

School District No. 27 (Cariboo-Chilcotin)
Occupational Health and Safety Program

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Section 1

Introduction

In British Columbia, the Occupational Health and Safety of workers is governed by WorkSafeBC. WorkSafe BC requires that for any workplace with 50 or more employees a formal health and safety program is required. The main objective of this health and safety program is to provide a safe and healthy environment for employees so that everyone goes home safe at the end of the day.

A Health and Safety Program Manual is only effective if everyone in the workplace is familiar with its contents. Both employees and supervisors need to make themselves familiar with the manual and how it applies to the various work sites in the School District No. 27. And while this is an occupational program, it is also intended as a guide for school district students as well.

While many sites within the school district will have the same hazards, there will be some hazards that will be site specific. In these cases, the Joint Health and Safety Committee at that site will develop control measures and incorporate them into their Occupational Health and Safety Program Manual.

Section 2 – Roles and Responsibilities

Safety is everyone's responsibility, but the specifics of those responsibilities can differ somewhat depending on whether you are an employee at a school, a school Principal or the Superintendent of Schools.

Definitions

District Administration

The term District Administration shall refer to District Senior Management and include, but not be limited to, the Superintendent, Secretary Treasurer, Assistant Secretary Treasurer and Directors.

Due Diligence

Due diligence means taking all reasonable care to protect the well-being of employees and co-workers.

Supervisor

A person who instructs or directs employees in the safe performance of their work duties.

Responsibilities

District Administration

- Evaluate the School District No. 27's Occupational Health and Safety Program annually and ensure corrective action is taken for any deficiencies that are found.
- Train supervisors and employees in the safe performance of their duties and make sure that they are made aware of all known health and/or safety hazards to which they may be exposed to.
- Investigate any reports of unsafe conditions/activities or accidents and take appropriate action as required.
- Establish written safe work procedures and instructions for all tasks as required under Occupational Health and Safety Regulation.
- Inspect all work locations and equipment regularly and correct all unsafe conditions without delay.
- Ensure first aid facilities, equipment and services are available and comply with the requirements as specified under the Occupational Health and Safety regulations.
- Make sure that all contractors are familiar with the School District Occupational Health and Safety Program and understand that they assume full responsibility and accountability for working within the parameters of the District's Program and the Occupational Health and Safety Regulations.
- Support the position that all employees are required, as a condition of their employment, to work within the guidelines set out in the Occupational Health and Safety Program, its policies, procedures and guidelines, and as such, are subject to the application of progressive disciplinary actions for repeated non-compliance behavior.

Supervisors

- Make sure that anyone they supervise understands and complies with the School District Occupational Health and Safety Program requirements.
- All new and/or young employees are instructed in the safe performance of their duties.
- Record employee safety training.
- Machinery and/or equipment is only operated by those employees that have been properly trained.
- Their site Joint Health and Safety Committee meets monthly.
- All work related injuries are reported in a timely fashion and that any required investigations take place without undue delay.
- Any unsafe work conditions, acts or work practices are corrected immediately.
- Where employees are found to be working in an unsafe manner, supervisors are responsible to document the concerns, provide additional and/or refresher training and ensure that employees can complete the tasks in a competent manner noting that, if an employee repeatedly fails to comply with the safe work procedures, disciplinary action shall be taken.
- Where changes occur in a safe work procedure, or where periodic review of safe practices is required, the supervisor is responsible to ensure that training is provided and that any applicable Safe Work Procedures are updated.

Employees

- Reading, understanding and complying with the district's policies, procedures and safe work procedures.
- Using, wearing and maintaining personal protective equipment as required.
- Clarifying established work practices and written safe work procedures when unsure as to its application to the current job or task.
- Correcting and/or reporting unsafe acts, practices and conditions when they arise.
- Reporting work related injuries as soon as possible using the School District injury reporting process.
- Not engaging in horseplay or misconduct that may distract or endanger any other person.
- Ensuring that they do not report to work under the influence of drugs, alcohol or any other substance that may impact their ability to work safely.

Part 2.01 – District Joint Occupational Health and Safety Committee

The District Joint Health and Safety Committee is not a committee required by WorkSafeBC nor is it required in order to comply with Part 3 Division 4 of the Workers Compensation Act. However, the Committee serves as a vital link between the School Joint Health and Safety Committees and District Administration.

Duties and Responsibilities of the Committee

Although this committee is not recognized by WorkSafeBC, the committee does function following the basic guidelines that WorkSafeBC mandates for Joint Health and Safety Committees.

This Committee is responsible for:

- Holding regular meetings where the minutes are recorded.
- Performing monthly inspection of worksites and document findings.
- Reviewing health and safety recommendations that have been forwarded from Site Joint Health and Safety Committees.
- Recommending to management any appropriate action regarding unsafe equipment, working conditions or practices that may pose a potential hazard.
- Encouraging a safe working environment for staff and promoting awareness for safe work practices.
- Recommending education programs for employees that will improve the School District health and safety program and fulfill Part 3 Division 4 Section 135 of the Act.

At the beginning of each year the District Joint Health and Safety Committee will elect two Co-Chairs. One of the Co-Chairs will be filled by a union representative elected by the union groups and one by a management representative elected by management.

Duties of the Joint Chairs

- Ensure that new committee members understand their duties and responsibilities
- Prepare the meeting agenda with the help of the Recording Secretary
- Chair the monthly meetings of the District Joint Health and Safety Committee
- Ensure that committee members perform tasks assigned to them.

Part 2.02 – Site Joint Health and Safety Committees

Mandated by the Workers Compensation Act, Site Joint Health and Safety Committees are must comply with the requirements of Part 3 Division 4 of the Act. The Act stipulates that in any workplace where there are 20 or more workers a Joint Health and Safety Committee must be formed.

A Joint Health and Safety Committee is:

- Comprised of members from both management and employees.
- Has a minimum of 4 members, half of which must be employee representatives.
- Chaired by 2 Co-Chairs, one from management and one from the employees.
- Responsible to:
 - Identify situations that may be unsafe.
 - Make recommendations to the employer for improving health and safety.
 - Ensure that investigations take place when required.

- Be a resource for management and employees of the School District.

Joint Safety Committee members are eligible for 8 hours paid safety training once per year.

Please refer to the Workers Compensation Act Part 3 Division 4 Section 125 for clear breakdown regarding the duties, functions and responsibilities of the Joint Occupational Health and Safety Committee.

Part 2.03 – Refusal of Unsafe Work

It is the right of any worker to refuse to undertake any work that he or she has reasonable cause to believe that to do so would create an undue hazard to the health and safety of any person. School District fully supports this position.

Refusing unsafe work is a process that requires specific steps to be taken. Please refer to the appendix of this manual for a flowchart detailing a Refusal of Unsafe Work.

Reference Materials

Worker's Compensation Act

Part 3 Division 3

Part 3 Division 4 - Joint Committees and Worker Representatives

Occupational Health and Safety Regulations

Part 3 Rights and Responsibilities

Part 3 Article 3.12 and 3.13

Section 3 – Instruction and Training

Instruction and training in the different tasks of jobs throughout the School District is a key component of attaining a safe workplace. A worker must know how to do the job safely, this includes the specifics of the job task, how to use any required equipment and any applicable safe work procedures.

Part 3.01 – Orientation

School District No. 27 Orientation

New employees of the School District must be made aware of the Health and Safety Program procedures. This will include, but not be limited to:

- Introduction to this Occupational Health and Safety Program
- Rights and responsibilities
- How to report incidents/accidents and hazardous conditions
- Applicable standard safe work procedures and practices
- Any personal protective equipment required to be used at the school or worksite (e.g. safety footwear, hard hats, gloves, eye and ear protection etc.)
- Procedures for safe handling and use of hazardous materials, including introduction to the School District WHMIS program
- Violence in the workplace
- Working alone

School/Site Orientation

As per regulation any time an employee is assigned work at a new location, or if the hazards at the location change, a safety orientation is required. Supervisors are responsible to ensure that every employee under their supervision is properly instructed and trained in the safe performance of their work. Supervisors are also required to ensure that the work is undertaken without any undue risk. General education and training are used by supervisors to comply with those requirements, this training and instruction includes:

- The supervisor's name and contact information
- The employee's rights and responsibilities under the Workers Compensation Act and the Occupational Health and Safety Regulation including the reporting of unsafe conditions and the right to refuse unsafe work
- Any hazards the employee may be exposed to during the performance of their duties
- Working alone or in isolation
- Emergency procedures
- Any potential violence in the workplace
- Workplace health and safety rules
- Personal protective equipment
- The location of first aid facilities, how to summon first aid when required and procedures for reporting illnesses and injuries
- Instruction and demonstration in the safe and correct performance of the worker's task or work process
- WHMIS information requirements set out in Part 5 of the Occupational Health and Safety Regulation

- The contact information for the site occupational health and safety committee or the worker's health and safety representative

In addition to the general instruction and training, supervisors are also responsible to provide workers with specific education and training related to the nature of their work and any hazards they may be exposed to. Job specific training may include but is not limited to:

- The need, use and maintenance of personal protective equipment
- WHMIS training for any hazardous materials that the employee is required to use or may be exposed to
- Fall protection equipment and procedures
- Confined space entry and locations
- Respiratory protection
- Lock-out
- Roof access for ball retrieval
- Emergency preparedness
- Working alone
- Violence in the workplace

Part 3.02 – Safe Work Procedures

For any work process that may present a risk of injury to an employee, the Workers Compensation Act and Occupational Health and Safety Regulations require that the employer develop safe work procedures. In general, written safe work procedures may include:

- Any required education and/or training;
- Identification of potential hazards and what the degree of risk is
- Information prepared by the manufacturer
- How to safely complete the task
- Effective means for the use of personal protective equipment
- Locking out equipment prior to any maintenance or repairs
- Reference to any additional instructional resources

Responsibilities

Supervisors

- That written safe work procedures are developed and available to workers
- That procedures are written by person(s) knowledgeable of safe work requirements and are competent and qualified to do so
- That every employee under their supervision receives adequate instruction and training into the application of the safe work procedures
- That all work is performed without undue risk.

Employees

- To read and understand the written safe work procedures and guidelines as they apply to their work environment
- To comply with and work in accordance to all written safe work procedures
- To clarify work practices and safe work procedures if unsure as to the correct process.

Location for Written Safe Work Procedures

School District No. 27 District-Wide Procedures

Safe work procedures that are applicable district-wide are made available within the appendix of this manual.

School District No. 27 Site-Specific Procedures

Site-specific procedures that do not apply across the whole school district must be kept onsite and a copy forwarded to the Health and Safety Office. Maintenance of site-specific procedures rests with the site supervisor.

Manufacturer's Instructions

It is possible for manufacturer's instructions to serve as written safe work procedures as long as the information adequately addresses the issue of employee safety. If these documents are used for the safe work procedure then copies must be forwarded to the Health and Safety Office.

Part 3.03 – Training Records

To comply with regulation it is not enough to just simply train employees, employers must keep records of that training. Minimally, training records should include:

- The employees' name
- The instructors' name
- Topic of instruction
- Date of instruction
- Proficiency requirements and demonstration of proficiency where appropriate
- Copies of any "certificates" that may be required to verify completion and competency
- Notation of date for re-fresher training if necessary or required by regulation

Training records should be forwarded to the District's Health and Safety Office and must be made available for review by WorkSafeBC Officers upon request.

Part 3.04 – Contractors

All contractors hired by the School District must be made aware of the School District Health and Safety Program and the application WorkSafeBC regulations. While working for the School District these contractors are responsible for the health and safety of their employees as regulated by the applicable acts and regulations. Contractors are required to provide to the District proof of coverage under the Workers Compensation Act prior to the commencement of any work on District premises.

Reference and Cross Reference Material

Worker's Compensation Act

Part 3 Division 3

Occupational Health and Safety Regulation

Part 3

Part 5

Section 4 – Accidents, Incidents and Investigations

Section 172 of the Workers Compensation Act requires that the Workers' Compensation Board be notified immediately of any accident that:

- Resulted in the serious injury to or the death of a worker
- Involved a major structural failure or collapse of a building
- Involved the major release a hazardous substance
 - Involved a fire or explosion that could have resulted in serious injury
- Was an incident required by regulation to be reported

District Administration, Principals, Managers and Supervisors shall ensure that WorkSafeBC and the Human Resources Office are immediately contacted should an incident as defined above occur.

Contacting WorkSafeBC

Monday – Friday, 8:30 a.m. – 4:30 p.m.
After Hours/Weekends/Stat Holidays

Phone 1-888-621-7233
Phone 1-866-922-4357

Contacting the Human Resources Office

Monday – Friday, 8:30 a.m. – 4:30 p.m.

Phone 250-398-3814

Part 4.01 – Injury Reporting

Prompt reporting of all work related injuries or accidents is important so that any unsafe condition and/or practice can be rectified. But prompt reporting also aids in preventing delays in the claims process. Injuries are to be reported to the supervisor using the WorkSafeBC Injury Report Form 6a which is available on the District's website or from the WorkSafeBC website.

Instructions for Completion

If an incident results in a work-related injury the employee should report to the first aid attendant as soon as possible. Any employee who sustains an injury/accident is required to report that injury by fully completing a WorkSafeBC Form 6A.

Following a work-related injury, an employee must:

- Fill out the WorkSafeBC form 6A
- Fax/email directly to the Human Resources Office
- Provide a copy of the completed form to your supervisor for follow up
- If you make use of WorkSafeBC's Teleclaim, you are still required to fill out a Form 6A and follow the steps above.

If for some reason an employee is unable to fill out the Form 6a on their own, the form should be completed by a person that is familiar with circumstances surrounding the incident.

Upon receiving an injury report, a Supervisor must:

- Ensure that an injury report has been forwarded to the Human Resources Office.
- For incidents requiring investigation by WorkSafeBC regulations, the supervisor must use the Employer Incident Investigation Report to:
 - Initiate and complete a Preliminary Accident Investigation within 48 hours.
 - Within 30 days complete the Accident/Incident Investigation form.
 - Provide copies of both the investigation reports and the corrective action reports to the Joint Occupational Health and Safety Committee.
- Once each investigation is complete the investigation forms must be forwarded to the Human Resources Office. The Human Resources Office will then forward any forms to WorkSafeBC as required.

Part 4.02 – Accident Investigations General Information

Part 3 Division 10 of the Act explains that an investigation must take place following an incident that results in:

- Serious injury or death
- Major release of a hazardous substance
- Major structural failure
- Resulted in an injury requiring medical treatment
- Had potential for causing serious injury
- Was a fire or explosion that had the potential to injure employees

The primary purpose of the accident investigation is to determine the cause(s) and identify any unsafe acts/conditions or procedures. Investigations are not done in order to place blame on anyone. In the end, the investigation process should serve to prevent recurrence. When possible accident investigations shall:

- Preliminary Accident Investigation completed within 48 hours
- Full Accident Investigation completed within 30 days
- Include the cause or causes of the accident;
- Identify any unsafe conditions, acts or procedures
- Recommend corrective actions.
- Be conducted by employer and employee reps that are familiar with the work process involved.

Accident investigations should include information gathered from observational notes and fact finding interviews with all witnesses. Making use of the WorkSafeBC Employer Incident Investigation Report will ensure compliance with the regulation.

