



Occupational Health & Safety

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SECTION 1 – SD 61 SAFETY MANUAL

1.01 – Introduction

The prime objective of the School District Occupational Health & Safety Program is to provide a safe and healthy work environment for all employees.

This safety manual does not cover all safety regulations in detail, but rather focuses on the hazards which can cause serious accidents to employees and students.

This manual covers safety related instructions applicable to the school district. Some hazards noted in this manual are not covered by specific rules as the situation may differ from work site to work site. In these cases, you are directed to refer to your supervisor or administrator for specific directions regarding your situation.

Although these guidelines and procedures deal mainly with the "employee", this manual is also intended as a guide for school district students, where applicable.

All employees should make themselves familiar with the material in this safety manual together with the associated parts of the Provincial Health and Safety Regulations that affect their work environment.

Supervisors and department administrators should incorporate their workplace health and safety instructions and procedures in this manual, to enable their employee's easy access to all related health and safety material.

1.02 – Confidentiality

Pursuant to the requirements of the Freedom of Information Act and the Personal Information Protection of Electronic Documents Act, employee health and safety files are to be maintained in a secure fashion and protected from unauthorized access, collection, use and disclosure.

Except as otherwise provided for, authorized access to the employee's file is limited to those employee's or authorized agents of the District who are directly involved in the management of the employees claim for compensation.

Disclosure of information and/or materials contained within the employee's file or any material pertaining to an employee's claim for compensation, shall be limited to the following criteria for disclosure:

- The employee whom the information is about has identified the information and consented to its release in the manner required.
- The release of this information is in compliance with an enactment of the Province of British Columbia or the Dominion of Canada.
- The release of the information is in compliance with a subpoena, warrant or order issued by a court, person, or body with jurisdiction to compel the production of information.
- Release of this information as it pertains to a work-related injury is for the purpose of preparing a submission or argument for a proceeding under the Worker's Compensation Act or other statutory act or regulation to an act of the Province of British Columbia or the Dominion of Canada.

To view their personal Health and Safety file or materials pertinent to these files the employee must provide a written request and proof of identification. This written request must be provided to the Occupational Health and Safety Manager with at least 24 prior hours' notice.

SECTION 2 - RESPONSIBILITIES

In accordance with School District No. 61's Occupational Health and Safety Policy Statement, the District will develop and maintain a comprehensive Occupational Health and Safety (OHS) Program that is consistent with all applicable safety regulations.

2.01 - Responsibilities

District Administration is responsible to ensure that:

- Supervisors and workers are fully trained in the safe performance of their duties and that they are made aware of all known health and/or safety hazards to which they may be exposed to.
- Reports of unsafe conditions, activities or accidents are investigated and corrected without delay.
- Written safe work procedures and instructions are established for all critical tasks.
- All work locations, premises and equipment are regularly inspected and all unsafe conditions are corrected as quickly as possible;
- First aid facilities, equipment and services are available and comply with the requirements as specified under the Occupational Health and Safety First Aid regulations.
- Personal protective equipment is available, used correctly and properly maintained.
- Prime or subcontractors are familiar with the District's Employee Health and Safety Program, and they assume full responsibility and accountability for working within the parameters of the District's Program and the Occupational Health and Safety Regulations.
- The Occupational Health and Safety Program is evaluated on an annual basis and, where deficiencies are noted, corrective action is taken.
- Support the position that all employees are required, as a condition of their employment, to work within the guidelines set out in the Employee 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 are responsible ensure that:

- Those they supervise understand the District's Occupational Health and Safety Program requirements and their legal responsibilities.
- Instructing new employees in the safe performance of their duties.
- Facilitating any required monthly safety meetings.
- Ensuring that only authorized, adequately trained employees operate machinery and equipment and/or enter restricted access areas.
- Ensuring ongoing compliance with Occupational Health and Safety Regulations.
- Ensuring that work-related injuries are reported in a timely fashion, that investigations happen when required and that corrective action is taken when needed.
- Correcting unsafe work conditions, acts and work practices.
- Ensuring maintenance of employee safety training records and that staff under their supervision apply this training to their work.
- Where employees are found to be working in an unsafe manner, supervisors are responsible to document the concerns, provide additional and/or refresher education and training and ensure that employees can complete the tasks in a competent manner noting that, if/when an employee repeatedly fails to comply with the safe work procedures, disciplinary action should 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

Employees are responsible to take an active part in the District's Employee Health and Safety Program by:

- Knowing the requirements of the Employee Health and Safety Program.
- Reading and understanding the District's policies, procedures and general guidelines as it applies to their working environment.
- Complying with, and working in accordance to, written safe work procedures.
- Using or wearing protective equipment, devices and clothing as required.
- Clarifying established work practices and written safe work procedures when unsure or when there is a question as to that process.
- Correcting unsafe acts, practices and conditions as they arise and/or reporting them to the immediate supervisor.
- Reporting work related injuries as soon as possible after the injury or incident occurs.
- Not engaging in horseplay or similar conduct that may endanger staff or any other person.
- Ensuring that their ability to work without risk to his/her health or safety, or to the health or safety of any other person, is not impaired by alcohol, drugs or other causes.

District Occupational Health and Safety Advisory Committee

(Please refer to Section 2.03)

Site-specific Occupational Health and Safety Committees

As outlined in Occupational Health and Safety Regulations.

2.02 - Definitions

The following definitions apply to all instances where such language has been used within the Employee Health and Safety Program including the production of work procedures and guidelines.

Definitions

District Administration

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

Due Diligence

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

Supervisor

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

2.03 – District Occupational Health and Safety Advisory Committee

Role of the Committee

The District Occupational Health and Safety Committee (DOHS) is not mandated through the Workers Compensation Act nor is it required to comply with Division 4 of the Workers Compensation Act. However, the Committee serves as a vital link between the Site Joint Occupational Health and Safety Committees and District Administration.

Duties and Responsibilities of the Committee

The Committee is responsible to:

- Hold regular meetings and properly record the proceedings.
- Review safety and health recommendations received from Site Joint Occupational Health and Safety committees recommending to management measures to correct unsafe conditions and procedures beyond the sites ability to resolve to ensure compliance with the Occupational Health & Safety Regulations.
- Recommend to management any appropriate action regarding unsafe equipment, working conditions or practices, which pose a potential hazard and has not been resolved through the site committees efforts, prompting a 21 day letter to the employer from the site committee through the DOHS.
- Encourage a safe environment for staff and promoting awareness for safe work habits in the workplace.
- Recommend education and training that would enhance the overall health and safety program of the School District and its employees.

Elected Positions

Each year during the October meeting the committee will elect two co-chairs for the coming year. These positions will rotate between member groups, but one position is occupied by a management representative, and one must be an employee representative.

Composition

- Two representative of the Board's District Management.
- Representatives from District Administration- One from each family of schools.
- Three representatives selected by the Greater Victoria Teachers Association.
- Two representatives selected by the Canadian Union of Public Employees, Local 382.
- Two representatives selected by the Canadian Union of Public Employees, Local 947.
- One representative selection by the Allied Specialists' Association.
- One representative from the VPVPA group.

Duties of the Chair

- Ensure new committee members understand their duties and responsibilities.
- Conduct the monthly meetings of the District Health and Safety Advisory Committee.
- Ensure committee members perform tasks assigned to them and attend meetings.
- Prepare the meeting agenda in conjunction with the Recording Secretary.

2.04 – Site JOHS Committees

School or Site Joint Occupational Health and Safety Committees are mandated through the Worker's

Compensation Act and are required to comply to the requirements of Division 4 of this Act. Under the Act Joint Occupational Health and Safety Committees only need to be established where 20 or more people are regularly employed. However smaller schools within the District are also encouraged to have joint health and safety committees.

