps to protect, not only the contractor's workers, but also the employer's staff that may be in or near the work area.

The employer must establish procedures to ensure the third party contractors are contractually obligated and are apprised of the employer's expectations. The employer is also required to monitor for compliance.

There are situations where a third party contractor is designated a Prime Contractor. This occurs when the third party contractor is in complete control of the site involved or a portion thereof (e.g. building of a new school, mechanical repairs). Under these circumstances the Prime Contractor is responsible for the coordination of health and safety activities for anyone working at the site or impacted by work at the site. The Prime Contractor must:

- Establish a system or process that ensures compliance with Occupational Health and Safety legislation at the work site.
- If more than one Prime Contractor is present on the property, either one contractor takes Prime Contractor status and assumes responsibility for all contractors and individuals on the worksite; or each contractor must retain Prime Contractor status for their worksite within the larger property worksite. Should there be more than one Prime Contractor; each contractor must ensure their worksite is defined by an effective physical barrier. For further clarification on work areas and worksites see OH&S Code Explanation Guide (Part 1-18, Part 1-19).

## 14.3 Guidelines for Meeting Legislative Requirements

The complexity, risk and scope of services provided by third party contractors vary greatly. As a result, the Division's requirement for compliance with Occupational Health and Safety legislation will also vary. All major construction, operations and maintenance contracts will require full compliance with legislation, as well as, the Division's own safety expectations. For facility service contractors, compliance will be determined by the nature of the project or scope of projects involved. Division construction, operations and maintenance contracts shall meet current OH&S Act, regulation and code and Division requirements.

The use of contractors for support of school programs is most often arranged at an individual school level. Such things as guest speakers, performances, guest or contracted coaches, etc. are short term, or one time, contractors. However, there is always a general requirement to ensure that everything reasonable is done to protect the safety of employees, students, volunteers and the contractor themselves. Higher risk activities should not be undertaken without specific Division approval. Program Support Contractors/Service Providers may not always include written contracts, however; legal obligations still apply.

Within the Program Support Contractors/Service Providers of third party contractors there is some variance in the required level of Occupational Health and Safety compliance. Activities such as taking school pictures, installation of creative playgrounds and naturalization projects are often contracted by the local

school and fall into the category of program support contractors/service providers, as addressed in the previous paragraph. However, activities such as food service/catering, moving, delivery and/or repair are not often Division contracts and the level of compliance required will be determined by the frequency and risk level of the activity involved.

Where personal safety and/or property damage may occur, activities should be avoided. All activities, whether they are curricular, co-curricular or extracurricular, must be evaluated for safety concerns as a normal part of operations. If going forward with an activity a Hazard Assessment for activity must be completed (see Hazard Assessment and Control section).

Outlined on the following page are the requirements that each category of third party contractor must adhere to.

Major Projects (Significant Risk and/or Investment)	Facility Service Contractors	Program Support Contractors –A: Higher Risk and/or Long Term	Program Support Contractors –B: Lower risk and/or Short Term
E.g. building of new schools, Haz-Mat Abatement, large renovations	E.g. plumbing projects, window repair	E.g. field trips, performances	E.g. speakers, taking of school photographs
<p><b>Requirements Prior to Receiving Contract:</b></p> <ul style="list-style-type: none"> <li>-WCB coverage</li> <li>-min. \$2,000,000 in liability insurance</li> <li>-proof of company (registered in AB)</li> <li>-GST #</li> <li>-Business License</li> <li>-COR</li> <li>- Provide the Division with a complete copy of their safety manual.</li> </ul> <p><b>Project Manager’s Requirements Once Contract Issued:</b></p> <ul style="list-style-type: none"> <li>-regular safety meetings</li> <li>-completion of initial checklist</li> <li>-written hazard assessments</li> <li>-read and understand Division’s OHS guidelines (receive copy of Division OHS manual)</li> <li>-all contractors and contractor personnel must confirm, in writing, to the Division that the personnel accessing Division facilities during operational hours have provided an acceptable federal police security clearance.</li> </ul>	<p><b>Requirements Prior to Receiving Contract:</b></p> <ul style="list-style-type: none"> <li>-WCB coverage</li> <li>-min. \$2,000,000 in liability insurance</li> <li>-proof of company (registered in AB)</li> <li>-GST #</li> <li>-Business License</li> <li>-COR, SECOR or Acceptable Health &amp; Safety Program (to be determined by the Division)</li> <li>- Provide the Division with a complete copy of their safety manual.</li> </ul> <p><b>Requirements Once Contract Issued:</b></p> <ul style="list-style-type: none"> <li>-regular safety meetings</li> <li>-written hazard assessments</li> <li>-completion of checklist (initial and ongoing)</li> <li>-read and understand Division’s OHS guidelines (receive copy of Division OHS Manual)</li> <li>-be aware of, or have, Emergency Response Plan for site</li> <li>-all contractors and contractor personnel must confirm, in writing, to the Division that the personnel accessing Division facilities during operational hours have provided an acceptable federal police security clearance.</li> </ul>	<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>-completion of Activity Assessment of Program Support Contractors/Service Providers (see Appendix) prior to booking contractor.</li> <li>–once activity determined, complete Hazard Assessment of activity to determine potential hazards and list controls to eliminate or minimize hazard. (If school cannot minimize or eliminate hazards, do not undertake activity)</li> </ul> <p><b>Requirements Once Contract Issued:</b></p> <ul style="list-style-type: none"> <li>-review of Division OHS orientation and Emergency Response Plan with contractor/service provider.</li> </ul>	<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>-completion of Activity Assessment of Program Support Contractors/Service Providers (see Appendix) prior to booking contractor.</li> <li>-once activity is determined, complete Hazard Assessment of activity to determine potential hazards and list controls implemented to eliminate of minimize hazard. (If school cannot minimize or eliminate hazards, do not undertake activity)</li> <li>-review site’s Emergency Response Plan with contractor/service provider</li> </ul>
<p><b>Possible Requirements:</b> N/A</p>	<p><b>Possible Requirements:</b> May be required to assume Prime Contractor status</p>	<p><b>Possible Requirements:</b>-SECOR</p>	<p><b>Possible Requirements:</b> N/A</p>