Responsibilities

District Administration

- Must ensure that all accident investigations are conducted in accordance with regulations and that any corrective action is taken when required.

Principals and Managers

- Must ensure that immediate action is taken to reduce the risk of a repeat occurrence
- Facilitate accident investigations in a timely manner
- Forward copies of the accident investigation to the Human Resources Office right away

Supervisor

- Make sure the scene is safe
- Preserve the incident scene as best as possible until the investigation is completed
- Conduct a Preliminary Accident Investigation within 48 hours
- Conduct a full Accident Investigation within 30 days
- Ensure that the investigation reports are filled in completely
- Follow up on any corrective action recommended

OHS Management Team

- Will monitor that investigations are being conducted as required
- Act as a resource and provide assistance to staff as required
- Provide reports to the District Health and Safety Committee
- Forward any required documentation to WorkSafeBC

The School District Health and Safety Committee

- Monitors district accident investigations and any corrective actions that are taken.

Site Joint Health and Safety Committees

- To review all employee injury reports completed by employees at their site
- Ensure that an accident investigation has been completed when required
- Where additional corrective action may be necessary the committee will make recommendations for further follow-up to the School Principal or Site Supervisor

Part 4.03 – Accident Investigation Process

Investigation Team

Comprised of appropriate members of the Site Joint Health and Safety Committee and others as required, the investigating team must immediately forward the completed report to the appropriate school principal or, for non-instructional areas, the appropriate site administrator or manager.

School Principal or Site Administrator

When the principal or site administrator receives an investigation report they are then required to follow-up on recommendations made by the investigating team. Corrective action needs to be taken as required and the report can then be forwarded to the Human Resources Office. This must take place without any undue delay.

OHS Management Team

The OHS Management Team is to forward a copy of and/or present the information to the District Joint Health and Safety Committee as well as forward any required information to WorkSafeBC.

Part 4.04 – Vehicle Accident Procedures

Any employee involved in a motor vehicle accident while driving a school district vehicle must report the incident to their supervisor immediately or as soon as is practicable. In the event of a vehicle accident the operator shall:

- Stop, turn off ignition, set emergency/parking brake;
- Check yourself any other passengers for injuries and call 911 if required;
- Notify your supervisor;
- Assist with traffic control if necessary;
- If other vehicles involved, the vehicle operators must exchange the following information:
 - Name(s) and address(es)
 - Driver's license number(s)
 - Insurance company name
- Carefully check for damage on all vehicles involved,
- If the RCMP attend, request a copy of the police accident report or file number
- School district employees shall not discuss liability with anyone involved in the accident

Part 4.05 – Safety Inspections

WorkSafeBC regulations require that site safety inspections take place on a regular basis, often enough to ensure that any unsafe conditions are found and corrected in a timely manner.

Responsibilities

District Administration

- To ensure that an ongoing commitment to the completion of safety inspections is maintained

Principals, Managers and Supervisors

- Must facilitate safety inspections on a regular basis
- Ensure corrective action is taken when required

OHS Management Team

- Provide copies of inspection results to the District's Health and Safety Committee
- Provide education and training on how to conduct a safety inspection if requested

Site Joint Health and Safety Committee

- Take part in safety inspections on a regular basis
- Record the findings of those inspections
- Provide recommendations for corrective action to issues found
- Follow-up on recommendations for corrective action to ensure that steps are taken
- For any unresolved issues, the committee can forward those to the District Joint Health and Safety Committee

District Health and Safety Committee

- Will review all safety inspection reports and recommendations from site committees
- Provide additional recommendations for corrective action on an as-needed basis

Guidelines for Conducting an Inspection

Safety inspections are a proactive process with an emphasis on identifying potential hazards that pose a risk to employee health and safety. Inspections are only to be completed by people who are familiar with how to conduct a safety inspection as well as familiar with the processes and equipment being used in the area being inspected.

Completed inspections are to be forwarded to the School Principal or Site Supervisor for circulation to members of the school/site safety committee and a copy must be forwarded to the Human Resources Office.

General Housekeeping

Sometimes the simple act of good housekeeping is all that it takes to keep a worksite safe. It is the responsibility of all school district employees to keep their work areas clean, tidy and free from clutter at all times, ensuring that:

- Spills of liquids are wiped up as soon as they are discovered
- When washing floors ensure that signs are appropriately placed to warn others in the building of the hazard
- All pathways are clean and clear of obstruction
- All garbage is disposed of appropriately
- Storage areas are clean, tidy and organized in such a manner as to remove any hazards
- Potential tripping/slipping hazards such as nuts, bolts, metal, scrap wood, paper clips, pencils and wire are removed
- Any hoses, ropes and cords are coiled after use and stored appropriately
- Heavy items are stored low in order to provide easier access
- Paper cutter blades are locked in the down position when not in use
- All materials are clearly identified as to content and hazards and refer to Safety Data Sheets if required

Remember, by keeping your area tidy it will be easier for the school custodian to keep it clean.

Classroom Inspections

In order for students and staff to remain safe while in the classroom rules should be developed to address safety issues, such as:

- People are not to lean out second floor windows.
- Shelves, desks, chairs, window ledges etc are not to be climbed or stood on.
- Safe use of electrical outlets, power bars and extension cords.
- Careful movement of TV carts, trolleys and other equipment to avoid tipping.

In Addition:

- Any sharps, such as exacto knives and scissors, should be routinely accounted for and kept under teacher control at all times.
- Areas that are marked off by Facilities need to be kept clear.
- Equipment such as gym and shop equipment need to be checked prior to student use.

Reference Material

Workers Compensation Act
Division 10 Article 172

Occupational Health and Safety Regulations
Part 3 Rights and Responsibilities
Part 3 Accident Investigations

Section 5 – First Aid

As the employer, School District No. 27 is responsible to ensure that appropriate first aid attendants, supplies and facilities are available at each school district site as per the requirement of Section 3 of the Occupational Health and Safety Regulations.

Responsibilities

District Administration:

- Ensure that a first aid assessment of each site is completed. (see Part 5.03)
- To make sure that each school and worksite is provided with first aid kit that meets or exceeds the minimum standards required by WorkSafeBC
- For locations where less than 51 employees work at any given time, provide funding for at least two employees to complete their Level 1 First Aid Certification
- For locations where 51 or more employees work at any given time, provide funding for at least two employees to complete their Level 2 First Aid Certification

Principals, Managers and Supervisors

- To ensure that a designated first aid attendant has been appointed, as well as a back-up, and that a first aid attendant with sufficient qualifications is on site during regular work hours
- That employee first aid services are provided in accordance with Occupational Health and Safety Regulations
- That signs are posted explaining how to summon/receive first aid
- That first aid supplies are regularly inventoried and stocked

Occupational First Aid Attendants

- Rendering prompt first aid to employees with a level of care that is within the scope of their training and certification
- Objectively record observed or reported signs and symptoms of injury
- In cases where the injuries or illnesses are beyond their training and abilities, the first aid attendant will refer those employees to medical care
- Maintaining adequate first aid supplies that meet with the minimum requirements under the WorkSafeBC Practice Guidelines
- Must not undertake activities that will interfere with their ability to render first aid

The designated Occupational First Aid Attendant is responsible and has full authority for all first aid treatment of an injured worker until responsibility for treatment is accepted at a place of medical treatment, by an ambulance service acceptable to the Board or by a person with a higher or equivalent first aid certification. The first aid attendant does not have the authority to overrule a worker's decision to seek medical treatment or the worker's choice of medical treatment.

OHS Management Team

- Maintaining a central registry of the School District designated and back up first aid attendants.
- Coordinating with training providers when required.

Part 5.01 – Receiving First Aid

Summoning First Aid

To summon first aid, a call can be placed to the office at each school or the general office for non-instructional worksites. The office can then contact the first aid person on duty.

- First Aid Stations are normally located in or near the office of each site.
- A “First Aid” sign must be visible at the entrance to the first aid room.

Part 5.02 – First Aid Attendants

Part 3 of the Occupational Health and Safety Regulations defines the responsibilities and authority of occupational first aid attendants.

Qualifications

First Aid Attendants must be certified in accordance with the Workers Compensation Act.

- A Level 1 certificate is required at any school or worksite that has fewer than 51 staff on site on any given time.
- For sites with 51 or more staff, a Level 2 certificate is required.
- In both these instances, the school or worksite must be within 20 minutes travel time to a hospital. If it is further from a hospital then the first aid qualifications and requirements must be reassessed following Schedule 3-A of Part 3 in the regulations.

First Aid Records

First Aid Treatment Records must be maintained onsite for a period of not less than 3 years and must be kept in a secure and confidential manner. These records must include a record of all injuries and manifestations of disease that are reported or treated. First Aid Records will be recorded on the First Aid Record as supplied by WorkSafeBC.

Part 5.03 – First Aid Assessments

Part 3 of the Occupational Health and Safety Regulations outlines that provisions for first aid must meet or exceed the requirements stated in the regulations. The requirements are dependent on the location of the worksite, the number of employees on any given shift and the hazard rating of the worksite in question.

Industry Hazard Rating

As per the WorkSafeBC Occupational Health and Safety Guidelines Part 3, public schools in the K-12 sector have been deemed as a low-hazard workplace.

First Aid Assessment Requirements

Each assessment must include:

- The maximum total number of employees onsite at any one time.

- The nature and extent of the risks and hazards in the workplace, including whether or not the workplace as a whole creates a low risk of injury.
- The types of injuries likely to occur.
- Any barriers to first aid being provided.
- The time it may take to obtain transportation to medical treatment.

This assessment will determine the level of first aid required as per schedule 3-A in Part 3 of the OHS regulations. The WorkSafeBC First Aid Assessment form can be found in the Appendix.

Reference Material

Occupational Health and Safety Regulations
Part 3

Section 6 – Disability Management

Studies have shown that an early return to productive work can be instrumental in the healing process. A proactive Disability Management Program is one that assists in the return to productive employment of injured and ill employees. Task hazard analyses, physical/job demands analyses, modified/alternative duties and graduated return to work are all tools that are used in the disability management return to work process.

A successful program requires the active participation and cooperation of District Administration, supervisors, employee groups, the medical community, other workers and the injured employee.

Definitions

Modified Duties

Able to return to own job but with changes to specific duties processes

Alternate Duties

Able to return to work but not to own job

Graduated Return to Work

Worker is expected to return to full duties but lacks endurance, as a result the number of hours worked per day is limited and increased on a weekly basis

Responsibilities

District Administration

- Implement and maintain a Disability Management Program.
- Ensure that all managers and supervisors are informed of the intent of the program and that they proactively support it.

Principals, Managers and Supervisors

- Support and promote the program within their schools and worksites.
- Educate their staff regarding the overall program.

OHS Management Team

- Overall coordination of the Disability Management Program.
- To work with employees, medical professionals, supervisors and WorkSafeBC staff with regard to job analysis and RTW options.
- Work with principals, supervisors and employee groups on the creation and implementation of return to work plans.

Employees

- Take active participation in their return to work plans following and injury/illness.
- Assist in the accommodation process of their co-workers.

Part 6.01 – Return to Work

Successful return to work following an injury is a process involving several steps, they include:

Step 1

An injury or illness interferes with the workers ability to perform their job duties. This must be reported to the workers supervisor either on a WorkSafeBC Form 6a (for a workplace injury) or by a note from the workers doctor (for non-work related injury/illness).

Step 2

Through discussions with the worker, the workers medical professionals and WorkSafeBC it can be determined what limitations and/or restrictions the worker currently has. This is sometimes done with a doctor's note, a Return to Work Physical Assessment and/or a Functional Capacities Evaluation.

Step 3

Once the restrictions and/or limitations are known they can be compared with the workers job duties in order to see which duties are effected. Information from both the worker and the worker's supervisor is critical at this point in order to get a clear and complete picture of the worker's job. If a Job Demands Analysis and a Job Description are available they should both be referred to.

Step 4

Upon determining which portions of the workers job are affected by the restrictions and/or limitations potential accommodation options can then be considered. Accommodations can take several forms:

- Worker in their job but modified duties
- Worker gradually returned to their job
- Worker doing the same job just at a different worksite
- Worker in a different job

Modified Job Duties

This can be anything from reducing frequency that a task is required to removing a task completely. It can also involve the introduction of new equipment or procedures.

Graduated Return to Work

Involves starting off at a reduced number of hours per day and gradually increasing work hours back to the pre-injury amount over the course of several weeks. Usually the minimum hours per day will start at 4 with an increase of 2 hours each week. Every return to work is assessed individually though.

Step 5

After collecting the above information it is all consolidated into the formal Return to Work Plan. The plan will detail the specifics regarding what job tasks the worker can or cannot do, how many hours per day the worker can work and at what points duties and hours are increased.

Step 6

The worker and their supervisor will review the progress of the plan on a weekly basis to ensure that any adjustments for the following week are still in line with recovery.

Ergonomic Assessments

Disability Management is not just the reactionary response to a lost time injury or illness. To effectively manage disability we should proactively seek out pain and discomfort prior to them interfering with a workers ability to perform their job or interfere with their personal life. Poorly designed workstations and task processes, especially those with a repetitive nature, can cause discomfort, pain and eventually disability. Open communication between workers and their supervisors can catch ergonomic issues before they get too serious. An ergonomic assessment can be used to find and eliminate issues before they become an issue.

Section 7 – Written Instructions

There are a number of activities highlighted by the Occupational Health and Safety Regulation as requiring written instructions. Having written instructions for a task can help establish a consistent level of work performance and can help train new employees. More importantly though, written procedures explain how to safely perform the job task.

Part 7.01 – Bio-hazardous Exposure Control Program

Occupational Health and Safety Regulations requires School District No. 27 to develop and implement an exposure control plan to protect workers from the occupational exposure to blood borne pathogens and other bio-hazardous materials. The intent of the plan is to control and/or eliminate the risk of occupational exposures to blood borne pathogens.

Definitions

Bio-hazardous Materials

A pathogenic organism, including blood-borne pathogens, which is reasonably believed to cause disease in humans.

Contagious Occupational Diseases

WorkSafeBC recognizes certain contagious diseases as compensable occupational diseases. In doing so, however, WorkSafeBC also recognizes that contagious diseases are not likely to be due to the nature of any employment in which the worker was employed, except for hospital employees or workers in other places of medical care.

Disease

A disease is a pathogenic condition that presents a group of clinical conditions of the body with signs and symptoms that demonstrate laboratory findings peculiar to it and that set the condition apart as an abnormal entity.

Infectious Blood and Body Fluids

Infections or potentially infectious fluids are those body fluids that may carry either the Aids (HIV) virus or the Hepatitis virus.

Pathogen

A pathogen is any disease-causing agent or organism.

Standard Precautions

Standard precautions combine the important features of blood and body fluid precautions (designed to reduce the risk of transmission of blood-borne pathogens) and body substance isolation (designed to reduce the risk of blood-borne pathogens). Standard precautions are designed to reduce the risk of transmission of micro-organisms from both recognized and unrecognized sources of infection. These precautions apply to blood, all body fluids, secretions and excretions except sweat, regardless of whether they contain visible blood, non-intact skin and mucous membranes.