Committee members are charged with representing their respective work units in matters of health and safety including but not limited to:

- Regular monthly inspections of the workplace for safety standards
- Be available for participation in incident investigations and WSBC inspections
- Make themselves available to receive coworkers concerns and support them with reporting
- Monitor trends in the workplace

Management reps responsibilities include:

- Making time and space available for meetings to occur
- Recording and posting meeting minutes
- Advising worker reps when participation in incident or external inspections are required
- Ensuring complete composition of the committee
- Making available OH&S statistics for the worksite

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

2.05 – Refusal of Unsafe Work

The District supports the position that no employee shall carry out or have cause to carry out any work process and/or operate any tool, appliance or piece of equipment, when that person has reasonable cause to believe that to do so would create an undue hazard to the health and safety of any person.

Please refer to Health Safety and Wellbeing tab in the staff portal for guidance and documentation as outlined in WorkSafe regulations.

2.06 – Hazard Reporting

All employees are responsible for the reporting of hazards found in the workplace to their supervisor and affected employees. Beyond direct reporting, the Staff Portal allows for online submission of reports with pictures. This tool is found in the Staff Portal/Health Safety and Wellbeing/Hazard Reporting. This tool allows for efficient reporting process and ensures trackability. Administration receives these reports via email, follow up as needed and outcomes and status should be shared monthly with the JOHSC at the school. Within the violent prevention program, a similar tool is used for reporting violence in the workplace. These are separate tools with unique purpose.

Reference and Cross Reference Materials

Worker's Compensation Act Division 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

3.01 – Instruction and Training

All employees (supervisors and workers) must be committed to workplace safety and the stated objectives of the School District's Occupational Health and Safety Program.

Attaining a safe workplace requires safe and healthy attitudes and a commitment to achieve the stated objectives. Instruction and training in the different aspects of jobs throughout the District as well as various Safe Work Procedures will assist in attaining a safe workplace.

3.02 – Orientation

District Orientation

Familiarization of School District No. 61 Health and Safety Program procedures shall be given to all new school district employees, which will include:

- Standard safe work procedures and practices.
- Location of site first aid facilities.
- Procedures on reporting incidents/accidents and hazardous conditions.
- Compliance requirements and administrator's, supervisor's expectations.
- Personal protective equipment required to be used on the work site (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's WHMIS program.

Site Orientation

It is the supervisor's responsibility to ensure that every employee under their supervision receives adequate direction and instruction regarding the safe performance of their duties and is responsible for ensuring their work is performed without undue risk. Supervisors are required to ensure that all new employees receive general education and training including:

- The name and contact information of their supervisor.
- The employer's and young or new worker's rights and responsibilities under the *Workers Compensation Act* and this Regulation including the reporting of unsafe conditions and the right to refuse to perform unsafe work.
- Workplace health and safety rules.
- Hazards to which the worker may be exposed, including risks from robbery, assault or confrontation.
- Working alone or in isolation.
- Violence in the workplace.
- Personal protective equipment.
- Location of first aid facilities and means of summoning first aid and reporting illnesses and injuries.
- Emergency procedures.
- Instruction and demonstration of the worker's work task or work process.
- The employer's health and safety program, if required under section 3.1 of the Occupational Health and Safety Regulation.
- WHMIS information requirements set out in Part 5 of the Occupational Health and Safety Regulation.
- Contact information for the occupational health and safety committee or the worker health and safety

representative, as applicable to the workplace.

Supervisors are also responsible to provide specific education and training related to the nature of the work and the hazards they may be exposed to. Job specific training may include, but is not limited, to the following:

- The need for, and use of, personal protective equipment.
- WHMIS training related to specific hazardous materials that an employee is required to use, or has the potential to be exposed to through the course of their employment.
- Fall protection.
- Confined space entry.
- Respiratory protection.
- Lock-out of powered equipment.
- Roof access for ball retrieval.
- Emergency preparedness.
- Working alone.
- Violence in the workplace.

3.03 – Safe Work Procedures

The Worker's Compensation Act and Occupational Health and Safety Regulations require that written safe work procedures be developed for any work process that may present a risk of injury to an employee. In general written safe work procedures should include:

- Any prerequisite education and training.
- Identification of potential hazards and the degree of risk.
- Information prepared by the manufacturer.
- Specifications for, and use of, personal protective equipment.
- With powered equipment, how to safely lock-out the power source for maintenance and/or repairs.
- How to safely complete the task.
- Reference to any additional instructional resources.

Responsibilities

Supervisors are responsible to ensure that:

- Written safe work procedures are developed, written and available to workers under their supervision.
- They are completed by person(s) knowledgeable of safe work requirements and are competent and qualified to do so.
- Every employee under their supervision receives adequate instruction and training into the application of the safe work procedures and where applicable, that staff demonstrate proficiency in the application of such procedures prior to the commencement of their work.
- Work is performed without undue risk.

Employees are responsible to:

- Read and understand the written safe work procedures and guidelines as they apply to their work environment.
- Comply with, and work in accordance to, written safe work procedures.
- Clarify established work practices and written safe work procedures when unsure or when there is a question as to the process.

Location for Written Safe Work Procedures

District-Wide Procedures

Safe work procedures that are applicable district-wide are available on the Health Safety and Wellbeing tab on the staff portal.

Site-Specific Procedures

Site-specific procedures are procedures that are relevant to a limited and/or specific audience are not included as part of the district-wide employee health and safety manual.

Site-specific procedures must be kept onsite and forwarded to the Health and Safety Office for inclusion on the District website.

The responsibility for maintaining site-specific procedures rests with the site supervisor.

Manufacturer's Instructions

Manufacturer's instructions and product information may serve as written safe work procedures provided the information adequately addresses the issue of employee safety and provided that such documentation is kept onsite and copies are forwarded to the District Office

3.04 – Training Records

Training records are an essential component of the District's Occupational Health and Safety Program. Whenever a District employee receives education and training related to health and safety a record of that training is required. Where such training requires a degree of proficiency prior to implementation of the work practice or procedure, the supervisors shall ensure that the employee both understands the process and demonstrates the required level of proficiency prior to undertaking the task.

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 Safety Office and must be made available for review by WorkSafeBC Officers upon request.

3.05 – 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. These contractors shall be responsible for the health and safety of their employees while working for the School District, as regulated by the applicable acts and regulations.

Contractors are required to provide to the District, proof of coverage under the Worker's Compensation Act prior to the commencement of any work on District premises.

Reference and Cross Reference Material

Worker's Compensation Act
Part 3 Section 3
District Health and Safety Manual
OHS Program Policy Statement

SECTION 4 – ACCIDENTS INVESTIGATIONS AND INSPECTIONS

4.01 – Incident Notification

General Information

Part 3 Division 10 Item 172 of the Workers' Compensation Act requires that the Workers' Compensation Board be notified immediately of any accident that:

- Resulted in serious injury or death of a worker.
- Involved a major structural failure or collapse of a building, bridge, tower, crane, hoist, temporary construction support system or excavation.
- Involved a major release of a hazardous substance.
- Involved a fire or explosion that had potential for causing serious injury to a worker.
- Was an incident required by regulation to be reported.

Responsibilities

District Administration, Principals, Managers and Supervisors shall ensure that the WorkSafe BC and the OHS Manager are immediately contacted should an incident as defined above under "General Information" occur.

Contacting the Worker's Compensation Board

24 hour call line Phone 1-888-621-7233

Contacting the Occupational Health and Safety Manager

Contact info found on the Staff Portal within the Health Safety and Wellbeing tab

4.02 – Injury Reporting

All work-related injuries or accidents, regardless of how minor or insignificant they may initially seem, are to be reported without delay. Prompt reporting of an injury aids in preventing delays in any potential claims process. Also, by reporting the incident to your supervisor, actions can be taken to help prevent similar incidents from happening again.

Injuries are to be reported to your supervisor using the WorkSafeBC Worker's Report of Injury or Occupational Disease to Employer – 6A, which is available on the District's website or from the WorkSafeBC website.

Instructions for Completion

Injured employees, requiring first aid, should report to the first aid attendant as soon as possible after sustaining a work-related injury. Any employee who sustains an injury/accident is required to fully complete a WorkSafeBC Form 6A.

Following an injury, an employee must:

- Fill out the WorkSafe BC form 6A.
- Send directly to WSBC via Teleclaim or online portal.
- Provide completed form to your supervisor for follow up.
- If you make use of WorkSafe BC's Teleclaim, you are still required to fill out a Form 6A and follow the steps above.