Division approved, authorized/sanctioned personnel are the only individuals that shall participate in or complete Construction and Maintenance projects (e.g. building new schools, removing, building and/or installing of shelves, walls, etc., completing repairs, etc.).

## 14.4 Training Requirements

All third party contractors shall be required to receive a Division OH&S orientation. Major project contractors shall be provided with the Division's OH&S manual. They will also develop and administer their own site specific orientation. The orientation and all supporting documents (employee sign off, quiz, etc...) shall be provided to the Division Health and Safety Department.

The Principal, or OHS Designate, shall ensure that all Program Support Contractors/Service Providers (Higher Risk and/or Longer Term) are provided with, and sign off they have received, the standardized Division OHS orientation and the school site's emergency response plan. The Program Support Contractors/Service Providers (Lower Risk and/or Shorter Term) shall be provided with the school site's emergency response plan.

Facility Service Contractors shall be provided with the Division OHS Orientation:

- Upon the initiation of a contract or new project and reviewed annually.

Program Support Contractors/Service Providers shall be provided with the Division OHS Orientation and/or Emergency Response Plan:

- Upon the initiation of a service or contract provided.

## 14.5 Implementation Process

### ***Getting Started***

Principal and non-school based department heads shall:

- Complete the Activity Assessment of Program Support Contractors/Service Providers, sign off and maintain assessment in sites Division OHS Document Binder.
- Complete and utilize a Hazard Assessment Form (see Hazard Assessment & Control section of the manual for form) to determine whether the School Based Contractor/Service Provided and/or activity should be brought into the school site. Completed Hazard Assessment form shall be maintained in the sites Division OHS Document Binder.
- Review the Division's OHS Orientation and/or the school's Emergency Response Plan with Program Support Contractors/Service Providers.

Principal and non-school based department heads shall NOT:

- Initiate any construction and maintenance projects without approval of the Superintendent, Support Services. (Only the Construction, Operations and Maintenance Department shall administer construction and maintenance projects at Division sites).

- Allow any program support project to proceed without completion of appropriate forms:
  1. Activity Assessment of Program Support Contractors/Service Providers
  2. Hazard Assessment

***Ongoing Activities***

Principal and non-school based department heads shall monitor contractors for compliance for duration of project/activity.



# Appendix I: Activity Assessment of Program Support Contractors/Service Providers

Type of Activity: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Complete the Answers to the Questions Below:

<p>1. Know the contractor/service provider that will be completing the activity. Is the contractor/service provider a corporation, proprietorship, etc.?</p> <ul style="list-style-type: none"><li>Knowing what kind of legal entity you are working with is crucial because it can affect the structure of the obligations.</li></ul>
<p><b>Answer:</b></p>
<p>2. Is the contractor/service provider asking that a contract be signed by the school?</p> <ul style="list-style-type: none"><li>Division sites shall not sign contracts provided by contractors/service providers that relieve the contractor/service provider of all liability. (If in doubt, refer to the Health and Safety Department for advice)</li></ul>
<p><b>Answer:</b></p>
<p>3. Will the activity occur on school site or off school site?</p> <ul style="list-style-type: none"><li>If activity occurs off school site, the Division's Field Trip Regulations are in effect and are to be followed.</li></ul>
<p><b>Answer:</b></p>
<p>4. If the activity is onsite, is the activity inside or outside of the school facility?</p> <ul style="list-style-type: none"><li>Is the location suitable to the activity?</li></ul>
<p><b>Answer:</b></p>
<p>5. Is there a master agreement already in place for the contractor/service provider?</p> <ul style="list-style-type: none"><li>If the contractor/service provider already has a master agreement in place with the Division, most risk and liability issues have been outlined and discussed with the Division.</li></ul>