Universal Precautions

Universal precautions refer to the standardization of work practices and procedures to ensure that the blood and body fluids of every person are treated as though they are infectious. These precautions are the steps you should take to protect yourself from coming into contact with blood and body fluids of

other people. Universal precautions are an essential element of Standard Precautions.

Responsibilities

District Administration

- See that a risk assessment is performed that identifies any job classifications, tasks and/or procedures where there is potential for an occupational exposure to a blood-borne pathogen or other bio-hazardous material.
- Establish controls that are designed to eliminate and/or minimize the risk of occupational exposure.
- Ensure all required personal protective equipment is available and used.
- Implementation of universal precautions for all tasks identified as having a potential for exposure to bio-hazardous materials is developed.
- Implementation of an identification system for all bio-hazardous materials.
- That staff who will be working in proximity to potentially bio-hazardous material receive adequate instruction and training regarding the exposure control plan.
- That those staff who have the potential for exposure to the Hepatitis B virus can receive the Hepatitis B vaccine at no cost upon request.
- Any staff exposed to a blood-borne pathogen must be instructed to seek immediate medical attention and that records of all such exposures are maintained.

Principals, Managers, Supervisors

- Ensure that employees receive instruction and training regarding blood and body fluid exposure protocols, the exposure control plan, safe work procedures and the application of universal and/or standard precautions.

OHS Management Team

- Development of the exposure control plan.
- Provide or arrange for any required education and training regarding bio-hazardous materials, blood-borne pathogens, standard precautions, the disposal of bio-hazardous materials, use of personal protective equipment and exposure protocols.
- Provide safe work procedures.

Employees

- Attending and participating in any education and training sessions provided by the School District.
- Using instructed control measures and following safe work practices
- Reporting any hazards they become aware of.

Exposure Control Plan

Occupational Health and Safety Regulations require that an exposure control plan be developed and implemented any time a worker might have an occupational exposure to bio-hazardous material. There are a variety of contagious and communicable illnesses or diseases that workers in public education might be exposed to, mostly as a result of exposure to blood and bodily fluids.

Risk Identification and Assessment

The School District is required to determine which jobs or tasks have the potential for exposure to blood-borne pathogens. This can be done by:

- Listing all job classifications within the district.
- Identify job classifications where all workers have potential for exposure.
- Identify job classifications where only some workers have a potential risk for exposure.
- In job classifications where only some workers have a potential risk for exposure, the district must identify which tasks or procedures have a potential for exposure.
- Refer to the Risk Assessment worksheet in the appendix.

Once job classifications, tasks and procedures have been identified as to their potential for risk of exposure to blood-borne pathogens, the degree of risk must be determined. In the Appendix of this manual is the Risk Assessment form. By using this form it can be determined what the worker might be exposed to, the nature of contact, the degree of risk and what control measures can be put in place. This form must be completed for any job where there is potential for exposure and a copy forwarded to the Health and Safety Office.

Control Procedures

A variety of control procedures may be used to eliminate or minimize the risk of occupational exposure to bio-hazards. These include:

Engineering Controls

This is the preferred method for eliminating the risk of exposure to blood-borne pathogens as they work by removing or isolating the hazard. This can include:

- Sharps containers to safely store needles and sharps found on school grounds
- Provision of tongs and/or forceps for handling sharps that may potentially be contaminated with bio-hazardous material.

Safe Work Procedures

By changing the way tasks are performed it is possible to reduce the likelihood of exposure.

Some tasks that can be made safer by Safe Work Procedures are:

- Confinement and disposal process for needles and sharps
- Hand-washing instructions
- Proper application and removal of latex and vinyl gloves
- Disposal of garbage
- Clean-up of blood and body fluids

Personal Protective Equipment (PPE)

If engineering controls and safe work procedures are impracticable or do not completely eliminate the risk of exposure then personal protective equipment will be used. Gloves and splash goggles are two examples of PPE that could be used.

Standard Precautions (Universal Precautions / Body Substance Precautions)

As it is often difficult to tell if a person is infected with a blood-borne pathogen it is imperative that Standard Precautions be taken for all tasks that have been identified as having the potential for an exposure. These precautions include:

- Taking care and following proper procedures when handling any sharps

- Proper containment and disposal of needles and sharps in approved sharps containers
These containers need to be labelled as bio-hazardous
- Use of appropriate PPE
- Immediately and thoroughly washing in the event of contact with any potentially infectious material
- Ensuring that you cover any open wounds while at work

Education and Training

Principals, Managers and Supervisors are responsible to ensure that their staff are informed about the contents of this exposure control plan and must ensure that they receive adequate education and training to work safely with and around potentially bio-hazardous materials including blood-borne pathogens. Education and training of staff should include:

- The exposure control plan and where to access it
- Any applicable sections of the Occupational Health and Safety Regulations
- Explanation of what blood-borne diseases are and what their symptoms can be
- Recognition of job tasks and procedures that may result in an exposure to blood-borne pathogens
- Control measures that can eliminate or minimize exposures
- Personal protective equipment, how to use it and where it is located
- Availability of Hepatitis B vaccination
- Emergency procedures in the event of an exposure to blood-borne pathogens
- Labelling and identification procedures for bio-hazardous material

After staff have had their training, they should be able to answer the following four questions:

- What bio-hazards are there at work?
- What precautions can prevent exposure?
- What emergency measures there are?
- Where to get more information?

Health Protection

An employee who may have been exposed to a blood-borne pathogen will be advised to seek medical attention right away. The employee must also be provided with any post-exposure health management necessary based on a risk assessment of the incident conducted by health care. Post exposure health management is conducted under the direction of the employee's family physician. The School District will cover the cost of vaccination for an employee who has had an occupational exposure to the Hepatitis B virus.

Potential exposures may result from any and the following:

- Penetration of the skin with a sharp contaminated with potentially infectious materials
- A bite where the skin is broken
- Blood or other potentially infectious material coming into contact with non-intact skin i.e. wounds that are less than 3 days old or through the mucous membranes of the eyes, nose or mouth

Reporting, Investigation and Corrective Action

As with any work-related accident, the appropriate report forms must be completed and submitted to the workers supervisor. The School District will then complete and submit any forms required by WorkSafeBC.

Records

As part of the exposure control plan, the following records must be maintained:

- Accident injury report forms
- Accident investigation reports
- WorkSafeBC claim forms
- Education and training records
- Hepatitis B vaccination forms and immunization records
- Risk identification records
- Exposure control plan records

Labels and Identification

Needles and sharps must be stored using an appropriate container which can be obtained by contacting your supervisor. In the event there is a need to dispose of other bio-hazardous materials such as blood soaked bandages, towels etc. the following procedures must be followed:

- Use of standard precautions when disposing of garbage or laundering contaminated materials.
- Appropriate vinyl or similar gloves must be worn.
- Secure the top of the bag to keep the waste sealed.
- Label the bag as containing bio-hazardous contaminated material.
- Dispose of garbage according to local landfill requirements.

Part 7.02 – Bullying and Harassment

On November 1st, 2013 WorkSafeBC enacted Policy D3-115-2. Tied to Section 115(1)(a) and Section 115(2)(e) of the Act, it aims to ensure that employers prevent or minimize workplace bullying and/or harassment. WorkSafeBC recognizes that preventing bullying and harassment in the workplace is not just the responsibility of the employer, it is a shared responsibility of the employer, supervisors and workers.

Not every unpleasant interaction or inappropriate comment is considered bullying and harassment. It is important to know that WorkSafeBC defines bullying and harassment as a single term and to understand how that term is defined.

Bullying and Harassment includes:

Any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated.

Bullying and Harassment does not include:

Any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.

Definitions

District Administration

The term District Administration shall refer to District Senior Management and include, but not be limited to, the Superintendent, Secretary Treasurer, Assistant Secretary Treasurer and Directors.

Complainant

The person or persons making a complaint of harassment.

Respondent

The person or persons about whom the allegations are made.

Harassment

Does not include actions that are part of the employer’s normal managerial rights and responsibilities.

Personal Harassment

A pattern of repeated inappropriate behaviours (gestures, comments, questions, representations, etc.) that the harasser knows or ought to know will humiliate or diminish the employee.

Sexual Harassment

Any comment, suggestion, look, contact, real or implied action of a sexual nature that the person ought to know would be unwelcome which creates an uncomfortable environment for the recipient. Inappropriate and/or objectionable conduct, comments or materials which the person ought to know is unwelcome. Inappropriate use of power and/or authority in a manner which serves no purpose.

Frivolous

Not a breach of any policy.

Vexatious

Done to annoy and/or embarrass.

Responsibilities

Employer

- To not engage in Bullying and Harassment.
- Develop a policy statement and take steps to prevent and/or minimize the practice.
- Implement procedures for reporting and investigating complaints.
- Training workers and supervisors to recognize bullying and harassment.
- Annually review the above.

Supervisors

- To not engage in activities of bullying and harassment.
- To apply and comply with the employers policies and procedures on bullying and harassment.

Employees

- To not engage in activities of bullying and harassment.
- Report any instances of observed bullying and harassment.
- To apply and comply with the employers policies and procedures on bullying and harassment.

Reporting and Investigating

Allegations of bullying and/or harassment are treated very seriously and confidentially. There are several options available for resolving a complaint and informal approaches usually will foster a more prompt resolution to the issue.

Please consult Policy 4111.12, Bullying and Discrimination, for details regarding the harassment and discrimination reporting and investigation process.

Part 7.03 – Confined Space Program

Part 9 of the Occupational Health and Safety Regulation addresses confined spaces in the workplace and the inherent hazards associated with them. While one might typically associate confined spaces only with the tanks and vessels found in industrial workplaces, but they can be found in school district work sites as well.

Under the Confined Space Program, School District employee access to moderate and high-risk atmosphere confined spaces is prohibited. Employee access to low risk-confined space is restricted to authorized personnel who:

- Understand the risks associated with the low risk confined space in question.
- Has successfully completed education and training with respect to the School District confined space entry program and any safe work procedures.
- Has received education and training in how to conduct a confined space risk assessment.
- Has demonstrated proficiency in the above.
- Records of any training must be kept.

Definitions

Clean Respirable Air

When used to define the atmosphere inside a confined space, clean respirable air means an atmosphere that is equivalent to clean, outdoor air and which contains;

- About 20.9% oxygen by volume.
- No measurable flammable gas or vapor.
- No air contaminant in concentrations exceeding either 10% of its applicable exposure limit or an acceptable ambient air quality.

Confined Space

Any area which:

- Is enclosed or partially enclosed.
- Is not designed or intended for continuous human occupancy.
- Has limited or restricted means for entry or exit which may complicate providing first aid, evacuation, rescue or other emergency response.
- Is large enough and so configured that an employee could enter to perform assigned work.

High Hazard Atmosphere or High Risk Confined Space

An atmosphere that may expose an employee to risk of death, incapacitation, injury, acute illness or otherwise impair the ability of the employee to escape unaided from a confined space in the event of a failure of the ventilation system or respirator.

Moderate Hazard Atmosphere (Confined Space)

An atmosphere that is not clean respirable air, but is not likely to impair the ability of the worker to escape unaided from a confined space in the event of a failure of the ventilation system or respirator.

Low Hazard Atmosphere (Confined Space)

An atmosphere which is shown by pre-entry testing or otherwise known to contain clean respirable air immediately prior to entry to a confined space and which is not likely to change during the work.

- Low hazard confined spaces include all confined spaces that have;
- Access either by walk-in from grade or by manhole.

- Atmospheric conditions which are the same as those of outdoor air.
- No direct exposure to sewage or hazardous substances.

Low hazard atmospheres are those within a low risk confined space that are:

- Shown by pre-entry testing to have clean breathable air.
- Are otherwise known to contain clean breathable air immediately prior to entry.
- Where the quality of the breathable air is not likely to change during the work activity.

Activities in a low level hazard confined space must be limited and these activities include:

- General inspections
- Meter reading
- Sampling
- Minor adjustments
- Housekeeping
- Other activities that will not generate air contaminants in excess of 10% of permissible concentrations as established by WorkSafeBC.

Responsibilities

District Administration and Supervisors

- All confined spaces are secured against unauthorized access.
- “No access” signs are posted at each access point to a moderate or high risk confined space and that restricted access signs are posted at each access point to a low risk confined space.
- Low risk confined space safe work procedures are available and accessible to staff authorized to work in the area.
- That staff responsible for the supervision of workers are adequately trained to supervise the work prior to confined space work commencing.
- And that staff assigned to enter a low risk confined space have received adequate education and training with respect to the precautions as identified in written safe work procedures and the hazards of the space.

Managers

- That all confined spaces in the District are properly surveyed and identified.
- That the location of all crawl spaces, ceiling spaces and attics is documented and that documentation is available upon request.
- Representative sampling is taken in accordance with written sampling procedures and that where such sampling has occurred, the results are communicated, in writing, to the appropriate administrative and supervisory staff.

Employees

- Not enter into any confined space unless they have been trained and authorized to do so.
- Work in accordance with all written safe work procedures.
- Notify the Supervisor of any safety concerns and areas of potential risk.

Contractors

- Notify Maintenance of the planned work at least 24 hours prior to the entry.
- File a copy of their safe work procedures for confined space entry with Maintenance and the Health and Safety Office.
- Abide by the School District confined space procedures.

- Ensure their employees and sub-contractors perform their work in accordance with the Part 9 of the Occupational Health and Safety Regulations for confined space.
- Report to any unsafe condition to their School District liaison prior to entering a confined space or as soon as an unsafe condition develops.
- Notify Maintenance of any accident that occurs while working in a confined space.

Low Hazard Confined Space Entry Procedure

Pre-entry Atmospheric Testing:

A means of determining atmospheric conditions prior to entering a confined space. Under Occupational Health and Safety Regulations, pre-entry atmospheric testing is not required for low hazard confined spaces when:

- The location and control of the space ensures that a more hazardous atmosphere could not develop.
- Prior representative sampling has demonstrated that the atmosphere within the space or group of similar spaces meets the low hazard atmosphere definition.

Education and Training:

School District employees must be familiar with hazard identification practices, entry procedures and confined space communication processes before any work is started in any area deemed as a confined space. Examples may include:

- Attics lacking sufficient ventilation
- Electrical vaults
- Septic/sewer vaults
- Large water storage tanks

Assignment of Work

Work in low hazard atmosphere confined spaces shall only be assigned to workers who:

- Have received the required education and training.
- Understand the risks associated with working in a confined spaces.
- Have demonstrated proficiency in working within the appropriate safe work procedures.

Availability of a Standby Worker

When work is required in a low risk confined space the supervisor will ensure that a standby worker is available for the duration of the work project and shall ensure:

- There is a continuous means for the worker in the confined space to summon the standby person.
- That the standby person checks on the worker at least every 20 minutes.
- What form of communication will be used for interval checks and confirmation that it functions.
- The standby person has the means to immediately summon rescue personnel.

Prior to Entry

Prior to entering the low risk confined space the assigned worker shall:

- Review to ensure that criteria for representative sampling has not changed since the last samples were taken.
- Confirm the location in the confined space where the work is required to be done.
- Test the personal communication equipment to ensure proper functioning.
- Establish appropriate intervals between communication checks (not to exceed 20 minutes).
- Open/remove the hatch to the confined space.