If an employee is incapable of providing information and/or does not return to work after seeking first aid, the WorkSafe BC 6A form should be initiated by a witness to the accident, a co-worker, or by the worker's supervisor.

Following an injury report, a Supervisor must:

- Ensure that an injury report has been forwarded to injuryreporting@sd61.bc.ca
- If the incident is required to be investigated under WorkSafe regulations, the supervisor must initiate and complete an Employer Incident Investigation Report within 48 hours.
- Finalize the Incident Investigation Report (IIR)
- Once the investigation is complete the investigation forms must also be forwarded to the Occupational Health and Safety Manager via injuryreporting@sd61.bc.ca

4.03 – Accident Investigations General Information

Accident investigations are conducted whenever there was, or where there was potential for, a serious workplace injury, accident or exposure.

The purpose of the accident investigation is not to place blame it is to determine cause(s) and identify any unsafe conditions, acts or procedures. The end goal being to prevent reoccurrence. When possible accident investigations shall:

- Be conducted as soon after the accident, injury or exposure as possible.
- Include the cause or causes of the accident.
- Identify any unsafe conditions, acts or procedures and recommended corrective actions.
- Be conducted by employer and employee reps that are familiar with the process.

Responsibilities

District Administration is responsible to ensure that:

- Accident investigations are conducted in accordance with regulations.
- Corrective action is taken where indicated or required.

Principals, Managers and Supervisors are responsible to ensure:

- Immediate action is taken to reduce the risk of a repeat occurrence.
- That accident investigations are completed in a timely manner.
- That a copy of the accident investigation, including all corrective action taken is submitted to the Occupational Health and Safety Manager.

The Occupational Health and Safety Manager is responsible to:

- Monitor that accident investigations are conducted as required.
- Provide assistance and/or conduct follow up on reports as necessary.

- Act as a resource to staff.
- Provide monthly summaries of all investigation reports or updates, to the Health and Safety Advisory Committee.
- Forward all required documentation to WorkSafe BC.

Site Joint Occupational Health and Safety Committees are responsible to:

- Review all employee injury reports completed by employees (that pertain to their school or site) and ensure that an accident investigation has been completed when required.
- Where additional corrective action may be necessary, make recommendations for further follow-up to the School Principal or Site Supervisor.

The Immediate Supervisor is responsible to:

- Preserve the scene of the accident/injury (wherever feasible) until such time as the accident investigation is completed.
- Conduct a Preliminary Accident Investigation within 48 hours.
- Assign or conduct an accident investigation where the incident resulted in:
 - Death or critical condition with a serious risk of death.
 - Involved a major structural failure or collapse such as a building, crane, hoist, temporary construction support system or excavation.
 - Involved the major release of a toxic or hazardous substance or
 - Resulted in the worker requiring medical treatment or
 - Did not involve injury, but had the potential for causing serious injury.
- Ensure that the investigation reports are filled in completely.
- Follow up on any corrective action recommended.

4.04 – Accident Investigation Process

As much as is possible, accident investigations should include observational notes (taken shortly after the incident), fact finding interviews of all employees/witnesses involved and an analysis of the investigative information that is collected. The goal is to find the root and contributory causes. The information must be input into the Incident Investigation Report (IIR) and a copy of that form forwarded to the Health and Safety Office. Finally, supervisors must follow-up on the incident to ensure that any corrective action taken is sufficient to prevent a recurrence of the incident.

4.05 – Risk Assessment

When considering corrective actions, assessment of risk must be completed using a risk matrix that considers likelihood of exposure, probability and severity of outcome. The district matrix uses the formula

$$\text{Risk} = \text{Consequence} \times \text{Probability} \times \text{Exposure}$$

Severity

Ranking		Criteria
100	Catastrophic	Catastrophic impact on health or safety, extensive Damage (over \$10mil)
500	Near-catastrophic	Multiple Fatalities, damage over \$5 mil. Major interruptions to activates
200	Very Extreme	2-3 Fatalities, damage over \$1 mil. Major interruptions to activates
25	Extreme	Fatality likely to occur, Damage over \$500,000. Significant interruptions
20	Extremely Serious	Long Term loss time or permanent disability. The performance of other business processes are affected. Damage up to \$500,000
15	Serious	Loss time injury resulting in less than a month of time loss, the performance of other business processes may be slightly affected
10	Disabling	Short Duration Loss time, Less than a week, or Modified Duties. Damage up to \$5000
5	Minor	Minor effect on health or safety - Medical Aid only, Damage up to \$1000
3	Slight	Slight effect on health or safety - First Aid Only, Damage under \$100
1	Very Slight	Very slight effect on health or safety - No First aid required or very minor
0	None	No effect

Likelihood

Ranking		Likelihood of Failure
10	1 in 1	Almost certain. It is the most likely and expected result if the hazard-event takes place
6	1 in 2	Common, Is quite possible, would not be unusual, has an even 50/50 chance
5	1 in 100	Unusual, Would be an unusual sequence or coincidence
3	1 in 5,000	Potential to occur, Would require very unusual circumstances to make it occur
2	1 in 10,000	Possible, could conceivably happen but not under normal conditions.
1	1 in 15 000	Remotely Possible, Would be a remotely possible coincidence (It has happened before)
0.5	1 in 150 000	Rare, but conceivably possible (Has never happened after many years of exposure)
0.1	1 in 1 000 000	Extremely rare, Practically impossible sequence or coincidence; a "one in a million" possibility. (Has never happened in spite of exposure over many years)

Exposure

Ranking		The Hazardous Activity Occurs
10	Continuously	or many times daily
6	Frequently	approximately once daily
3	Regularly	from once per week to once per month
2	Unusually	from once per month to once per year on once during the project duration
1	Rarely	it has been known to occur but not on a regular interval
0.5	Very Rarely	not known to have occurred, but considered remotely possible

Risk = Consequence x Probability x Exposure

Risk Score examples

Risk Category	Score	Hazard Description
Critical Risk	1500	Window washer on third floor, without safety belt, A hangs on with one hand and leans out
	750	Men working in ditch six feet deep, ditch not shored, dirt is soft, subject to sliding.
	750	Painters on scaffold without handrail, 30 feet high, not using safety belts....
High Risk	450	Benzene used for cleaning floor of shop, a busy area, workers smoking, other spark sources nearby
	375	Compressed flammable gas cylinders standing unsecured on pallet, along busy aisle, caps on
	300	Uncontrolled compressed air used in machine shop, up to 90 psi, for general cleaning
Moderate Risk	270	Workers smoking in flammable storage warehouse, no sprinkler system, highly flammable material
	200	Portable electric drill in use without ground wire, getting rough usage by several people
	180	Compressed air receiver without safety relief valve, automatic shut-off at 200 psi, old equipment
	150	People walking past deep unguarded ditch (<4'), considerable traffic, poor lighting
Low Risk	150	Heavy instruments unstable on seven foot high shelf, subject to bumping by employees
	135	Trucks rounding blind corner without stopping, opposing traffic and pedestrians, 10 MPH limit
	90	Steps of main building slippery whenever wet, no handrail (under 10'), many pedestrians daily
	85	Compressed oxygen cylinder standing unsecured near wall, little traffic or movement
	60	Oxygen and acetylene cylinders stored together, caps on, good ventilation, fireproof surroundings
	45	Oxygen and acetylene cylinders stored together, caps on, good ventilation, fireproof surroundings
	40	Inadequate handrailing along outside stairway (under 10'), occasional use every day
	37.5	Large propane storage tank in busy area: vehicle traffic, and high pressure air operations
	37.5	Both pedestrians and vehicles using same road. Road not always wide enough for both
	30	Chemicals stored in non-rated cabinet, occasionally including flammable volatile liquids.
30	Broken sidewalk, occasional pedestrian traffic, holes and loose concrete	
25	Persons near explosives building, within range of projectiles: safe procedures being followed in building	
18	Portable pump with hole in guard. Pump moved around occasionally by several employees	
18	g e Machinist using heavy file without file handle, in daily use	
18	Worker using hammer with loose head, in use daily for odd jobs	

4.06 – Accident Investigation Routing Process

Investigation Team

Upon completion of an Employer Incident Investigation Report, the investigating team is responsible for immediately forwarding the report to the appropriate school principal or, for non-instructional areas, the appropriate site administrator or manager.