<b>Answer:</b>
6. What is the frequency of the activity at the school (e.g. 1 day, once a week for 3 months, etc.)?
<b>Answer:</b>
7. Does the equipment required for the activity alter the Emergency Response Procedures of the school (e.g. does the truck holding and providing the equipment for a performance block the fire exit)?
<b>Answer:</b>

<b>Complete the checklist below to determine the ability and requirements regarding a school based contractor/service provider for the activity you are interested in having at your school:</b>		
<b>A.) General Activities</b>		
Does activity require or involve pyrotechnics?	<b>YES      NO</b>	If answer is yes, activity must be cleared with Head Office before going ahead.
Does the activity involve animals or exotic animals (e.g. tigers)?	<b>YES      NO</b>	If answer is yes, consider no exotic animals are permitted at school sites. If uncertain about the whether the type of animal is allowed at Division sites, contact Head Office for advice and direction.
Will program support contractor be under constant visual supervision	<b>YES      NO</b>	If answer is no, program support contractor must provide an acceptable police security clearance. Copy of clearance must be kept on file.

<b>B.) Activities Requiring Maintenance Considerations</b>			
Does the activity require scaffolding?	<b>YES</b>	<b>NO</b>	If yes, maintenance must be contacted and school is responsible for associated cost.
Does the activity require lifts?	<b>YES</b>	<b>NO</b>	If yes, maintenance must be contacted and school is responsible for associated cost.
Does the activity require extra power?	<b>YES</b>	<b>NO</b>	If yes, maintenance must be contacted and school is responsible for associated cost.
Does the activity require extra stages and/or risers?	<b>YES</b>	<b>NO</b>	If yes, maintenance must be contacted and school is responsible for associated cost.
Does the activity require padding?	<b>YES</b>	<b>NO</b>	If yes, maintenance must be contacted and school is responsible for associated cost.
<b>C.) Activities May Have Additional Requirements</b>			
Does the activity have Health or Infection Hazards?	<b>YES</b>	<b>NO</b>	If yes, ensure all controls are in place. If unsure, contact the Health and Safety Department for advice and direction.
Is Personal Protective Equipment (PPE) required for participants in or around the activity?	<b>YES</b>	<b>NO</b>	If yes, ensure PPE is adequate for the task at hand and provided to all participants, as required.
Is a safety orientation from the contractor/service provider required for the participants?	<b>YES</b>	<b>NO</b>	If yes, ensure the provider completes a safety orientation with all participants.
Does the activity involve a portable climbing wall?	<b>YES</b>	<b>NO</b>	If yes, ensure that the equipment is set up to manufacturer's guidelines.

Does the activity require chemicals and/or solvents?	<b>YES</b> <b>NO</b>	If yes, ensure use as per the Science in the Classroom Guidelines. If unsure of the appropriateness of chemical and/or solvent contact the Health and Safety Department.
<b>D.) Activities with Special Considerations</b>		
Does the activity require a BBQ, grill, an open flame/propane or gasoline?	<b>YES</b> <b>NO</b>	If yes, activities that require an open flame, propane, gasoline and/or BBQ must be completed <b>outdoors</b> . At <b>NO</b> time are these items to be used inside school sites.
Does the activity involve building or the setup of equipment prior to activity?	<b>YES</b> <b>NO</b>	If yes, ensure Division standards are met and, when required, contact maintenance. Consider the additional cost associated with the activity.
Does the activity require sand, gravel or other loose material?	<b>YES</b> <b>NO</b>	If yes, consider the cleanup required following the activity.
Does the activity require rental equipment (e.g. generator)?	<b>YES</b> <b>NO</b>	If yes, ensure the manufacturers guidelines are followed regarding the use of any rented equipment.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

COMPLETED ACTIVITY ASSESSMENT OF PROGRAM SUPPORT CONTRACTORS/SERVICE PROVIDERS SHOULD BE STORED IN SITES OHS DOCUMENT BINDER.

*\*If going forward with an activity do not forget to complete the Hazard Assessment of activity\**

Once proceeding with an activity ensure a safety orientation of the activity is provided to all participants.

[Back to top](#)