- Visually inspect the area to ensure that the current environment is consistent with the environment in which representative sampling was conducted and report any changed conditions to the project supervisor for evaluation prior to entering the space.
- Inspect for unaccustomed/unusual odours of any kind in the confined space and report any odours or nausea to the project supervisor for evaluation prior to entering the space.

After Entry

After entering but prior to beginning the work, the assigned worker shall:

- Proceed to the work area while continuing to perform visual and olfactory environmental assessments.
- Test the communication equipment to ensure it is functioning properly.

Confined Space Rescue

Conscious Rescue

If a worker has sustained an injury but is conscious and responding appropriately:

- Assist the worker out of the space and seek first aid services or summon the first aid attendant.
- In the unlikely event that the first aid attendant is not available, call 911.
- Contact the site Manager/Supervisor and the Manager of Facilities.

If the worker starts to show signs of disorientation or if a change to his/her normal speech pattern is noted:

- Instruct the worker to come out of the confined space.
- Do not attempt to enter the area to provide assistance.
- If the worker is unable to exit the confined space without assistance call 911 for Emergency Rescue - confined space.
- Contact the on-site first aid attendant.
- Contact the site Manager/Supervisor and the Manager of Facilities.

Unconscious Rescue:

- Do not enter the confined space.
- Do not attempt to rescue the worker.
- Call 911 for Emergency Rescue and advise the dispatcher that the rescue involves a confined space.
- Contact the on-site first aid attendant.
- Contact the site Manager/Supervisor and the Manager of Facilities.

Confined Space Inventory

Identification

As part of this program the School District will contract the services of an environmental company qualified to analyze and identify spaces within the School District that meet the definition of confined space as set out in WorkSafeBC regulation. Any identified confined space or area that cannot be secured against entry must be signed with "Entry Prohibited".

Under no circumstances will School District staff enter a confined space without first discussing the job with their supervisor and making sure that any required safe work practices/procedures are in place. Many buildings in the School District contain attics, ceiling spaces and/or crawlspaces. Although these areas are not generally considered confined spaces (unless otherwise noted) it is

recognized that certain precautions will be required before entry into the areas is allowed.

Notification

Supervisors will be notified prior to any entry into an attic, ceiling space or crawlspace and arrangements will be made for someone else on the site to be notified of the entry. This person will be notified when the entry is first made and will be notified when the work is complete or the worker leaves the attic, ceiling space or crawlspace.

This program will be reviewed annually.

Part 7.04 – Drugs and Intoxicants

Safety is every School District employee’s responsibility, regardless of assigned responsibility. A factor that can contribute to workplace accidents is an employee’s physical impairment due to being under the influence of drugs or intoxicants, this can include prescribed medication.

Due to the definite hazard and risk to themselves and co-workers, no School District employee shall report to his/her workplace while under the influence of intoxicants or drugs. Should an employee report to work or be found working under the influence of intoxicants or drugs, the employee shall be removed from the work site.

Part 7.05 – Emergency Preparedness

In 2015 the Ministry of Education co-produced and distributed a guide that school districts are to follow in regard to school emergency preparedness. This guide will help school districts meet requirements and provide some standardization across the province. The Emergency Management and Planning Guide for Schools and School Districts forms the basis of the School District Emergency Preparedness Plans. It will be necessary to consult that guide in order to properly formulate each schools School Emergency Management Plan (SEMP). Once the plans are complete they must be shared with all staff at that site and a copy must be sent to the Health and Safety Office.

Content

At the beginning of each school year the Site Health and Safety Committee will review their Site Emergency Preparedness document and make any updates as needed. The completed document will include:

Establish a School Planning Committee.

- Preparing a School Emergency Management Plan is a big task and bringing representatives from all areas of school life and from the community to the planning process is beneficial. While all the members of the committee will add expertise and value to the planning process, the responsibility for the safety of students and staff in the school lies with the Principal and ultimate responsibility belongs to the Superintendent and Board of Education.

Membership on the planning committee should include:

- Principal/Vice-Principal
- Support staff representative from each relevant area – EAs, custodians, bus drivers, paraprofessionals, clerical staff
- Teaching staff representative

- Parent representatives
- First responders (fire, police, ambulance)
- Student representatives, as appropriate
- Tenants as appropriate

The names and current contact information for each member should be included in the SEMP and should be kept up to date.

Develop a school profile.

- School demographics (e.g. number of students, students with special needs, staff).
- Consider including building tenants and after school activity groups in your emergency planning committee. Include in your profile:
 - Names and contact information of tenants
 - Days and times of use
 - Identification of mobility-challenged tenants
 - Any additional appropriate information
- Contact information for individuals with responsibilities under the incident command system as well as other emergency resources.
- Hazard analysis and risk assessment/mitigation.
- Floor plan of the school showing any potential hazards, evacuation routes, assembly areas, gas and water shut-off, eyewash stations, first aid stations etc.
- Map of the surrounding area showing any potential risks, hazards, evacuation routes and assembly areas. This part of the plan pays attention to the particular surroundings of a school including student/parent reunification sites or designated community assembly areas.

Roles and Responsibilities

Assign staff to roles according to the ICS command structure and establish a school-based VTRA team (Violence Threat Risk Assessment). As part of a team approach, the Site Incident Commander should review the emergency response roles under the headings of Operations, Logistics, and Planning and identify staff members who are most suited to each role. A valuable exercise at the beginning of the year is to survey all staff regarding special skills that might be useful in an emergency.

- Staff are pre-assigned to emergency response roles as early as possible in the emergency planning process.
- Assignments are made based on the best use of staff talents and qualifications.
- Assignments are reviewed annually at the start of the school year to address changes in staffing and other adjustments.
- Staff members are cross-trained, so that each person is familiar with more than one role. This allows for individuals to fill multiple roles and to fill in for employees who may not be at the school during an emergency.
- Staff plan for the possibility that they may not be able to return to their home for some time following an emergency. If a situation arises in which a staff member is unable to make arrangements for dependents who may be left alone and vulnerable after a disaster, consideration must be given to how best to address the competing needs of the staff member and the school community.
- A school-based VTRA team is established to assess threats at the school level. The team should include the principal or designate, clinician (e.g. psychologist, counsellor) and police. Others may be assigned as deemed necessary.

Develop response protocols.

The most commonly used response protocols are drop/cover/hold on, evacuate, lockdown, lockout (hold and secure), and shelter in place. These will be described much more fully in the section on Response. It is important that the protocols be utilized in context. For example, in the event of an earthquake it is generally expected that the response will first be “drop/cover/hold on” followed by evacuation. However, it may be that the situation is such that returning to or remaining in the building or one part of the building is safer than being outside. An evacuation following a mild earthquake that occurred during a blizzard may not be an appropriate action. Each plan should account for the best interests of the students and staff in the particular circumstance.

Develop a Student Release Plan.

School plans must include a student release plan outlining how, when and to whom students will be released from the school during or after an emergency. This process includes sending information letters home to parents at the beginning of each school year, along with student release forms for parents to fill out and send back to the school. This information should be kept in several locations, both in hard copy and electronically. For example, the student release form can be duplicated and a copy placed in student lanyards to help with triage and student release. See the Templates section of the Ministry guide for templates that can be used for student release purposes. The student release plan should also consider how students will be reunited with their parents or guardians. Plans should include pre-assigned sites for reunification and parents should know the location of the primary and secondary sites. It is important for schools to be prepared for both small-scale and large-scale reunification. A “double-gated system” for reunification is effective. See the Templates section of the guide for a sample student release map/gated system. Staff with roles in the release of students should practice these procedures at least once each school year. This should include procedures to account for students and staff, to communicate with parents and to dismiss students to participating parents or alternate guardians. These drills could be tied into existing community emergency drills, such as the Great BC ShakeOut earthquake drill held each October.

Develop a Communications Plan.

Communication is a critical part of emergency response and coordination. A SEMP must describe how the school will communicate internally and externally during and after an emergency.

Internal communications refers to communication within the school site and school district and includes students, staff, tenants, and school district senior management. The internal communications strategy should clearly outline what information will be communicated, when, how and by whom.

External communications refers to communication with any individuals or groups outside the school site/school district and includes parents, first responders, local authorities, business and community organizations, provincial agencies, and media. The external communications strategy should outline when and how information will be communicated.

First Responders.

The Site Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.

Parents/guardians.

The plan should specifically outline when and how the school/school district will communicate with parents/guardians in the event of a critical incident.

Media.

The communication plan will outline how media requests will be handled and who will act as spokesperson for the school site. In smaller districts, the principal and/or the superintendent may be the spokesperson for a school incident. In larger districts, there may be a designated spokesperson or media relations manager who speaks on behalf of the school and district. It is important to understand your district's protocols and practices with respect to media relations and to include this in your communications plan. It is equally important that, if a media relations specialist is not available, media training for the spokesperson be provided. The communications plan should also outline how social media will be used as vehicle for communicating externally and who will assume this responsibility.

Communication Tools should include text messaging, emails, phone trees, intranet, social media and other appropriate technologies. It should also consider how schools will communicate in the event of a power failure, loss of cell connectivity or wifi and/or a landline telephone failure. Finally, there should be someone on staff who is able to act as technology support.

Develop a continuity of operations plan (COOP).

The objective of a continuity of operations plan is to restore critical systems and the learning environment as soon as possible. Planning for the continuity of a school system in the aftermath of a disaster is a complex task. Information that is needed to continue the work of the staff and student learning, even if school resumes at an alternate site, should be available digitally and backed up to prevent loss.

Resources

Part of the planning process includes identifying documentation, equipment and resources to provide first aid, shelter, comfort, basic rescue and care for students and staff for a period that could range from a few hours to a few days. Work with your parent committee and community partners in gathering and safely storing equipment and resources, which could include items listed in the templates section of the Emergency Management Planning Guide.

Documentation

All documentation should include current student, staff and volunteer lists with pertinent information such as contact information, medical information, special considerations etc. This should also be included on an information card that is placed in a lanyard for each person in the school to wear in the event that it is necessary. All documents relating to the SEMP should be available in a number of modalities and at a number of sites. Hard copies should be filed in the school office, with the district and at one or two other sites that make sense for the context of each school. Electronic copies should be available on hard drives and online for access by handheld devices.

Conduct training and drills.

It is important that everyone directly affected, including staff, students and parents, knows about the plan and how they are to act during an emergency. The more you practice your plan the more likely it will be successfully followed during an actual emergency. Debriefing sessions following drills and emergencies is critical to improving the efficacy of your response.

Debrief and revise.

To close the emergency planning cycle, debriefing the event is important to inform the planners about how to improve mitigation, preparedness and response. Debriefing should become a routine part of emergency response drills as well as being an important aspect of recovery from an actual emergency. For schools and school districts, gathering information about what did and did not

work well during a drill or response to an emergency ensures common understandings of how to improve.

- Debriefing after a drill should take place as quickly as possible to ensure that the experience is fresh in people's minds.
- Include all parties in a debrief session so that all perspectives are considered.
- Consult with first responders or local authorities, if necessary, to gather information related to best practice.
- Revise the plan as necessary to improve the response for the next drill

Part 7.06 – Fall Protection

The School District Fall Protection Program is intended to assist all employees in the recognition, evaluation and control of fall hazards. The end result is that the risk of falls from heights can be minimized and/or eliminated.

Regulation

Part 11.2 of the regulations states that:

- Fall protection is required when there is potential for a fall from 3 m (10 feet) and greater or when a fall from a lower height involves an unusual risk.
- Free fall distance must be limited to 4 feet without a shock absorber or 6 feet with shock absorber.
- All fall protection equipment shall meet or exceed all applicable CSA or ANSI Standards that were in place at the date of manufacture.
- After a fall has occurred all equipment involved must be tagged and prohibited from use until it has been inspected and re-certified by a qualified person.

Fall Protection is not required when:

- Workers will not be within 6.5 feet or less of an unguarded edge (this 6.5 feet is referred to as the Control Zone). This Control Zone must be increased if the work being performed increases the risk of a fall (such as working on a ladder near the Control Zone).
- Refer to WorkSafeBC Guidelines Part 11 (G11.2(5)-1 Control zones and safety monitors as a work procedure acceptable to WorkSafeBC)

Responsibilities

District Administration

- Ensure that all Supervisors involved in work at heights are competent and knowledgeable in implementing this Fall Protection Program.
- Ensure that all employees required to work at heights are:
 - Instructed in the safe performance of their work and supervised while working at heights.
 - Are properly inspecting fall protection equipment at regular intervals.
- Ensure all necessary Fall Protection equipment is available to workers.
- Ensure all potential fall hazards are identified.
- Ensure development and review of safe work procedures when required.

Employees

- That they and their fellow employees are not exposed to hazards.
- To inspect all equipment prior to use and be familiar with its use and maintenance.
- Follow all policies, regulations and this Fall Protection Program.
- Report all unsafe conditions, incidents and accidents to their supervisor immediately.

Fall Protection Procedures

The supervisor in charge of the project will ensure that a Fall Hazard Assessment has been done prior to the start of work. This assessment will include:

- Identification of all potential fall hazards.
- Selection of the appropriate fall protection system.
- A check that all workers involved in the project have had adequate training in the equipment and fall protection system to be used.
- Development and implementation of a written fall protection plan when required.
- The Fall Hazard Risk Assessment is available in the appendix.

Mandatory Written Work Procedures

For certain work, WorkSafeBC regulations make it mandatory for the employer to develop written work procedures. Such work includes:

- Any work in which the worker is 25 feet or more above the ground and no guardrails are in place.

Employee Training

All employees required to work at elevation must be trained in:

- The specifics of the project being done.
- Use, maintenance and inspection of temporary elevated work areas and equipment.
- Use, maintenance and inspection of fall protection devices.
- Potential emergency situations arising from the job being performed.
- If work involves manlifts, employee must have their certificate of training on them while operating the lift.

Fall Protection Systems

To select a fall protection system for a job at heights, the supervisor must follow the priority criteria established by WorkSafeBC. The priority is:

1. Standard Guardrail System

The standard guardrail system is designed to physically separate a worker from the edge of an opening in such a way as to eliminate the fall hazard. The standard guardrail system must comply with Part 4 of the Regulation, this includes:

- The guardrail consists of a top rail at 1 meter (42 inches) above the floor level, a toe board, and an intermediate rail centered at midpoint between the top rail and the toe board.
- The posts to support the top rail and the intermediate rail shall be spaced at no more than 2.4 meters (8 feet) apart.
- The temporary guardrail system must be able to withstand a load of 125lbs applied perpendicular to the top rail.

2. Fall Restraint System

The fall restraint system is designed to restrict the movements of a worker so that the potential for falling is eliminated. It consists of:

- A body harness, according to the work being performed
- A lanyard
- An individual lifeline
- An anchoring point which may be able to stand a vertical load capacity of 363 kg (800 lb) in any one direction required to resist a fall

3. Fall Arrest System

The fall arrest system is designed to stop a worker who has fallen prior to them striking the surface below, it consists of:

- A body harness (safety belts are not permitted)
- A lanyard
- A deceleration device (also known as a shock absorber device)
- An individual lifeline
- An anchorage point able to stand a load capacity of 5000 lbs. in any direction required to arrest a fall

4. Control Zone and Safety Monitor

Guidelines Part 11.2 describe how a control zone with or without a safety monitor may be used as the means of fall protection under section 11.2(5) where it is not practicable to use a method of fall restraint, fall arrest or rope access, or where the use of a fall arrest or rope access system will result in greater hazards. The system consists of two components:

- A control zone of no less than 2 meters wide.
- A buffer zone immediately outside the inner edge of the control zone.
- A safety monitor to watch for the inadvertent approach by a worker to the edge of the elevated work area.