School Principal or Site Administrator

Upon receipt of the Employer Incident Investigation Report, the Principal or site administrator is responsible to review the document, follow-up on the recommendations made, take corrective action as required, document any additional corrective action taken and forward the completed report to the Occupational Health and Safety Manager.

The principal or site administrator is also responsible to ensure that a copy of the report, with names removed, is forwarded to the site safety committee and that a copy is posted in the designated area of the staff bulletin board.

Occupational Health and Safety Manager

The Occupational Health and Safety Manager is to forward a copy of and/or, present the information to, the Health and Safety Advisory Committee. Any required information will also be forwarded to WorkSafe BC.

4.07 – Vehicle Accident Procedures

All motor vehicle accidents involving school district vehicles shall be reported to the employee's supervisor as soon as practicable. In the event of a vehicle accident (excluding School District busses) the operator shall:

- Stop, turn off ignition, set emergency/parking brake.
- Assist any injured, calling for medical help (ambulance) if necessary.
- Notify local police department if necessary. If there are injuries the police need to be called.
- Contact your supervisor to attend the accident scene.
- Assist with traffic control if necessary.
- Check damage of all vehicles involved. Take pictures of all damages and surrounding areas.
- 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
- Complete School District Accident Report Form (refer to school District website, Health and Safety Section, for the Motor Vehicle Accident Report).
- Obtain a copy of the police accident report (if police attend).
- School district employees shall not discuss liability as future legal process may occur.
- In the event of an accident involving a school bus, the operator shall follow the procedures noted in the School District's Bus Driver's Manual.

4.08 – Safety Inspections

The completion of site safety inspections is a requirement under Provincial Health and Safety Regulations and are

to be completed both on a regular basis and at appropriate intervals to ensure that prompt action is taken to correct unsafe conditions.

Responsibilities

District Administration to ensure:

- An ongoing commitment to the completion of safety inspections is maintained.

Principals, Department Managers and Supervisors must ensure that:

- Safety inspections are performed on a regular basis.
- Corrective action is taken when required.

Occupational Health and Safety Manager is responsible to:

- Distribute inspection results to the District's Occupational Health and Safety Committee; act as a resource to staff.
- Provide education and training on how to conduct a safety inspection if requested.

School and Site-Specific Safety Committee is responsible to:

- Perform the safety inspections on a regular basis.
- Provide additional recommendations for corrective action on an as needed basis.
- Ensure the completion of any corrective action as appropriate.
- Forward any unresolved issue directly to the Occupational Health and Safety Manager for further direction and/or follow-up.

District Occupational Health and Safety Committee is responsible to:

- Review safety inspection reports and recommendations from site committees.
- Provide additional recommendations for corrective action on an as-needed basis.

Guidelines for Conducting an Inspection

The purpose of the inspection is to outline the responsibilities of employees in the Greater Victoria School District 61 to complete inspections, show the different types of inspection completed at Greater Victoria School District 61, provide insight on how to complete inspections and to meet reporting requirements of WorkSafe BC .

Sections of the Work Safe BC Regulation require employers to carry out regular safety inspections of their places of employment to ensure the safety of their workers. The following are from the OH&S Regulation:

- Section 3.3 – *Every employer must ensure that regular inspections are made of all workplaces*
- Section 4.3 – *Machinery, tools, and equipment shall be inspected in accordance with the manufacturers recommendations or as otherwise specified by relevant sections of the regulation*
- Section 3.8 – *Inspections must, where feasible, include the participation of members of the joint committee*
- Section 3.9 – *Unsafe or harmful conditions found in the course of an inspection shall be remedied without delay*

Greater Victoria School District 61 shall ensure the following process is followed to successfully meet the requirements of policy, procedure and legislation. This includes:

1. Inspection Types
2. Inspection Schedule

3. Inspection Process and Flow Chart

Daily Inspection:

Daily inspections shall be completed on machinery, tools, and equipment as required by the manufacturer.

This may include:

- Auto Shop Lifts
- Personal Protective Equipment
- Power tools
- Lab equipment

Planned Inspection:

Planned inspections should occur monthly. Areas of the school shall be decided on by the JOHS committee and administration. More information located in 4.2 Inspection Schedule. Planned Inspections include:

- Commercial Kitchen Inspection
- Classroom/Portable Inspections
- Shop/Science Inspection
- General Facility Inspection

Special Circumstance Inspection:

Inspection may be required outside of daily and planned inspections. These types of inspections include:

- WorkSafe BC Inspections
- Inspection after injury or incident occurs
- Follow up on corrective actions
- Change in process, procedure, or equipment to ensure compliance

1.1 Inspection Schedule

An Incident Schedule shall be decided on by the administrator and JOHS members. This should occur during the first meeting of the school year.

The entirety of each school shall be inspected at least annually by a combination of general and area specific inspections each month. This does not include areas highlighted through concerns reported or changing use. This includes classrooms, shared facilities, offices, hallways and outdoor space.

Tech Education (Metal, Wood, and Auto), Labs, and Commercial Kitchens shall be inspected monthly. This is based on risk assessment and potential for incidents.

The JOHS shall determine who is required to inspect which areas and at what intervals. Each school is allowed to set there own zoning and schedule for inspections.

Develop Inspection Plan

- Who will inspect?
- Which areas are to be inspected?
- What needs to be inspected?

Complete Inspections

- Are inspections identifying hazardous acts and conditions?
- Are all areas being completed on required basis?

Document Inspection

- Are all findings documented on the form provided?
- Have all fields in the form been completed?

Report Inspection Findings

- Has the document been sent to the JOHS chairs?
- Has the document been sent to the Health & Safety Advisor

Corrective Actions

- Have findings been corrected and followed up on?
- Have work orders been submitted, if required?
- Has Health & Safety Advisor been contacted, if required?

General Housekeeping

All school district employees shall maintain good housekeeping procedures in his/her work area, classroom or vehicle, ensuring that:

- Any liquids spilled on the floor are wiped up, Refer to MSDS if required.
- When applying liquids to floors, that signs are appropriately placed to warn of the hazard if other persons are in the building.
- All work areas are clean and clear of obstruction, arranged to allow the safe movement of employees, students, equipment and materials.
- All rubbish including oily and used rags are disposed of in receptacles provided.
- Potential tripping hazards such as nuts, bolts, metal, scrap wood, paper clips, pencils, wire and any other such materials are picked up or relocated.
- All types of hoses are recoiled after use and stored appropriately.
- Storage areas are clean and tidy with material properly stacked in a safe and secure manner with no sharp projections that could cause injury.
- Heavy articles are not stored on overhead shelves.
- Telephone and electrical cords are not potential tripping hazards.
- Paper cutter blades are locked in the “down” position when not in use.
- The accumulation of work material is to be kept neat and tidy at all times.
- Materials are securely stored so as to not present a possible hazard by falling, rolling, or spilling.
- Filing cabinets will not fall forward when more than one drawer is opened.
- All materials are clearly identified as to content and hazards when applicable referring to Material Safety Data Sheets (WHMIS).
- No electrical outlets should be serving more than the number of outlets in the wall (usually 2)
- Electrical panels must have 36’ square space in front of them and remain closed unless an electrician is present.

As long

Reference and Cross Reference Material

Worker’s Compensation Act
Division 10 Article 172

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

Employee Health and Safety Manual
Section 5 – First Aid

Victoria School District Website, Health and Safety Section
Injury Reporting Procedure
Incident Investigation Report

SECTION 5 – FIRST AID

5.01 – First Aid Program for Employees

In accordance with Section 3 of the Occupational Health and Safety Regulations and Part 3 of the WCB Practice Guidelines, the District is responsible to ensure that at each school or worksite there is first aid equipment, supplies, facilities, and first aid attendants and that they are adequate and appropriate for promptly rendering first aid to workers.