The safety monitor is a worker who is knowledgeable in and has direct control over the work being performed. The safety monitor must be immediately distinguishable from other workers and have the ability to stop work if required.

Part 7.07 – Infection Control

During the course of regular work activities some School District employees may be exposed to various infections or communicable diseases that are transmitted by bodily fluids. In view of this, it is important that all employees take reasonable steps to protect themselves from exposure.

General Information

The school principal must be informed regarding any student that is suspected of having a communicable disease so that appropriate steps can be taken to prevent exposure if needed. Hand washing is the single most effective means for preventing the spread of infection (with the exception of Head Lice). Employees should always wash their hands thoroughly after contact with bodily fluids/substances even when gloves are used in order to lessen the potential of becoming infected.

When hand washing:

- Remove all hand jewelry. (Jewelry should not be worn when working with students who require repeated physical contact and care as protective gloves could be torn. Also, micro-organisms can become lodged in settings of rings.)
- Wet hands with water.
- Apply soap and lather in hands for at least 20 seconds
- Rinse hands with water from wrist area to fingertips.
- Dry hands well. When washing hands frequently, it is important to dry gently but thoroughly to avoid chapping, chapped skin can possibly permit bacteria to enter body.

Disposable gloves must be worn when handling any soiled items. Please refer to Safe Work Procedures for information on safely removing soiled gloves.

Part 7.08 – Lockout Program

The School District is committed to eliminating potential injuries involving hazardous energy – whether that is electric, compressed gas/steam, chemical, hydraulic, tensioned spring, mechanical or elevated object. Only authorized and trained employees are permitted to perform maintenance, repairs, new construction and other work. All employees and outside contractors performing this work will strictly adhere to the District’s lockout procedures. Various lockout devices (breaker, switch, plug etc) are available from the Maintenance Department.

Responsibilities

Employers

- Establish written lockout procedures in order to protect School District employees working on equipment and machinery.
- Those employees required to lockout equipment or machinery will be provided with identifiable personal locks that have only 2 keys, one in the possession of the worker and one in possession of the supervisor.

Employees

- Follow established procedures developed by the employer for locking out equipment, using the appropriate lockout devices.
- Remove their lockout locks upon completion of the work.
- Keep control of their personal lock key throughout the duration of the work.

Rules for Lockout

The following rules must be adhered to while performing any work that requires lockout:

- Each employee must only use locks assigned to him/her.
- When working on a machine, each worker must lock out each point with his/her assigned lock(s).
- For jobs where more than one worker is required, each worker must attach their own lock to all lockout points. Scissor clips are used for any group lockout points.
- The person applying the first lock is responsible to immediately test to ensure the machinery or equipment is correctly locked out.
- Each employee must remove his/her lock when the work is complete. Employees must not remove locks belonging to other employees.
- The worker removing the last lock is to ensure that all guards or safety devices are replaced and that the work area is clear of people and tools before starting any machinery.

Non-compliance with the established district lockout procedures will result in immediate disciplinary action.

Lockout Procedure

These steps are to be followed when there is potential for a release of an energy source while working on any type of machinery or equipment.

Notify

The most immediate supervisor and the person(s) affected by the work must be notified before commencing work on any machinery or equipment.

Identify

All hazardous energy sources to be neutralized must be identified including:

- Electrical circuits
- Hydraulic systems
- Pneumatic systems
- Gravitational systems
- Spring loaded systems
- Steam and heat systems
- Chemical systems

Neutralize

All hazardous energy systems must be neutralized prior to lockout taking effect.

- Neutralize electrical systems. The machine should be turned OFF first at the normal start-stop station and then at the disconnect switch in the electrical room.
- Close supply valves. Vent air or gas pressure leaving vent lines open when required.
- Drain and bleed hydraulic lines to release pressure leaving bleed lines off when required.
- Block any movable parts, lower/secure suspended parts.
- Cool down any heat systems (hot water lines, etc.)

Lockout and Tag

All neutralized hazardous energy systems must be locked out and tagged prior to starting work.

- Each worker must place his/her lock on the appropriate lockout point. The only positive method of protecting employees from hazards associated with accidental starting of machines is to lock out the controls in the OFF position and to have a separate single keyed lock for each person.
- All outside contractors working for the School District are required to follow this lockout procedure.
- Most electrical disconnects with pull down handles have built in lockout devices. For other equipment it may be necessary purchase or construct attachments to which a lock can be applied. Warning tags will be placed on all switches, controls and pressure lines.
- Single pole circuit breakers are to be locked out using a single pole circuit breaker lockout. These devices fit over the breaker when it is in the tripped position and can then be locked out with a personal lockout lock. Locking a circuit panel closed is not acceptable as that prevents access to the other circuit breakers.
- Light switches are to be locked out using a wall switch cover device. These covers are screwed on over the switch and can then be locked closed with a personal lockout lock so that the switch cannot be activated. If that is not possible then the breaker must be locked out.

- For tools and machinery that uses a plug, disconnect the plug and place the male end of the plug on the machine in a location readily visible to the person performing the work. If the employee performing the maintenance may be interrupted during the task the plug should be secured by lock.

Multiple locks and lockout scissor clips

- When a job requires the services of more than one employee, each person working on the machine must have their own lock on the system. This will mean the use of a multiple lockout scissor clip. The person in charge should be the last one to remove his/her lock. The lock owner must retain the key to each lock.
- A tag should be attached to each lock out point.

Test

- The person applying the first lock in a lockout procedure is responsible to immediately test to ensure that the locked-out machinery or equipment cannot be operated. Test all equipment and systems to make sure they have been deactivated, ensuring all persons are clear of machinery. This means pushing start buttons, operating valves and inspecting moveable parts to ensure that they are at rest and positively blocked.
- It will be the responsibility of each supervisor to ensure that all personnel are fully aware of the potential seriousness of machine accidents and that they are trained in the application of the lockout procedure.
- It is the responsibility of all supervisors to make certain that this procedure is carried out.

Lock Removal

- When work has been completed, each employee should report this fact to the person in charge of the job. Each person may then remove his/her personal lock. The person removing the last lock is responsible to ensure that the machinery or equipment can be operated safely (replace or repair guards or safety devices) and that all persons are clear of the equipment.
- If the work is not complete at the end of the shift, the status of the job should be reported to the supervisor. The incoming shift shall place their locks before commencing work. The person in charge of the incoming shift will place his/her lock on the machine. At no time is the machine to be left unlocked, all work must be completed before all locks are removed.

Emergency Lock Removal

- The supervisor is the only person authorized to remove a lock in emergency situations where a lock must be removed and the lock owner is not available to remove it. All cases involving emergency lock removal must be recorded in writing and followed-up on.
- The supervisor must make every effort to contact the employee before taking any action to remove the lock. If the lock is removed the supervisor assumes full responsibility and must ensure the machinery or equipment can be operated safely and will not endanger any employee.
- The supervisor will also ensure that before an employee returns to work he/she is informed that his/her lock has been removed.

Summary

Notify the most immediate supervisor and identify the potential hazards associated with the job. Refer to local written procedures if applicable.

Neutralize all identified hazardous energy:

- Electrical
- Hydraulic
- Pneumatic
- Gravitational
- Spring energized
- Temperature system
- Chemical

Lock out and tag all operational switches or valves. Ensure all potential pinch points have been eliminated or secured. Remove locks after the job is completed ensuring the person to remove the last lock tests the machinery or equipment for safe operation (all persons and tools removed from working area).

Part 7.09 – Musculoskeletal Injury Prevention Program

Musculoskeletal injury (MSI) is defined by Occupational Health and Safety Regulation as an injury or disorder of the muscles, tendons, ligaments, joints, nerves, blood vessels or related soft tissue including a sprain, strain and inflammation, that may be caused or be aggravated by work. Sometimes even the tasks that we perform at work on a regular basis can result in a musculoskeletal injury. Repetitive motion and overexertion can both cause an MSI.

Responsibilities

District Administration

- Develop and implement a Musculoskeletal Injury Prevention Program as per WorkSafeBC regulation.

Principals, Managers and Supervisors

- Consult with workers and joint committees to identify potential MSI risks.
- Investigate any reported signs or symptoms of MSI.
- Educate workers in the use of any MSI prevention control measures.
- Follow up on any control measures that are put in place to ensure they are effective.

Employees

- Report any signs and/or symptoms of MSI to their supervisor.
- Actively participate in any MSI education and training offered by the District.
- Abide by any MSI training and safe work procedures that are put in place.

Prevention Process

WorkSafeBC lists 7 steps in the MSI prevention process that are intended to assist employers in implementing an effective Musculoskeletal Injury Prevention Program.

Consultation

Consultation with the site Joint Health and Safety Committee or District Joint Health and Safety Committee is valuable during the MSI prevention process.

Education

Educate workers about the risk factors, signs and symptoms of injury, and potential health effects.

Risk Identification

Identify the jobs with a risk of MSI and what the risk factors might be.

Risk Assessment

Once a risk factor of musculoskeletal injury has been identified the degree of risk must be assessed.

Risk factors can include:

- Awkward stooping or twisting
- High force
- Repetition
- Environment

Having a risk factor on its own does not place a worker in danger of a musculoskeletal injury. The degree of risk must be measured and this takes into account many variables including frequency, amount of force and whether there is more than one risk factor associated with the same task. A risk assessment must include consultation with workers who have suffered an MSI or have shown signs/symptoms of MSI if possible. Also, valuable information can be gained from consultations with a representative sample of workers who perform the task being assessed. The basic principle of a risk assessment is looking at the extent of exposure to which a worker has during the specific task, this is done by assessing:

- Magnitude (how much)
- Duration (how long)
- Frequency (how often and how fast)

Additionally, the risk assessment must also consider what the effect might be when different risk factors are combined.

Risk Control

Once complete, any risk factors identified by the risk assessment must be eliminated, or where not practicable, controlled. Whichever course is taken, it must be done without undue delay. Risk control options include:

Engineering Controls

The arrangement, design, or alteration of the physical work environment, equipment, or materials. For example, a mechanical lifting device is an engineering control that Student Support Workers can use to reduce the risk of MSI when moving students.

Administrative Controls

Includes the use and scheduling of resources and staffing to improve how the work is organized and performed. For example, limiting the consecutive hours a custodian spends washing windows is an administrative control that can reduce the amount of repetitive motion. Administrative controls involve the manipulation of resource and staff scheduling so that the work tasks are improved and MSI risks eliminated. Examples of this can include rotating tasks between multiple employees or limiting the amount of keying a clerical employee does in one day.

Personal Protective Equipment and Clothing

May be used as a control if other controls are not practicable, or in addition to other controls. For example, workers may wear vibration-dampening gloves while using a weed eater or wear knee pads while working on their knees to install flooring.

The above control options can be applied to the three aspects of exposure:

Reducing Magnitude

- Reducing the required force needed to perform the task.
- Lighter and/or suspended tools, powered lifts or re-designing the workstation to reduce reaching.

Reducing Duration

- By reducing the amount of time that a worker spends on a certain task each day, you can reduce the duration.
- Rotating tasks between multiple workers is a good way to reduce an individual workers exposure to a specific risk.

Reducing Frequency

- Reducing the number of times in one shift that the worker is exposed to the risk.
- For mechanics, they could rely on power tools and only use hand tools when power tools are not practical.

Sometimes simply changing the rotation of tasks through the day will be enough to minimize the risk of musculoskeletal injury. This is done by spreading high risk tasks out and interspersing tasks of lower risk.

Training

If new equipment is installed to reduce the risk of musculoskeletal injury it is important to ensure that the employee is trained in the proper operation of that equipment and that they adhere to that training.

Evaluation

Following up with the worker after implementation of control measures is an important step to see if the control measures are effective.

Investigation

For investigation of a potential MSI risk, please refer to the Risk Assessment worksheet located in the appendix of this manual.

Part 7.10 – Personal Safety and Conduct

Personal Safety

Safety is everyone's responsibility, regardless of assigned responsibility. This includes such things as making sure you follow proper safe work procedures, report any observed hazards or even as simple as spreading sand/salt on walkways if you are the first person on site in the winter.

Conduct

No one is to engage in any activity or behaviour that might create a hazard to them or any other employee. Types of behaviour can include:

- Horseplay or practical jokes
- Fighting
- Unnecessary running or jumping

- Intentionally using tools and/or equipment in a way they were not designed for
- Any other act that may startle or distract other employees.

Part 7.11 – School Vehicle Operations

Anyone operating School District vehicles must have all required valid licenses and/or certifications and must adhere to all applicable laws and regulations governing the use of that vehicle. At the start of each day, prior to operating the vehicle, the employee will perform a safety pre-trip on the vehicle. This pre-trip shall include:

- Windows, clean, clear and not cracked
- Tires properly inflated and lug nuts tight
- Visible fluid leaks
- Foot and emergency brake operation
- Mirrors, clean and adjusted properly
- Head lights and reflectors, clean and clear
- Windshield wipers, intact and properly working
- Horn, clearly audible
- First aid kit, in place and accessible (if equipped)
- Fire extinguisher, in place and accessible (if equipped)
- Driver's seat, properly adjusted
- Instrument panel, no warning lights
- Oil, water and fuel levels
- Lights and turn signals, operating correctly

Any noted defects must be reported to the supervisor immediately so that any required action can be taken.

Part 7.12 – Violence Prevention Program

While School District facilities are generally very safe places to work, there may be times when violent incidents occur.

The School Act

Responsibilities of Administration, Teachers and Students

The School Act provides clear directions regarding student conduct. In summary the School Act states that:

- The School Board oversees issues regarding the suspension of students.
- Principals supervise the school and oversee the general conduct of the students, this includes taking disciplinary action if required.
- Teachers are to ensure that students comply with the code of conduct.
- Students must comply with the code of conduct and be accountable for their actions.

Section 177

This section of the act pertains to the maintenance of order within schools. It states that:

- A person shall not disturb or interrupt the proceedings of a school or an official school function.

- A person who is directed to leave the land or premises of a school by a Principal, Vice Principal, Director of Instruction or a person authorized by the Board to make that direction:
 - Must immediately leave the land and premises.
 - Must not enter on the land and premises again except with the prior approval from the Principal, Vice Principal, Director of Instruction or a person who is authorized by the Board to give that approval.
- A person who contravenes Section 177 is committing an offence.
- A Principal, Vice Principal, Director of Instruction or a person authorized by the Board may, in order to restore order on school premises, require adequate assistance from a Peace Officer.

WorkSafeBC Regulations

In Part 4 of the regulation, it defines what WorkSafeBC sees as being violence in the workplace and lays out what the employer must do. This includes:

- Perform a risk assessment when there is a risk of injury to workers as a result of violence in the workplace. The assessment must include the consideration of:
 - Previous experience in that workplace
 - Occupational experience in similar workplaces
 - The location and circumstances in which the work will take place
- Establish procedures to minimize or eliminate risk where it is identified.
- Inform workers regarding any potential risk of violence exposure in the workplace and:
 - What procedures are in place to control the risk
 - How to respond to incidents of violence
 - Reporting and investigating procedures

Responding to Incidents of Violence

(insert School District's violence prevention procedures/practices and/or VTRA protocol here.)

Violent Students

Unfortunately there may come a time where you are faced with a violent student. Each incident will be as unique as the student involved, however there are some basic guiding approaches to the incident that may help resolve the situation. These are:

- If at all possible it is best to work in pairs.
- When you come upon the situation there must be no doubt that you are the person in charge. You're body language should be both calm and confident.
- As you approach you should not focus solely on the individual. Assess the scene and any other students in the area. Bystanders should be dispersed and if possible send someone to report the incident to the office.
- It is always best if you can remove any other students from the area, that way any discipline is done privately which allows the individual to save face.
- Communicate clearly and simply. Listen carefully to what is said so that you both understand what is happening and can clearly detail the exchange in a written report later.
- Always remain in control of your feelings and responses. If you allow the student(s) to rattle you it could cause the situation to escalate. Do not take anything personally.
- While talking with the student you must also pay attention to the looks, gestures and statements made by bystanders who have not disburged as they may try to 'egg the student on'.

- Humour can be a useful tool in tense situations, if appropriate.
- Take care in your own gestures and body movements so that they do not come across as aggressive.
- Allow the student to talk, this can help relieve some of the tension.
- Be patient and give the student time to cool down.

Gang related incidents

The Youth Against Violence Line is a confidential way for individuals to report violence or gang related activity. Whether it is something that was directed at you or just something you witnessed, there are trained people available to investigate any reports. And no one is required to leave their name.

Home Visitation

There will be times when School District staff will need to visit students in their homes. This has the possibility of exposing the worker to threats and/or violence either from the student or the students family. Ways a worker can protect themselves is to:

- Adhere to the School District working alone procedure.
- Leave an itinerary of the trip with a responsible person.
- Avoiding visits outside of regular school hours whenever possible.
- Prior to a home visit, check the student's record for any past altercations or acts of violence.
- If possible, and definitely if the risk is higher, make home visitations in pairs.

Part 7.13 – Working Alone Program

In Part 4 of the regulation WorkSafeBC defines that "to work alone or in isolation" means to be assigned work in circumstances where assistance would not be readily available to the worker in the event of an emergency or if they were to fall ill. In these cases there must be a means for checking on the well-being of a worker at regular intervals to ensure that they are safe.

General Information and Guidelines

The most effective means of monitoring a person's well-being is by visual contact. Buddy systems are the best way for staying safe however that is not always practicable. If a buddy system is not possible then a system of two way voice communication will be implemented.

Procedure

Principals, Managers and Supervisors are responsible to ensure that any time they assign one of their employees to work alone that the Working Alone Procedure is implemented. Examples of these situations in the School District include, but are not limited to:

- Maintenance responding to afterhours calls
- Lone Custodians working in a school
- Employees performing home visitations
- Bus Drivers on field trips outside of normal work hours

In these situations the employee is to phone Graydon Vernon Answering Service at 1-877-604-7615

as outlined in the School District Working Alone Procedures for Custodians, Grounds or Maintenance and Transportation. Please see the appendix of this manual for those specific procedures.

Important points to remember:

- It is very common for School District employees to choose to come to work early, stay late or come in after hours. The Working Alone Program does not apply to these situations as in these cases the worker has not been assigned that work by their supervisor. As a result the employee needs to ensure that a friend or family member is aware of their activities.
- There are cases where an employee may find themselves working alone when they had not been assigned to work alone. Such as when a custodians co-worker at a school falls ill and need to go home.
 - In these instances, the remaining employee must follow the procedures as outlined in the applicable Working Alone Procedure.
- Calls to Graydon Vernon Answering Service need to be kept concise and to the point
- Even though there could be other people in the building you could still be considered to be ‘Working Alone’. As an example, a custodian might be working in a school where there are User/Rental Groups in as well as a few teachers that were working late – but unless someone tasked with checking on the custodian’s well-being, the custodian is working alone.

Reference Material

School District No. 27 (Cariboo-Chilcotin)

Policy 4114 – Blood Bourne Pathogens

Policy 4111.12 – Bullying and Discrimination

Policy 5114.3 – Violence and Intimidation

Working Alone Procedures for Custodians

Working Alone Procedures for Grounds

Working Alone Procedures for Maintenance and Transportation

Occupational Health and Safety Regulation

Part 4 General Conditions Items 4.21 – 4.23 Working Alone or in Isolation

Section 6 Bio-hazardous Materials

Part 9 Confined Space

Part 10 De-energization and Lockout

Part 11

WorkSafeBC

Publication – Preventing Musculoskeletal Injury (MSI)

Section 8 – Personal Protective Equipment

Although considered the last resort, there will come a time in the course of work where an employee will need to use Personal Protective Equipment (PPE). PPE can be as simple as wearing closed toed shoes or wearing safety glasses, but it could be as involved as donning a half face respirator.

Responsibility

District Administration

- To ensure that appropriate PPE is available to employees at risk as required by WorkSafeBC.

Supervisors and Managers

- Ensure that those employees under their direction are properly trained in the required PPE for their job/task.
- That employees use appropriate PPE when required.
- And that employees are trained in the proper care and maintenance of any required PPE.

Employees

- Must abide by any and all training they are given with respect to PPE use.
- Ensure that their assigned PPE is kept in clean and useable condition.
- To use PPE when it is required.

Part 8.01 – General PPE

Protecting Your Feet

- During any work where there is a risk of crush injuries to your feet you must wear CSA approved steel toed shoes.
- When working with chemicals/cleaners you must wear closed toed shoes (running shoe style or better).
- Sandals, flip flops and ‘cros’ are not adequate footwear unless working solely in an office environment.

Protecting Your Legs

- While operating chain saws and bladed brush walkers you must wear padded falling pants.
- If using weed eaters, pants and/or coveralls are required.

Protecting Your Hands

- If you are working with material that is likely to chafe, cut or puncture your hands you need to wear gloves that provide suitable protection.
- In the course of your work if you are required to deal with bodily fluids or students believed to be currently contagious with a communicable disease you are required to wear disposable latex (or similar) gloves.
- While working with hazardous material you need to wear the appropriate gloves for the task/material. This may require consulting an SDS (Safety Data Sheet) for the material in order to determine what type of glove is required.

Protecting Your Eyes

- While using any power tools, either hand held or installed, you must wear appropriate eye protection. This could be safety glasses, goggles or a face shield.
- When welding or using cutting torches you must wear eye protection that will protect you from flash and ultraviolet light.

Protecting Your Head

- Generally, School District facilities are work environments where hard hats are not required. However during times of major renovations and/or building construction there will be areas of the work site where there is a risk to workers of falling debris and material. In these instances workers will be required to wear an approved hard hat.

Part 8.02 - Hearing Conservation Program

In Part 7 of the regulation, employers are required to measure noise exposure if a worker might be exposed to a noise level exceeding 82 dBA Lex. And if measurements indicate that the worker is being exposed to levels above 85 dBA Lex they must take steps to protect the workers hearing as well as monitor the effectiveness of that protection – meaning that annual hearing tests will be required. School District No. 27 will provide workers who are exposed to excessive noise a variety of ear plugs and ear muffs as required.

Responsibility

District Administration

- To ensure that a Hearing Conservation Program is developed and in place.

Managers and Supervisors

- To ensure that a risk assessment for noise exposure is conducted in their work areas.
- That employees under their direction receive any required training regarding noise exposure and hearing protection.
- That hearing protection is used when required.

Employees

- Must abide by any and all training they are given with respect hearing protection and noise exposure.
- That their assigned hearing protection is kept clean and serviceable.
- That they use adequate hearing protection whenever it is required.

Regulatory Requirements

Regulation requires that if noise in the workplace exceeds the noise exposure limits a program must be developed and implemented. This program involves:

- Noise measurement
 - Noise measurement is not required if those workers with potential for excessive noise exposure are provided with an effective noise control.
- Education and training

- The employer will arrange for general education and training to be given each year at the time the employees hearing is tested. This will be done by the approved hearing test provider.
- Engineered noise control
 - If possible, sources of excessive noise will be controlled at the source so as to remove the need of hearing protection. An example of this is housing a noisy shop tool, such as a planer, in a room which provides adequate noise protection for other shop occupants.
- Hearing protection
 - Will include a variety of foam ear plugs and ear muffs.
- Posting of noise hazard areas
- Hearing tests
 - They will be administered by a tester approved by the Board.
 - Any test results must be forwarded to the Board.
 - The employer must keep all test results for as long as that employee works for the employer.
- Annual program review

Part 8.03 – Respiratory Protection Program

For some work, generally confined to the maintenance department, employees may be exposed to concentrations of airborne contaminants that exceed regulated limits for exposure. If there is no other way to protect the employee from exposure then they will be provided with appropriate respiratory protection.

For any employee that is provided, and as such required, to wear a respirator they are required to be clean shaven where the respirator seals with the face. For this purpose, clean shaven will be defined as having shaved prior to reporting for work that day.

Responsibilities

Employer

- Implementing a written respirator program.
- Ensuring that the worksite is evaluated for breathing hazards.
- Eliminating or minimizing all breathing hazards.
- Providing and maintaining respirators needed for any airborne hazard present at the worksite, and ensuring that workers use the equipment when required.
- Providing supervisors with the education and training necessary to ensure that workers use respirators safely.
- Providing workers with the education, training, and supervision necessary for safe use of respirators.
- Requiring a medical assessment if there is a concern about a worker's ability to wear a respirator.

Principals, Manager and Supervisors

- Assessing the type and amount of exposure.
- Selecting the appropriate respirators.
- Implementing training and instruction programs.
- Administering the overall program, including the maintenance of records.
- Reviewing the program on an annual basis.

- Workers are aware of breathing hazards on the worksite(s).
- Respirators are available when required.
- Workers use respirators correctly as required.
- Workers are clean-shaven.
- Respirators are properly cleaned, inspected, maintained, and stored.
- Workers are aware of any equipment or clothing that may interfere with respirator use.
- Working conditions are monitored in order to alert supervisors of exposure to higher concentrations of a contaminant or a new contaminant.
- Workers are aware of potential issues that may develop during respirator use, such as discomfort, skin irritation, or breathing difficulty.
- The program administrator is notified of concerns or conditions that might affect workers respiratory protection.

Workers

- Understanding and following safe work procedures.
- Using their respirators as instructed.
- Understanding the limitations of their respirators and following the manufacturer's instructions.
- Inspecting their respirators before use.
- Immediately reporting any equipment problems to their supervisors.
- Properly cleaning and storing their respirators.

Selection of Respirators

The selection of respirators is done in accordance with *CSA Standard CAN/CSA-Z94.4-93*.

Training

Every worker who may have to wear a respirator will be trained in the proper use of the respirator. Both the worker and his/her supervisor receive this training which will be repeated at least annually with records kept in the Human Resources Office. This training includes:

- Description of the respirator
- The intended use and limitations of the respirator
- Proper wearing, adjustment, and fit testing
- Cleaning and storage methods
- Inspection and maintenance procedures

When wearing respirators, workers experiencing any of the following must leave the contaminated area:

- Nausea
- Dizziness
- Eye irritation
- Unusual odour or taste
- Excessive fatigue
- Difficulty breathing

Respirator Fitting Procedures

You must do at least one of these checks each time you put on your respirator. But prior to doing either make sure that the respirator is in good working condition.

Negative-pressure user seal check

- After properly donning the face piece, cover both inlet valves with your hands to create a seal and then inhale gently.
- Hold for 10 seconds.
- If you have a good seal, the face piece should collapse slightly against your face and stay collapsed. No air should leak into the face piece.
- If the face piece doesn't collapse and stay collapsed, there is an air leak and either the respirator needs reseating, repair or replacement.

Positive-pressure user seal check

- After properly donning the face piece, cover the exhaust valve with your hand to create a seal and then exhale gently.
- Hold for 10 seconds.
- If you have a good seal, the face piece should bulge out and stay out. If air leaks out you need to reseal, repair or replace the respirator.

Part 8.04 – Shower and Eyewash Stations

During certain activities in the School District there may be a risk for exposing your eyes to chemicals and debris. In areas where there are these risks the school district has installed shower and/or eyewash stations.

Responsibilities

District Administration

- District Administration is responsible to ensure that eyewash and shower stations are installed where required and that regular inspections take place to ensure proper operation.

Manager, Supervisors and Principals

- To ensure that employees under their direction are trained in the use of any applicable shower and/or eyewash stations.
- That all employees abide by their shower/eyewash responsibilities.

Teachers, Custodians and Maintenance

Are required to ensure that any eyewash or shower station in their classroom, lab/prep room, custodial room or shop is:

- Kept clear of obstructions.
- Remain free from tampering.
- Not used for any reason other than the designed purpose.
- Checked for proper operation on a regular basis.
- That students or others in the room are instructed in the location and use of each.
- Report any issues or damage to their supervisor immediately.

Eyewash Stations

For instructions on the proper use of shower and eyewash stations, please refer to the SWP – Shower & Eyewash Stations.

Reference Material

Occupational Health and Safety Regulations
Part 5.89
Part 8 – Respiratory Protection

Section 9 – Tools and Equipment

Tools and equipment that School District employees use on the job can be quite varied. The different trades in the maintenance department, science labs, art rooms and industrial education all have their own unique tools that they might use daily, or perhaps only once a year. Regardless of the type of tool, it must be kept in working order and it can only be used by those that are trained in its operation.

Responsibilities

District Administration

- Tools are capable of safely performing the functions for which it is used.
- Are selected, used and operated in accordance with the manufacturer's instructions and district safe work practices.
- Meet the requirements of the Occupational Health and Safety Regulation.

Principals, Managers and Supervisors

- That workers under their direction are trained in the proper use of any tool they are required to operate.
- That those under their direction do not use tools they are not trained to operate.

Workers

- To actively participate in any tool training and instruction offered by the employer.
- To abide by the proper use of the tools they are trained to use.

Part 9.01 - General Requirements

Prior to operating any tools, employees and students must be trained and instructed in its proper operation. Anyone using tools, power tools or other powered equipment should abide by the following general rules:

- Tools must be maintained in proper working condition. This means they are clean, sharp, correctly lubricated, cords are in good shape and that worn or damaged tools are taken out of service until repaired.
- Grinder stones and cutting discs must be inspected for cracks/damage prior to use.
- A tool must only be used for the purpose it was designed for.
- Manufacturer's safety devices are not to be bypassed.
- Maintenance and repair to any powered equipment must be done in accordance with the School District Lockout Program.
- Be sure tools are switched off prior to plugging them into an electrical outlet.
- If working in wet conditions all electrical power tools must be equipped with a ground fault interrupt.
- Never leave a power tool, machine, or equipment running unattended.
- Ensure the work area is clear and safe to work in.
- All tools designed with protective guards must have those in place prior to using. The exception to this is where a guard completely interferes with the work that needs to be done. If a guard must be removed for a task it must be replaced as soon as that task is complete.
- All required PPE must be worn and any loose clothing or hair must be tied up to avoid entanglement.