Responsibilities

District Administration is responsible to:

- Conduct an assessment to determine the level of first aid services required for a specific school or worksite (see section 5.04).
- Ensure that each school and non-instructional worksite is provided with an initial first aid kit that meets the minimal standards required by WorkSafe.
- Where less than 51 employees work at a single location, fund at least one regular full time employee to receive Basic First Aid training or re-certification.
- Where 51 or more people are employed at a single location, fund at least one regular full time employee to receive Intermediate level training (or re-certification).
- In the event the “designated” attendant fails his/her first exam, fund one re-test.

Principals and Site Administrators/Managers are responsible to:

- Ensure that where the designated First Aid Attendant is absent from the workplace for either scheduled or unscheduled reasons, that an alternate designated first aid attendant is available.
- Provide employee first aid services in accordance with Health and safety regulations and practice guidelines.
- Appoint a first aid designate and backup.
- Ensure signs are posted that explain how to request/receive first aid.
- Fund the first aid kit and/or bandage station replacement supplies.
- Ensure staff are familiar with the first aid.

Occupational First Aid Attendants are responsible to:

- Providing prompt service to employees with a level of care that is within the scope of their training and the Occupational Health and Safety Regulations.
- Give priority to the administration of first aid to employees and respond to all areas.
- Objectively record, observe, and report signs and symptoms of injury and illness.
- Referring to medical attention those injuries and illnesses recognized as being serious or beyond the scope of the attendants training and supporting the stay at work and Graduated to work program.
- Maintaining adequate first aid materials that meet with the minimum requirements under the WorkSafeBC Practice Guidelines.
- Have their original, current First Aid Training Certificate conspicuously posted at the workplace.

The designated OFA is responsible and has full authority for all first aid treatment of an injured worker until responsibility for treatment is accepted at a doctor’s office, medical clinic or hospital emergency room, by an ambulance service acceptable to the WorkSafeBC or by a person with a higher equivalent first aid certification. However the designated OFA does not have the authority to overrule a worker’s decision to seek medical treatment or the worker’s choice of medical treatment.

Occupational Health and Safety Manager is responsible for:

- Coordination of activities associated with a central registry for certified Level 1 and Level 2 First Aid Attendants.
- Coordination of activities associated with training when required.

5.02 – Student Injuries

Occupational First Aid positions with the Greater Victoria School District is an occupational one, although it is likely that you will find yourself at some point treating a student injury. None of the other forms in the First Aid Manual apply to student injuries; they do not apply to members of the public either. It is important for SD 61 First Aid Attendants to know that the process is different for students than it is for staff.

5.03 – Receiving First Aid

Summoning First Aid

The First Aid Attendant may be reached by calling the office at each school or for non-instructional worksites, the general office administration area. The office will then contact the first aid attendant and provide the attendant with the location of the injured worker. Where the nature of the injury is such that to walk would not cause additional discomfort or increase the risk of further injury, the worker may elect to go directly to Administration and request the First Aid Attendant.

Location

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

5.04 – First Aid Attendants

The responsibility and authority of the Occupational First Aid Attendant has been well defined within Part 3 of the Occupational Health and Safety Regulations. Please refer to that document if needed.

Qualifications

First Aid Attendants must be certified in accordance with the Worker’s Compensation Act. Basic certificates are required in any of our sites that have fewer than 51 staff on site on any given shift. For sites with 51 or more staff a Intermediate certificate is required. All sites are within 20 minutes travel time to a hospital.

Availability and Accessibility

The Occupational First Aid Attendant must not undertake activities that will interfere with the ability to receive a request for first aid service.

First Aid Records

First Aid Attendants are required to ensure that a record of all injuries and manifestations of disease that are reported or treated is maintained. This is done by using the First Aid Record as supplied by WorkSafeBC.

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.

5.05 – First Aid Assessments

Under Part 3 of the Occupational Health and Safety Regulations, provisions for first aid must be set up that meet or exceed the requirements stated in regulations. These requirements are dependent on the location of the worksite, the number of employees on any given shift and the hazard rating of the worksite. This assessment must take place annually.

Industry Hazard Rating

Under the WCB guidelines, public schools have been deemed as a low-hazard. The same is true for school bus drivers. Note that while job functions typically performed by Custodial and Maintenance staff may be considered as a high-risk job function, as less than 30% of the District's total staffing compliment has less than a 20%.

Individual total-exposure to a high-risk job function, the District falls within the norm for public schools. Therefore, it would be appropriate to conclude that a low-hazard rating would apply for all schools and worksites in the District.

Assessment requirements

Each assessment must include:

- The number of employees (not students) at the school or site during both instructional and non-instructional hours.
- 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.

SECTION 6 – DISABILITY MANAGEMENT

6.01 – Disability Management

As it has been proven that an early return to productive work can be instrumental in the healing process, the Greater Victoria School District has instituted a Disability Management Program endorsed by the District 61 Board of Education (2024).

The intent of the Disability Management Program is to aid injured and ill employees to return to productive employment. This will be accomplished through various ways including task hazard analysis; physical/job demands analysis, modified/alternative duties and graduated return to work.

For the program to be successful it will require the participation and cooperation of District Administration, supervisors, employee groups, the medical community, the individual worker and their co-workers.

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; therefore the number of hours worked per day is limited and increased on a weekly basis.
Managers and Supervisors	Includes Principals, Vice Principals, Directors, managers and in some cases Foremen.

Responsibilities

Occupational Health and Safety Manager is responsible to:

- Design, implement, Coordinate, and maintain the Disability Management Program
- Ensure that all managers and supervisors are informed of the intent and contents of the program.
- Oversee the communication with employees, medical/rehabilitation professionals and supervisors in regard to job analysis and return to work options.
- Manage district, supervisors and employee groups on the creation and implementation of individual return to work plans.

Managers and Supervisors are responsible to:

- Support and promote the program within their departments.
- Educating their staff regarding the overall program.
- Communicate to district claims staff on progress.

Employees are responsible to:

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

Return to Work Process

There are several steps involved in the Return to Work Process and each one of them forms an integral part.

Step 1

Employee reports an injury or illness to their supervisor that affects their ability to perform some or all of their job function. This notification is either by a WorkSafeBC Form 6a (for workplace injury/illness) or by a doctor's note (for non-work related injury/illness).

Step 2

A determination of restrictions must be done to establish how the injury/illness will prevent the employee from performing some or all of their job tasks. This is accomplished through coordination and input from the employee's doctor (and other medical professionals) as well as the employee themselves. Depending on the degree of injury/illness, a determination of restrictions can be done by way of a doctor's note, information provided by WorkSafe BC, a Return to Work Physical Assessment Report or a functional capacities evaluation.

Step 3

Once restrictions are known, it needs to be determined what portions of the employees job will be affected by those restrictions. Interviews with both the worker and the worker's supervisor will aid in the completion of this step. However it is essential that the Job/Tasks Demands Analysis form and Job Description for that specific job are referred to as well. If a Job/Tasks Demands Analysis form has not yet been completed for this job it needs to be done now. Once the above is completed the results can be compared with the restrictions listed in Step 2.

Step 4

After concluding which portions of the workers job are affected by the restrictions we can investigate what options there might be as far as accommodating the worker. Accommodations can take one of several forms:

- Same job, but modified
- Same job, but graduated return
- Same job, but modified and graduated return
- Same job different school
- Different job different school

Modified job duties can be anything from a reduced number or times that that particular task gets done in a day, to removing a task completely or the introduction/installation of new equipment and/or procedures.

Graduated return to work will involve starting off at a reduced number of work hours per day and gradually increasing work hours back to the pre-injury amount. Generally speaking, the minimum hours per day will be 4 with an increase of 2 hours each week. In this way an injured/ill worker can return to pre-injury hours by week 4 of their return to work plan. Each case will be looked at individually though.

Step 5

The final step prior to the worker returning to work is the formal Return to Work Plan. The Return to Work Plan consolidates all of the above information onto one form and details how long the plan will be (prior to return to full duties) and when an increase in workload and/or time will take place.

Step 6

Every return to work must be closed off with a follow-up and plan review. Depending on the severity and complexity of the plan, this can be as simple as a check in with the worker and supervisor on the last day of the plan or weekly checks to ensure that any upcoming adjustments for the following week are still in line with recovery.

Ergonomic Assessments

Disability Management is not only about lost time and return to work. Sometimes an employee will experience pain and discomfort while at work that are not associated with a specific traumatic event (such as slipping or over exertion),, but is the result of repetitive stress or poor workstation design. Any employee experiencing

discomfort that appears to be related to their job can request, through their supervisor or Safety Committee, to have an Ergonomic Assessment of their job, task or work station.

SECTION 7 – SPECIFIC SAFETY REQUIREMENTS

7.01 – Personal Safety and Conduct

Personal Safety

Personal safety is every school district employee's responsibility, regardless of assigned responsibility. Supervisors and department heads are to ensure proper instruction, training and safe employee work habits are implemented by the development of thorough safe work procedures.

Conduct

No employee shall engage in any improper activity or behaviour that might create or constitute a hazard to them or any other employee or student.

Improper activity or behaviour can include:

- Horseplay
- Fighting
- Practical jokes
- 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.

7.02 – Confined Space Program

There are inherent risks associated with performing work in confined spaces. As a result, the District has established a confined space entry program that is compliant to all aspects of the Occupational Health and Safety Regulations relative to confined space entry.

Under this program, employee access to moderate and high-risk atmosphere confined spaces is prohibited and access to low risk-confined space is restricted to authorized personnel only. Further, no worker shall go, or have cause to go into an environment designated as a low-risk confined space, or into an environment that may constitute as a low-risk confined space until the worker:

- Understands the risks associated with accessing a low risk confined space.
- Has received education and training with respect to the confined space entry program and safe work procedures.
- Has received education and training in how to conduct a risk assessment prior to entry into a confined space and prior to the starting work of any kind in a confined space.
- Has demonstrated proficiency in the above and that proficiency have been recorded.

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 and
- Is large enough and so configured that a worker could enter to perform assigned work.

High Hazard Atmosphere or High Risk Confined Space

An atmosphere that may expose a worker to risk of death, incapacitation, injury, acute illness or otherwise 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. District staff is strictly prohibited from entering high risk confined spaces.

High hazard confined spaces include all confined spaces that have atmospheric concentrations comprised of the following components which exceed the following limits, with continuous ventilation:

Oxygen	not less than 19.5% or greater than 23.0% by volume
Combustible gasses	not greater than 20% of the lower explosive limit (LEL)
Hydrogen sulfide	not greater than 10 ppm
Carbon Monoxide	not greater than 25 ppm
Other contaminants	exceed the applicable exposure limit

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. Moderate hazard confined spaces include all confined spaces that have;

- Direct exposure to sewage or potentially hazardous substances
- Atmospheric concentrations comprised of the following constituents which cannot be maintained within the range outlined for a low hazard atmosphere with continuous ventilation, but cannot be outside the following ranges;

Oxygen	19.5 - 23.0% by volume
Combustible gasses	up to 10% of the lower explosive limit (LEL)
Hydrogen sulfide	less than 10 parts per million (ppm)
Carbon monoxide	less than 25 ppm

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 activity.

Low hazard confined spaces include all confined spaces that have;

- Walk-in access from grade or manhole/hatch access
- Atmospheric conditions which are the same as those of outdoor air
- No direct exposure to sewage or potentially hazardous substances

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

- Shown by pre-entry testing to have clean “breathable” air or
- Are otherwise known to contain, clean breathable air immediately prior to entry and
- 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. Activities conducted in low hazard confined spaces include:

- General inspection
- Metre reading
- Sampling
- Minor adjustments
- Housekeeping
- Other activities that will not generate air contaminants in excess of 10% of permissible concentrations as established by the WCB.

Responsibilities

District Administration and Supervisors must ensure that:

- All means of access into confined spaces e.g. through hatches and doorways are secured against unauthorized access.
- “No access” signs are posted at each access point to a moderate or high risk confined space and/or such areas are secured against entry.
- Restricted access signs are posted at each access point to a low risk confined space.
- Safe work procedures for accessing low risk confined spaces are available and accessible to staff authorized to work in the area.
- Staff responsible for the supervision of worker’s are adequately trained to supervise the work (and workers) before any work in a confined space is initiated.
- Staff, assigned to enter and/or perform work in 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 of Facilities is responsible for:

- All confined spaces in the District are properly identified
- The location of all crawl spaces is documented, that documentation related to the location of the confined spaces is available to the Administrative Officer, Director, Manager and/or Supervisor responsible for the safety and health of employees in the area
- 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
- Safe work procedures regarding confined space entry have been written in accordance with Part 9 of the Occupational Health and Safety Regulations that only authorized workers enter a confined space and that in doing so that they work in accordance with these procedures.

Employees shall:

- Not enter into any confined space or any area posted as a confined space unless they have received the appropriate education and training and are authorized to do so
- Work in accordance with the written safe work procedures
- Notify the Supervisor of any safety concerns and/or areas of potential risk to workers.

Contractor's must:

- Notify Maintenance of the need to enter a confined space at least 24 hours prior to the entry.
- File a copy of their safe work procedures for confined space entry with Maintenance.
- Be familiar with and work in accordance with School District 61's confined space procedures.
- Shall be responsible to ensure their employees and/or persons working for them in any capacity, perform their work in accordance with the Part 9 of the Occupational Health and Safety Regulations for confined space.
- Report to Maintenance any unsafe condition 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 systematic means of qualifying atmospheric conditions prior to actually entering into a confined space. Under provincial 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 inadvertently develop.
- Prior representative sampling has demonstrated that the atmosphere within the space or group of similar spaces meets the low hazard atmosphere definition.

Representative Air Sampling:

The verification of atmospheric conditions in similar or like confined spaces. Representative sampling meets the requirements of the Occupational Health and Safety Regulations provided that atmospheric conditions within the confined space do not change.

Education and Training:

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

- Attics
- Electrical vaults
- Septic/sewer vaults
- Large boilers
- Large water storage tanks
- Dust Collectors
- Crawl Spaces

Assignment of Work

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

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

Availability of a Standby Worker

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

- There is a continuous means of summoning the standby person
- The standby person checks on the worker at least every 20 minutes
- The form of communication to be used for interval checks is confirmed
- 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 with the standby person
- 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 program administrator 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 program administrator for evaluation *prior to entering the space*

Upon Entry

- Upon entry and 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 proper functioning

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, seek first aid services or,
- If, due the nature/extent of the injury the worker is unable to exit the area unassisted, summon the first aid attendant.
- In the unlikely event that the first aid attendant is not available, contact emergency medical services.
- Contact 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 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 Manager of Facilities.

Confined Space Inventory

The Greater Victoria School District has compiled an inventory of all known confined spaces within the District. This inventory is available from District Health and Safety and within each facilities ebase Documents. This list will be reviewed and updated as necessary.

Under no circumstances will staff enter a confined space without first discussing the job with their supervisor and ensuring that any required safe work procedures are in place. Many buildings in the District contain attics and/or crawlspaces. Although these spaces are not considered confined spaces (unless otherwise noted) it is recognized that certain precautions will be required before entry into the areas is allowed.

An inventory of all attic and crawlspaces has been prepared. This inventory identifies which buildings have attics and/or crawlspaces.

Notification

Supervisors will be notified prior to any entry into an attic or crawlspace. 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 or crawlspace.

All workers who may have a need to enter attics and crawlspaces along with those who may be required to be on-site when another person enters these spaces will be instructed in these requirements. This program will be reviewed annually.

7.03 – Working Alone Program

Where employees are assigned to work alone or in isolation under conditions which present a risk of disabling injury if the employee is unable to get help in the event of injury or other misfortune, written procedures for checking the well-being of that employee must be developed.