Chainsaw Operators

- Are not to cut anything higher than chest level,
- Shall ensure all required protective equipment is working properly and that they are wearing all required PPE.

Electrical Equipment

- Electrical cords need to be routinely checked for damage. Any damaged cords will be taken out of service until repaired.
- While using electrical cords care must be taken so that they do not become a tripping hazard.
- Electrical cords must not have the grounding prong removed or tampered with.
- Repairs to electrical cords will only be performed by School District electricians or qualified electrical repair persons.
- When “throwing” or shutting off a circuit breaker, always stand to one side.
- No one shall work on any electrical equipment until the equipment has been shut off and School District lockout procedures initiated.

Machine Guards

- All machine guards must be properly in place prior to using any equipment.
- If the guard or equivalent protection (as approved by WorkSafeBC) is not available and in place, the equipment/machine will be taken out of service until this situation is rectified.
- Employees shall not impair or render ineffective any of the safeguards provided for their protection.

Compressed Gas Welding

- All gas cylinders must be properly labeled according to any applicable regulation and/or WHMIS requirement.
- All gas cylinders must be securely stored and not allowed to ‘freestand’ at any time.
- Welding will not take place while in the presence of any flammable material.

Compressed Air

- Compressed air is not to be used for blowing dust off equipment or clothing as this can introduce respiratory hazards into the air.
- Additionally, using compressed air to blow down equipment can blow debris into eyes.
- Eye protection must be worn when using compressed air.
- Hoses and tanks must only be used within pressure limits as rated by the manufacturer’s specifications.
- Couplings must be routinely examined to avoid accidental uncoupling through wear or damage.
- Must be stored in a secure manner and chained up at all times while in storage.

Part 9.02 – Automotive Hoists

Automotive hoists, whether they are located in the maintenance garage or school shops, present a potential hazard to both staff and students. It is imperative that this equipment is used correctly, maintained efficiently and inspected on a regular prescribed basis.

Responsibilities

District Administration

- Will make sure that hoists are inspected annually by a qualified company.

Principals, Managers and Supervisors

- Ensure that manufacturer's instructions and specifications regarding maintenance, operations and inspections for each specific hoist are implemented
- That only staff who have received all the required education and training operate the hoist
- Ensure that any procedures or requirements outlined in the School District No. 27 (Cariboo-Chilcotin) Applied Arts Safety Manual are put in place and abided by.

Employees

- Actively participate in any training offered by the employer.
- Learn, understand and abide by any regulatory and manufacturers requirements for operation, inspection and maintenance of the hoists they work with.
- Understand how to apply the School District Lockout Program to the hoist prior to conducting any inspection or maintenance.
- Ensure that they understand and abide by any procedures or requirements outlined in the School District No. 27 (Cariboo-Chilcotin) Applied Arts Safety Manual.

Operator Responsibilities

- Only operate the automotive hoist they are instructed/trained to.
- Use all safety features of the automotive hoist and never bypass any.
- Keep the lift and area clean, tidy and uncluttered.
- Ensure that operating procedures and load ratings are accessible.
- Inspect the automotive hoists on a monthly, weekly and daily basis, in accordance with all applicable regulation and manufacturer's instructions. Daily inspections will include:
 - Correct operation of hoist controls, restraints and any locking devices.
 - Noting unusual noises or erratic movements/operation during use.
 - Signs of any damage or excessive wear.
 - Signs of hydraulic or pneumatic leaks.
 - Cracks in the concrete around the floor anchor bolts.

If the operator finds any of the conditions described above during their inspection the hoist is to be taken out of service until it can be inspected and repaired by a qualified individual.

Documentation

Training records for any employee that has been trained to operate, inspect and/or maintain an automotive hoist will be kept by their Principal/Supervisor.

Inspections and Maintenance

Periodic Inspections

Employees responsible for the hoist in their area will perform monthly inspections of each automotive hoist under their control as recommended by the lift manufacturer.

Annual Inspections

Annual inspections of all School District automotive lifts will be as outlined in the “Standard of Automotive Lifts, Safety requirements for Operations, Inspection and maintenance (ANSI/LI/ALOIN-1994)” and manufacturer specifications. And these inspections will be carried out by a qualified automotive lift technician.

Preventative Maintenance

Preventative maintenance must follow the automotive lift manufacturer’s recommendations to ensure safe continued operation of the lift. Records of this maintenance and checks will be logged and that log book will be kept in an accessible location near the lift.

Maintenance and Repair

If repairs are required, the lift operator will notify the Principal or Supervisor in charge of the worksite so that they can arrange for service by a qualified automotive lift repair company. Until repairs are made the automotive lift is to remain out of service and locked out.

Part 9.03 – Mobile Equipment

Mobile equipment includes all equipment used by the School District as defined in Part 16 of the Occupational Health and Safety Regulations.

- Loads are not to be moved unless everyone is clear and all loads are properly secured.
- No employee is to sit or stand on the sideboard or tailgate of any moving equipment.
- If seat belts are installed on the machine they must be worn by employees when the equipment is in motion.
- The operator of a front end loader will not allow anyone to be in the loader bucket while it is raised or in motion and the bucket must not be used as a platform.

Responsibilities

Supervisors

- Must not allow a worker to operate mobile equipment which is, or could create, an undue hazard to the health or safety of any person.
- Will ensure that any worker required to operate any piece of mobile equipment has had the required training and holds any applicable certifications.

Employees

- Must abide by all laws, regulations and training pertaining to the equipment.
- Will not operate any equipment for which they have not been trained or do not hold current licenses/certification for.
- Have received adequate instruction and demonstrated an ability to operate the equipment properly.
- Will only use the equipment for the designed and/or intended use.

- Will perform a pre-check on the equipment at the start of each shift or more often when required.
- Report any deficiencies, damage or disrepair to their supervisor immediately.

Reference Material

ANSI Standard

Standard of Automotive Lifts, Safety requirements for Operations, Inspection and maintenance (ANSI/LI/ALOIN-1994)”

School District No. 27 (Cariboo-Chilcotin)

School District No. 27 (Cariboo-Chilcotin) Applied Arts Safety Manual

Section 10 – Hazardous Material

Some school workers may come into contact with potentially hazardous substances during their work. This risk should be factored into any occupational health and safety program. Hazardous substances found in schools could include

- Cleaning compounds used by custodial staff.
- Pesticides, herbicides, and fertilizers used by grounds staff.
- Chemicals and biological substances in science labs.
- Lead, paints, solvents, and fuels used in applied skills classrooms.
- Medical waste in the first aid room.
- Asbestos used as insulation in older school buildings (may become airborne during maintenance or renovation work).
- Mould.

(Wording taken from WorkSafeBC's publication "Hazardous Substances" safety poster.)

Part 10.01 – Asbestos Management Program

Asbestos is the term used to describe a group of naturally occurring fibrous mineral silicates. Three main types of asbestos have been used commercially:

- Chrysotile (white asbestos) is the most commonly used form of asbestos. It is found in over 95% of asbestos-containing products.
- Amosite (brown asbestos) has been used in sprayed coatings, in heat insulation products, and in asbestos cement products where greater structural strength is required.
- Crocidolite (blue asbestos) is now rarely found in B.C. Before 1973 it was commonly used in sprayed coatings on structural steelwork for fire protection and for heat or noise insulation. It was also used in gasket materials and asbestos cement pipe.

Actinolite, anthophyllite, and tremolite were rarely used in B.C., but actinolite and tremolite may be found as natural contaminants within vermiculite insulation. Asbestos was used widely in approximately 3000 different building products including insulation, ceiling tile and floor coverings up until the late 1970s because of its incombustible properties and because it was inexpensive. Any material that contains at least 0.5% asbestos is considered an asbestos containing material (ACM). However, the amount of asbestos contained in building materials varies from 1% to 100%. Positive identification of asbestos containing material can only be done by instrumental analysis. As a result, if a product is suspected to contain asbestos, it is best to assume it does until testing can be completed.

While every attempt has been made to identify all ACM in our buildings, it is possible that some remains unidentified. For that reason, sampling will take place prior to a material being disturbed if there is any suspicion that it contains asbestos.

Purpose

The Asbestos Management Program is in place to minimize the exposure of all School District staff and students to asbestos fibres. This includes work practices to survey, monitor, maintain and prevent accidental release asbestos fibres.

Definitions

Asbestos

Includes chrysotile, amosite, crocidolite, tremolite, anthophyllite, actinolite and any of these materials that have been chemically treated or altered.

ACM

Asbestos Containing Material. Any material that contains at least 0.5% asbestos.

Excursion Limit

Is 1.0 fibre per cubic centimetre of air as averaged over a sampling period of 30 minutes as determined by the method prescribed by OSHA and /or NIOSH, or by the equivalent method.

Fibre

For our purposes Fibre will mean a particulate form of asbestos 5 micrometers or longer with a length to width ratio of at least 3 to 1.

HEPA

High efficiency particulate air filter. A filter capable of trapping and retaining at least 99.97 percent of 0.3 micrometer diameter mono-disperse particles.

PACM

Presumed asbestos containing material.

PEL

Permissible exposure limit.

Surfacing material

Any material that is sprayed on, trowelled on, or otherwise applied to surfaces.

TSI

Thermal system insulations. ACM that is applied to pipes, fittings, boilers, breeching, tanks, ducts or other structural components to prevent heat loss or gain.

TWA

Time Weighted Average. Is 0.1 fibre per cubic centimetre of air as an 8 hour time weighted average as determined by the method prescribed by OSHA and /or NIOSH, or by the equivalent method.

Asbestos Related Emergencies

Exposure to asbestos is a serious matter and should never be taken lightly. Unintended disturbance during maintenance activities, pipe ruptures (from pipes insulated by ACM) and ceiling collapse as a result of roof leaks have the potential to expose staff and students to asbestos fibre. Should an asbestos release occur the following steps must be taken:

- Stop work and leave the area, locking any doors as you go.
- Contact the Facilities Department immediately and inform them of the situation. If it is after hours contact Manager of Facilities and Transportation at (250) 305-7964.
- Do not re-enter the area until instructed to do so by the Facilities Department.

Health Affects

Asbestos is a hazardous material. Its fibres are extremely fine and can remain suspended in the air for a very long time. If handled improperly, asbestos may cause serious chronic health problems and even death.

- Asbestosis is a chronic lung disease resulting from prolonged exposure to asbestos dust. The fibres gradually cause the lung to become scarred and stiff, making breathing difficult.
- Lung cancer may be caused by asbestos fibres in the lung, although it is unknown exactly how asbestos causes lung cancer. Research has shown that the combination of smoking tobacco and inhaling asbestos fibres greatly increases the risk of lung cancer.
- Mesothelioma is a rare but aggressive form of cancer affecting the lining of the lungs or the abdominal cavity. There is a confirmed link between asbestos exposure and mesothelioma.
- Pleural thickening may develop after heavy asbestos exposure. The lining of the lung (pleura) thickens and swells, causing shortness of breath and discomfort in the chest.

The body has natural defences to eliminate asbestos and other small particles prior to them getting lodged in the lungs. However, activities such as smoking can impair this and as a result people who smoke can have 50 to 55 times the risk of getting lung cancer when they are exposed to asbestos than non-smokers are.

Exposure Limits

Asbestos exposure limits are based on the values set by the American Conference of Governmental Industrial Hygienists (ACGIH). Specifically, no worker will be exposed to an airborne concentration of asbestos in excess of 0.1 fibre per cubic centimetre of air as an eight (8) hour time-weighted average (TWA). Further to that, if a worker will be exposed to asbestos fibre in excess of 50% of that TWA an exposure control plan must be put in place.

Responsibilities

Facilities

The Facilities Department oversees the School District Health and Safety Program as well as any work that may involve asbestos. This includes:

- Inspection and sampling of suspected ACM.
- Air sampling during abatement activities.
- Provide training for affected employees.
- Create monitor and distribute the ACM inventory as required.
- Coordinating asbestos abatement projects including sending a Notice of Project (NOP) to WorkSafeBC.
- Provide appropriate equipment for any in house projects.

Maintenance Staff

Maintenance staff will perform maintenance activities in accordance with their training and all applicable policies, procedures and regulations as set out by the School District and those of regulatory bodies such as WorkSafeBC. Maintenance staff will:

- Attend asbestos training provided by the School District.
- Ensure that ACM (or suspected ACM) is not damaged or disturbed.
- Report any damaged ACM (or suspected ACM) immediately to their supervisor.

- Not attempt to clean up any asbestos release without proper training, equipment and prior direction from Facilities.

Maintenance Work

Facilities will conduct (or coordinate) an asbestos survey on a continuing basis in order to determine the asbestos inventory for each district building and to monitor the state of any known asbestos. If suspect materials are found that are not in the current inventory they will be tested for asbestos prior to being worked around. Some building materials that were installed prior to about 1990 must be treated as though they contain asbestos unless testing confirms otherwise. These include, but are not limited to:

- Thermal system insulation
- Sprayed on and trowelled on surfacing material
- Asphalt flooring
- Vinyl flooring
- Fireproofing

ACM Inspections

Once the asbestos-containing material is identified, it will be inspected on an annual basis and its condition recorded. Inspections will be done by a qualified person.

Renovations

Renovations have the potential to disturb unknown asbestos so care must be taken prior to work actually beginning. The area to be renovated must be inspected by someone qualified and familiar with the work that will be done. The current asbestos survey will serve as a guide, but a Limited Hazardous Materials Survey must be completed prior to any demolition activities. Any known or found asbestos containing material will be reported to Facilities so that measures can be taken to avoid any release or exposure to asbestos fibre.

Regular Maintenance

During the course of regular maintenance, it may be necessary to remove or disturb ACM in order to complete the assigned task. In these instances the Maintenance Department or the services of an accredited contractor will be used to abate and/or encapsulate any asbestos.

Asbestos Abatement

Any asbestos abatement must be performed by a qualified individual and in accordance with all applicable regulations. Asbestos abatement can include:

- Removal of the asbestos containing material.
- Enclosure which is a permanent air tight barrier to prevent the release of asbestos fibres.
- Encapsulation of the material, this is an adhesive surface treatment to prevent the release of asbestos fibres.

Risk Categories

Asbestos work is separated into three categories.

Low Risk

Means a work activity that involves working with or in proximity to asbestos-containing

material if, at the time the work activity is being carried out, both of the following apply:

- The asbestos-containing material is not being
 - Cut, sanded, drilled, broken, ground down or otherwise fragmented.
 - Disturbed such that the asbestos-containing material may release airborne asbestos fibre.
- It is not necessary to use personal protective equipment or engineering controls in respect of that activity to prevent exposure of a worker to airborne asbestos fibre.

Moderate Risk

Means a work activity, other than a high risk work activity, that involves working with or in proximity to asbestos-containing material if, at the time the work activity is being carried out, one or both of the following apply:

- The asbestos-containing material is being:
 - Cut, sanded, drilled, broken, ground down or otherwise fragmented.
 - Disturbed such that the asbestos-containing material may release airborne asbestos fibre.
- It is necessary to use personal protective equipment or engineering controls, or both, in respect of that activity to prevent exposure of a worker to airborne asbestos fibre.