General Information and Guidelines

Visual contact between two individuals is the most effective means of monitoring a person's safety and well-being. In situations where there is a high risk for injury, first consideration should be given to establishing a buddy system that will allow frequent visual contact. In the event a visual buddy system is not practicable, every attempt should be made to establish two-way voice contact.

Should visual or two-way contact not be practicable, then the next option for consideration is for the establishment of a communication system that will allow the worker to check in with someone at pre-arranged times and will result in help being sent if the worker fails to check-in.

Procedure

Supervisors, Managers and Principals are responsible to ensure that any time they assign an employee to work alone where help is not readily available that a Working Alone Procedure be implemented. Examples of situations in the Greater Victoria School District where employees may be assigned to be working alone include, but are not limited to:

- Custodians working in a school when no other employees are present
 - Maintenance workers responding to afterhours call out (such as for broken windows)

- Teachers working outside of normal school hours
- Literacy Coordinator running evening programs
- Employees performing home visitations
- Bus Drivers on field trips outside of normal work hours

7.04 – School Vehicle Operations

Our Health and Safety program objective is to conduct our business in the safest possible manner consistent with accepted practices so every employee leaves the workplace at the end of the day without any ill effects by:

- Providing mechanical and physical safeguards to the maximum extent possible.
- Training all workers in good safety practices and procedures.
- Providing necessary personal protective equipment and instruction for its use and care.
- Developing and enforcing safety and health rules and requiring that workers cooperate with these rules as a condition of employment.
- Maintain a commitment to work with employees, in a spirit of consultation and cooperation, to promote a healthy and safe work environment.

To be successful, such a program must start with proper attitudes toward injury and illness prevention on the part of both supervisors and workers.

Safety is EVERYONE’S business! Look after yourself, look out for your coworkers, and inspect your work area and your equipment thoroughly. When we all do this, we create a safe working environment. We all share the responsibilities for safety and health:

- The employer accepts the responsibility for leadership of the health and safety program, for its effectiveness and improvement, and for providing the safeguards required to ensure a safe and healthy work environment.
- Supervisors are responsible for developing the proper attitudes toward health and safety in themselves and in those they supervise, and for ensuring that all operations are performed with the utmost regard for the health and safety of all personnel involved.
- Workers are responsible for wholehearted, genuine cooperation with all aspects of the Health and Safety Program, including compliance with all rules and requirements, and for continually practicing safety while performing their duties.

The Greater Victoria School District #61

National Safety Code Program was developed and implemented to provide direction and guidance to all employees, sub-contractors, and other operators in achieving a safe and healthy workplace. If you have any questions or suggestions regarding the operation or content of this Safety Program, please bring them to the attention of your supervisor. The Program shall be reviewed, edited and amended from time to time to reflect any regulation, and company policies and procedures changes.

Contact Information

Greater Victoria School District #61
491 Cecelia Road,

Victoria, BC, V8T 4T4
Canada
(250) 920-3456

WorksafeBC

Safety and health inquiries (250) 881-3400
Claims or Rehabilitation
4514 Chatterton Way, Victoria, BC V8X 5H2
Mon-Fri 8-4:30 **888-967-5377**
Employer and Assessment **(604) 244-6181**

Ministry of Transportation and Infrastructure CVSE - Commercial Vehicle Safety and Enforcement

<http://www.th.gov.bc.ca/cvse/>
1117 Wharf Street, Victoria, BC V8W 1T7
(250) 952-0577

The **National Safety Code** is a comprehensive code of minimum performance standards for the safe operation of commercial vehicles. The standards of the NSC have been made into law in BC. The **B.C. Motor Vehicle Act (MVA)** and the **B.C. Motor Vehicle Act Regulations (MVAR)** contain most of the laws mentioned in the codes. MVAR Division 37 is the Safety Code in BC that sets out the laws that require carriers to have a Safety Certificate. It also includes the laws that regulate hours of service, trip inspections and audits. The regulations in Division 37 are administered under the name National Safety Code. All employees, operators, and managers should be familiar with the content herein.

Copies of the Standards are found at:

<http://ccmta.ca/en/national-safety-code/nsc-standards>

Additional references for professional drivers and carriers are found at:

http://www.cvse.ca/references_publications.htm

Goals of National Safety Code

Reducing fatalities, injuries, property damage and other highway incidents by assisting commercial carriers and drivers in understanding how the NSC standards will allow them to operate legally and safely.

National Safety Code Standards

NSC Standard #1 - Single Driver's License
NSC Standard # 2 - Knowledge and Performance Tests

NSC Standard #3 - Driver Examiner Training
NSC Standard #4 - Classified Driver's License Program
NSC Standard #5 - Self-Certification
NSC Standard #6 - Medical Requirements
NSC Standard #7 - Carrier Record Keeping Requirement
NSC Standard #8 - Short-term Suspensions
NSC Standard #9 - Hours of Service
NSC Standard #10 - Security of Loads
NSC Standard #11 - Commercial Vehicle Maintenance
NSC Standard #12 – CVSA Roadside Inspections
NSC Standard #13 - Daily Trip Inspection Report
NSC Standard #14 - Safety Rating
NSC Standard #15 - Facility Audits
NSC Standard #16 - First Aid Training

The National Safety Code Standards – Descriptions

NSC Standard 1-Single Driver License Concept

Prohibits the holding of more than one valid driving license and establishes administrative procedures for ensuring compliance.

NSC Standard 2-Knowledge and Performance Tests (Driver)

Establishes principles for written and practical driving tests.

NSC Standard 3-Driver Examiner Training Program

Establishes a standard course for driver examiners, and recommended minimum course for drivers.

NSC Standard 4-Classified Driver Licensing System

Sets out seven classes of license from Class 7 (learner) to Class 1 (heavy truck).

NSC Standard 5-Self-Certification Standards and Procedures

Criteria for allowing carriers and schools to train and test drivers.

NSC Standard 6-Medical Standards for Drivers

Initial medical requirements for each class of license, and requirement for periodic re-examination.

NSC Standard 7-Carrier and Driver Profiles

Carrier and driver safety and sanction records (indicating safety regulation violations, accidents, sanctions applied, etc.)

NSC Standard 8-Short-Term Suspension

Suspension of a driving license for up to 24 hours where the driver's ability to operate a motor vehicle is impaired by alcohol, fatigue or drugs.

NSC Standard 9-Hours of Service

Limits driving hours.

NSC Standard 10-Security of Loads

Minimum standards for securing cargo.

NSC Standard 11-Commercial Vehicle Maintenance and Periodic Inspection Standards

Minimum standards for major vehicle components and requirements for systematic inspection of vehicles.

NSC Standard 12-Commercial Vehicle Safety Alliance (CVSA) On-Road Inspection

Criteria for on-highway inspection of commercial drivers and vehicles.

NSC Standard 13-Trip Inspection

Requires drivers to submit inspection reports after each use of the vehicle; carriers to repair all faults; and next driver to have a copy of the report before using the vehicle.

NSC Standard 14-Compliance Review of Safety Rating

Outlines the procedures for carrier safety fitness and ongoing carrier monitoring.

NSC Standard 15-Facility Audit Standard

Outlines the audit process used to determine a carrier's level of compliance with all applicable safety standards. Identifies the source documents that must be maintained by the carrier and provides outlines of interviews with personnel responsible for safety management.