High Risk

Means a work activity that involves working with or in proximity to asbestos-containing material and a high level of control is necessary in respect of that activity to prevent exposure of a worker to airborne asbestos fibre.

Respiratory Protection

The School District provides respirators to its employees that are designed to protect against asbestos exposure. These respirators are approved by CSA Standard CAN/CSA-Z94.4-93 (Selection, Use and Care of Respirators). While doing work that requires the use of a respirator, as regulated by WorkSafeBC, the employee will be required to wear a respirator and will have had that respirator properly fit tested in accordance with WorkSafeBC regulations.

Disposal

All contractors removing and disposing of ACM waste will do such in accordance with applicable federal, provincial and local regulations.

- All materials must be disposed of in an approved landfill.
- Asbestos contaminated work clothing must be removed in change rooms and placed in sealed, labelled containers to prevent the dispersion of the asbestos into the ambient environment.
- Asbestos waste must be double bagged in approved asbestos disposal bags or wrapped in 6 mil polyethylene and securely sealed with duct tape.
- All waste must be labelled with asbestos warnings and a chain of custody form must accompany each shipment with a copy maintained in permanent files.

Training

General Awareness

All staff performing work that may impact asbestos containing material or those that work in

the vicinity of unprotected asbestos containing material will receive asbestos awareness training. This training will include:

- Information regarding asbestos, its various forms and uses.
- Information on health effects resulting from asbestos exposure.
- Location of asbestos containing material in School District facilities.
- Information on how to recognise damage, deterioration and de-lamination of asbestos containing material.
- Contact information for School District staff responsible for the Asbestos Management Program.

Asbestos Handling

Any staff that may be required to perform work activities that will result in the disturbance of asbestos containing material will receive further training including:

- The proper methods of handling asbestos.
- Information on proper respiratory protection and the applicable federal, provincial and local regulations.

Part 10.02 – Chemical Spill Cleanup

There are various positions within the School District that work with, or in proximity to, hazardous chemicals through the course of the workday. Science teachers, custodians, painters and foods teachers just to name a few.

In the event that a spill occurs, the following points must be adhered to:

- All spills involving hazardous materials shall be guided by the appropriate Safety Data Sheet instructions for containment and disposal.
- Any applicable School District safe work procedure regarding chemical spills needs to be reviewed and followed.
- Sawdust must not be used as an absorbent for the cleanup of hazardous material spills.

In the event of a large hazardous material spill Facilities is to be notified as soon as possible.

Part 10.03 - Lead Containing Paints and Coatings

Lead is a metal that is both pliable and corrosion resistant. These properties, and the fact that lead also made colours more vibrant and paint dry faster, resulted in lead being used in paint up until the 1980's. Similar to asbestos, lead in paints and coatings does not present a hazard until it is disturbed. When lead containing paints and surface coatings are scraped, sanded or otherwise broken down lead dust can be released into the air and be inhaled or ingested by workers and others in the area.

Responsibilities

Employers

- Conduct a risk assessment for lead exposure, develop an exposure control plan, write safe work procedures, and implement controls.
- Ensure that workers and supervisors are adequately instructed and trained regarding lead.

Supervisors

- Instruct workers in safe work procedures regarding lead.
- Ensure that workers are familiar with and follow the lead exposure control plan.

Workers

- Know and abide by health and safety requirements regarding lead that apply to their job.
- Use all required personal protective equipment and clothing.
- Correct any unsafe conditions or immediately report them to their supervisor.

Lead Exposure Control Plan

Purpose

The purpose of the Lead Exposure Control Plan is to eliminate or minimize workplace exposure to airborne lead and/or ingestible lead. Exposure to airborne and ingestible lead is known to cause various ailments including tiredness, headaches, joint aches, memory problems and reproductive effects. And while the body can get rid of lead build up care must be taken that intake from lead exposure does not occur faster than the body can get rid of it.

Risk Identification

It is possible that there may be lead in paints and surface coatings within School District facilities that could be disturbed during maintenance activities. As a result, and prior to any work beginning that may disturb that lead containing material, the employer must:

- Survey the area where the work will be happening to identify potential lead hazards.
- Take into account such things as the current condition of the material, the maintenance work to be performed and the tools that will be used on the material.
- This Risk Identification will be conducted by an approved qualified environmental company that is familiar with current regulations regarding lead containing paints and surfacing material.

Risk Assessment

If hazards regarding lead are found, steps need to be taken to assess the risks associated with the presence of lead and the work that will be done. You must consider:

- What work and work methods will result in an exposure to lead dust.
- The amount of material being removed.
- The amount of lead content in the material being removed.
- The duration of the project.
- The level of risk to workers (Low, Low-moderate, Moderate, Moderate-high or High).

- This Risk Assessment will be conducted by a qualified environmental company.
- The risk identification, risk assessment and project details will then be used to create a safe work procedure that all workers will adhere to in order to prevent and/or minimize exposure to lead dust. The Safe Work Procedure will be developed by a qualified environmental company (or other qualified person) in consultation with the employer and site joint health and safety committee.

Risk Level	Potential for Airborne Lead Concentration
Low	<0.05 mg/m ³
Low-moderate	0.05-0.50 mg/m ³
Moderate	>0.50-1.25 mg/m ³
Moderate-high	>1.25-2.50 mg/m ³
High	>2.50 mg/m ³

Low-risk activities

Low-risk activities are those in which workers are exposed to lead but the airborne exposure is not likely to exceed the eight-hour exposure limit (0.05 mg/m³). These include:

- Applying lead-containing paint with a brush or roller.
- Installing or removing sheet metal that contains lead.
- Operating an excavator (within the cab) during building demolition.
- Transporting sealed containers of lead waste.

Low-moderate risk activities

- Removing lead materials using a power tool with an effective dust collection system and HEPA filter.
- Scraping or sanding (including wet sanding) of lead-containing coatings using non-powered hand tools.
- Welding, burning, or cutting of surfaces from which lead-containing coatings have been removed.

Moderate-risk activities

- Removing lead-containing coatings with a chemical gel or paste by hand.
- Removing lead-containing coatings with a heat gun.
- Scraping or sanding lead-containing materials using non-powered hand tools.
- Manually demolishing lead-painted plaster walls or building components using a sledgehammer or similar tool.
- Cleaning up and removing lead-containing dust and debris.

Moderate-high risk activities

- Spraying on lead-containing coatings.
- Using an electric or pneumatic cutting device for dry removal of mortar that contains lead.
- Removing lead-containing materials using power tools without an effective dust collection system equipped with a HEPA filter.
- Removing lead-containing surface coatings using a high-pressure water jet.
- Removing or repairing ventilation systems used for controlling lead exposure.
- Demolishing or cleaning up facilities where lead-containing products were manufactured.

High-risk activities

- Abrasive blasting of lead-containing coatings (including wet, slurry, and dry abrasive blasting).
- Dry-ice blasting of lead-containing coatings.
- Using an air mist extraction system to remove lead dust.

Risk Control

There are various measures that can be taken in order to protect workers from exposure to lead and these measures must be considered in order. These are:

- Substitution - Use materials or processes that are less hazardous, such as substituting paints that do not contain lead.
- Engineering Controls - Barriers, enclosures and exhaust ventilation to physically separate workers from the identified lead hazard.
- Administrative Controls - Scheduling workers so that their exposure to the lead is reduced, install proper washing facilities and/or establishing blood monitoring can all help to manage lead exposure.
- PPE - The last line of defense. Only to be used when other controls are not practicable.

Training and Education

All School District employees who may be involved in the Low or Low-moderate work involving lead containing paints and coatings will receive lead awareness training prior to being required to perform such work. This training will include:

- The properties, routes of body entry and historic uses of lead in the workplace.
- The health effects of exposure to lead dust.
- School District engineering controls and safe work procedures.
- Housekeeping procedures and the importance of good hygiene.
- Proper use of respirators and other required PPE.
- The details of the exposure control plan.

Housekeeping, Personal Hygiene and Health Monitoring

It is not just the workers involved in the project that are at risk for lead exposure. Other workers in the area, workers that come in after the work is complete and the workers family are also at risk for lead exposure. To protect against this, proper housekeeping and personal hygiene measures must be taken when working in the presence of disturbed material containing lead.

- Street clothes should not be worn while working with lead contaminated material.
- When required, washing facilities should be placed between work areas and clean changing areas.
- Workers should remove contaminated clothing and wash face/hands thoroughly prior to eating, drinking or smoking.
- No eating or drinking is permitted in the work area.
- Contaminated work clothing shall not be taken home.
- Dry sweeping and the use of compressed air must not be used for the cleanup of lead containing dust and debris.
- Health monitoring, including the collection and analysis of blood samples, will take place when required by regulation.

The Exposure Control Plan will be reviewed at least annually by the employer in consultation with the District Joint Health and Safety Committee. For further information please consult the WorkSafeBC publication, Lead Containing Paints and Coatings.

Part 10.04 – WHMIS Program

The Workplace Hazardous Materials Information System provides specific health and safety information about workplace hazardous materials called controlled products. Workers exposed to hazardous materials in the past developed various health conditions, so it is very important that employers, and workers, know the hazard related to the material that they are handling.

There are 3 key elements to any WHMIS program. These elements are used to communicate health and safety information to both workers and employers, they are:

Labels

- Labels are placed on all controlled products in order to communicate the identity of the product, its hazards and any precautionary measures.

Safety Data Sheets (SDS)

- SDS are technical bulletins which provide detailed hazard and precautionary information.

Education and Training

- The employer must provide workers with training and education so that they can safely work with and near controlled products. Workers need to know how WHMIS works, the hazards associated with controlled products in the workplace and any safe work procedures they must follow.

Responsibilities

Supplier

- Must provide SDSs for all controlled products that they produce or sell.
- The SDS must be less than 3 years old.
- Provide new SDS as soon as significant new information becomes available.
- Ensure all containers of controlled products that they produce or sell have supplier labels attached to them.

Employer

- Ensure that there is a current SDS for all controlled products used in the workplace before workers are allowed to handle the product.
- Educate workers to ensure they understand the information found on SDS's and controlled products labels.
- That all controlled products are properly labelled with either supplier or workplace labels.
- Ensure that SDS are readily accessible to workers, either in digital or hard copy form.

Principals, Managers and Supervisors

- Ensure that all employees at their site are familiar with the location of the SDS binder or how to access the information in digital form.
- Ensure that any and all SDS updates are forwarded to the Health and Safety Office right away so that the SDS system can be updated.

Employee

- To actively participate in any training offered by the employer and to know and understand the information contained on SDS.
- To abide by any warnings and precautionary measures.
- Immediately notify the employer if labels for controlled products are found to be damaged or missing.

SDS

SDS, Safety Data Sheets. A vital document for workers so that they understand the nature, hazards and precautions regarding the material they are working with. Part 5 of the regulation specifies several requirements regarding SDS's and the School District will ensure that those requirements are adhered too so that workers are protected from exposure to hazardous materials.

The School District will comply with all provisions regarding SDS in Part 5 of the Occupational Health and Safety Regulation, including:

- Ensuring that current SDS are available for all controlled products either purchased or produced on site.
- That controlled products without current SDS are not used by workers until an SDS is provided.
- Worker access to these SDS will be provided either by hard copy or in digital format (or both).
- As per Part 5.16 of regulation, if the SDS are made available in electronic format then the School District will ensure that workers and members of the Site Joint Health and Safety Committees will receive instruction on how SDS can be accessed.

All SDS are required to contain the following 16 sections:

	SDS Section	Basic Information Requirements
1	Identification	Product identifier, recommended use and supplier contact information.
2	Hazards	Hazard class, label elements and other hazards.
3	Composition	Chemical name and additives, names of individual hazardous ingredients for products that are mixtures.
4	First Aid	First-aid measures, route of exposure and important symptoms/effects.
5	Fire Fighting	Suitable extinguishing media and precautions for fire fighters.
6	Clean up	Emergency procedures, methods for containment and clean up.
7	Handling/Storage	Precautions for safe handling, storage, including any incompatibilities.
8	Exposure/PPE	Exposure limits, engineering controls, personal protective equipment.
9	Properties	Appearance, odour, odour threshold, pH, melting/freezing point, boiling point and range, flash point, upper and lower flammable or explosive limits.
10	Reactivity	Reactivity, chemical stability, possible hazardous reactions, conditions to avoid, incompatible materials, hazardous decomposition products.
11	Toxicological	Description of various toxic effects by route of entry, including effects of acute or chronic exposure, carcinogenicity, reproductive effects, respiratory sensitization.
12	Ecological	Aquatic and terrestrial toxicity (if available), persistence and degradability, bio-accumulative potential, mobility in soil.
13	Disposal	Safe handling and methods of disposal, including contaminated packaging.
14	Transport	UN number and proper shipping name, hazard classes, packing group.
15	Regulatory	Safety, health and environmental regulations specific to the product.
16	Other Info	Other information, including date of the latest revision of the SDS.

Note: This chart is abbreviated, refer to WHMIS regulation for complete details.

New Products

The School District WHMIS program will only work effectively with the cooperation of all employees. If purchasing, maintenance, schools or any other site purchases a controlled product they must ensure the product comes with a current SDS and then send a copy to the Facilities Department. That way the SDS library will remain accurate and up to date.

Hazardous Products Storage and Handling

Many controlled products have specific storage requirements and workers need to be aware of what they are, such as:

- Organic oxidizers can cause combustibles to burn or increase their burning rate.
- Inorganic oxidizers are common and though they do not burn they can add oxygen to a fire.
- Acids can create toxic emissions during a fire.
- Flammable materials need to be kept away from oxidizers and any source of ignition.

When handling hazardous products you have a responsibility to:

- Wear any appropriate PPE as stated by the MSDS and provided by the employer.
- Report any leaking or damaged containers immediately.

- To not mix any controlled products together unless it is specifically stated in the directions.
- Ensure that all storage areas and closets are kept in good order and free from spills or debris.

Please refer to the Chemical Storage Safety checklist in the Appendix for further information.

Emergency Response

By following safe work procedures, abiding by any training and instruction and following precautions laid out in SDS the risks associated with handling hazardous material can be significantly reduced. To be adequately prepared though, we should be ready in the event there is an emergency related to hazardous materials. We can prepare by:

- Having applicable emergency response plans readily available.
- Easy access to SDS for the specific products that are being used.
- Be familiar with the location of emergency shower and eyewash stations.
- Having on hand any emergency supplies and/or equipment needed in case of a spill.

An important step in ensuring that staff remain safe is the disposal of old and unused hazardous material. Each spring the School District will arrange for a hazardous waste disposal company to come in and pick up any items for disposal. Schools can arrange for this to happen through Facilities.

Reference Material

School District No. 27 (Cariboo-Chilcotin)

Asbestos Exposure Control Plan

ACM Procedures for Tile Removal, Gasket Removal and HEPA bag changing.

Chemical Storage Safety Checklist

Lead Exposure Control Plan (produced by Northwest Environmental Company)

CSA Standard

CSA Standard CAN/CSA-Z94.4-93 (Selection, Use and Care of Respirators)

Occupational Health and Safety Regulation

Part 5

Part 6.1 – 6.32 Substance Specific Requirements, Asbestos

WorkSafe BC

Publication, Lead Containing Paints and Coatings