Driver Responsibilities

As appropriate, drivers are expected to:

- Follow posted speed limits
- Drive according to road conditions
- Always wear appropriate Personal Protective Equipment
- Know where the registration and inspection papers are for the vehicle they drive
- Exterior of vehicles must be washed regularly and interiors MUST be sanitized weekly
- Complete a trip inspection report before operating your vehicle each day and again at the end of the day
- Turn in trip inspection report daily

- Immediately report any vehicle defects and have required repairs done before driving that vehicle
- Ensure their vehicles brakes are always properly adjusted
- Understand that it is dangerous to drive when tired
- Follow all hours of service regulations for drivers
- Turn in a copy of each violation ticket, Notice and Order and roadside inspection report
- Report any driver suspension they receive (understand the carrier is required to get an up-to-date driver abstract when a driver is hired and at least once a year after that)
- Immediately report any accidents, convictions and violations on your license

- Understand that using alcohol or drugs is not acceptable whenever they control a vehicle operating under Greater Victoria School District #61 safety certificate
- Carry only authorized passengers

School District 61 (Greater Victoria) Responsibilities

Greater Victoria School District #61 is responsible for:

- Educating ourselves and all drivers working under our Safety Certificate
- Ensuring that all vehicles operated under our Safety Certificate are properly maintained
- Ensuring only competent and qualified drivers drive our vehicle
- Establishing policies for tracking hours of service, vehicle maintenance, safety programs and ensuring all established safety policies are followed
- Preparation and updating of this safety plan to protect the safety of:
 - i. Our drivers
 - ii. Our vehicles
 - iii. The people we transport
 - iv. Everyone who shares the road with our vehicles

Greater Victoria School District #61 has a legal requirement to keep copies of all documentation related to the operation of our vehicles. This includes but is not limited to:

- Copies of all manufacturer recall notices for 4 years (MVAR 37.29 (1)(c)(ii))
- Copies of CVIP reports for 3 years, including current report, (MVAR 25.18 (1)) (MVAR 37.29(c)(1))
- copies of CVSA roadside inspection reports for 4 years (MVAR 37.30) (MVAR 37.29(1)(b)((1))
- records of all repairs done and parts replaced for 3 years (MVAR 25.18 (1)(b))
- records for vehicles that you no longer have for at least 6 months (MVAR 37.29)
- accident reports that resulted in either injury or death or total damage to property, including cargo of \$1,000 for the calendar year in which it occurred and the following 4 years (MVAR 37.29 (2))
- records of vehicle maintenance for 3 years (MVAR 37.29 (c)(i))

Drivers will be trained, as required, in safe operations, inspections, and on the proper completion of all records, log books, and reports. On an on-going basis, and where discrepancies exist between submitted records and the regulated requirements, the company will alert the driver and provide proper training.

Carrier Safety Practices Are Monitored

The National Safety Code program office monitors all carriers in British Columbia and each carrier in BC is given a safety rating.

This rating is determined by our on-road performance, our record-keeping and our safety-monitoring performance.

A good safety rating is important – the company will do what is required and expects and requires that all employees will do their part to ensure the best possible rating is maintained.

Our “Carrier Profile”, maintained by CVSE (Commercial Vehicle Safety and Enforcement), is a record of how safe our drivers and vehicles are. Information is collected from across Canada. Police and regulatory agents record each ticket they issue and each time they conduct a roadside inspection. Each accident is also recorded. This information automatically generates an item on our Carrier Profile. Greater Victoria School District #61 will monitor our Carrier Profile and the records and information on our drivers. Knowledge of updated information should come from our drivers, rather than through a review of our Carrier Profile. Unexpected information found on drivers may be grounds for disciplinary action. The Carrier Profile includes information on:

- violation ticket convictions
- roadside inspection reports
- accident reports
- pending violation tickets
- vehicle inspection history
- audits

Motor Vehicle Act Regulations FYI

- Every NSC vehicle must be identified
- Every vehicle operating under SD 61's safety certificate must be properly identified. SD 61 must notify ICBC of the safety certificate number each of your vehicles operates under.(MVAR 37.072)
- Ensure the proper safety certificate number is on the vehicle's registration.
- SD 61 must: ensure the name that appears on our safety certificate is clearly displayed on both sides of all of our vehicles (MVAR 37.071)

Hiring Policy for Drivers

Greater Victoria School District #61 policies do not discriminate on the basis of race, color, religion, sex, national origin, age, or disability. The hiring decision is based on ability, suitability, professional standards, and having a positive attitude.

Applicants will be given a personal interview and will be required to confirm competence through a driving evaluation

with other experienced company drivers. Training in safety and first aid are considered assets.

Our policy for considering a new driver includes the following guidelines. Under special circumstances we may relax some of the requirements with an extended probationary period:

- Minimum of two years verifiable driving experience in “like vehicles”
- Current Commercial Drivers Licence (CDL) with proper endorsements for the prior 2 year period,
- Prior employer accident information for preceding 3 years,
- Implement a skills/physical test to ensure the applicant can do the entire job,
- Proof of medical qualification before hiring,
- Satisfactory Drivers Abstract covering the prior 36 months,

- No major violations (DUI, DWI, hit & run, reckless driving, vehicular manslaughter, or use of a vehicle in the commission of a crime)
- No more than three moving violations in the previous 36 months or more than two in the previous 24 months,
- No more than 1 at-fault accident in previous 36 months,
- No more than 1 at-fault accident and one moving violation in the previous 36 months,
- No violation resulting in the suspension or revocation of the license in the previous 24 months,
- No violation for operating a vehicle on a suspended license.



Defensive Driving

Be a professional and courteous driver by driving in a defensive manner. Be prepared to avoid accident producing situations by practicing and by promoting safe defensive driving skills. Be aware of surroundings and look ahead. Leave a safe distance between vehicles, keep the vehicle under control at all times and be prepared for changes in road, weather and traffic conditions. Don't make assumptions regarding the behavior of other motorists. Be prepared for the unpredictable actions of other drivers.

The practice of driving defensively, at all times, protects the driver and the general motoring public from injury, costly property damage and unscheduled delays.

All company equipment shall be operated in a manner that is compliant with local, provincial and/or Federal regulations. No driver shall operate company equipment in a manner that would jeopardize the health, safety, property of a customer, the general public, staff, students, themselves and/or other company personnel.



Speed Limits

Obey all posted speed limits and reduce speed according to road, weather, visibility conditions and vehicle type. No Person(s) may at any time operate a Greater Victoria School District #61 registered or leased vehicle in excess of the posted speed limit.

This directive ensures that a high level of safety and a standard of service to our customers and the general public is maintained. In keeping with this policy, non-adherence may result in disciplinary action. This directive applies to all personnel who may operate equipment and/or vehicles owned, leased and/or are otherwise operating on behalf of Greater Victoria School District #61.

As a minimum standard, the company vehicle speed policy is as follows:

- Posted speed limit
- Less than posted speed limit due to adverse driving conditions
- Maximum speed limit, as determined by a specified route(s)

Vehicle operation and speed may be monitored by:

- Random observation by management and supervisory staff
- Information received from customer(s) and or the general public
- GPS systems



Cell Phone Use

As of January 1, 2010 the use of cellphones or any handheld portable electronic devices by drivers is restricted in British Columbia. The fine is \$368 and 4 penalty points plus an extra \$210 payable to ICBC.

- Employees are not permitted to use a hand held cell phone while operating a motor vehicle on company business and/or on company time
- Employees are not permitted to read or respond to e-mails or text messages while operating a motor vehicle on company business and/or on company time.
- This policy also applies to use of PDAs.
- While driving, calls cannot be answered and must be directed to voice mail.
- If an employee must make an emergency call (911), the vehicle should first be parked in a safe location.

Acknowledgement of Understanding

Greater Victoria School District #61 does not allow the use of wireless communication devices or personal electronic devices while driving. The ban applies to:

- All School District #61 Transportation Department employees (Bus drivers and shop personnel).
- All vehicles operated by School District #61 Transportation Department employees while on duty, whether owned by the company or the individual worker.
- All situations while parked during passenger loading and unloading.
- All conversations, whether personal or business-related.
- All wireless communication devices, whether owned by the company or by the worker.
- Areas where vehicles are fueled.

Cell phones must be stored out of the drivers reach at all times while the vehicle is in operation. Cell phones cannot be used as GPS or a time piece.

Drivers shall not use any portable/personal electronic device, such as an MP3 player, gaming system, video player, cell phone, etc., while operating the bus and/or when passengers are on board.

Use of any device with earphones or headphones is not permitted. Headphones and earphones may render the driver unable to hear or respond to passenger problems or emergencies. Drivers must be able to monitor the company two-way radios when they are operating radio equipped vehicles.

The only communication device that may be used while driving is a company provided two-way radio. Drivers may use communication devices or personal electronics when:

- The vehicle is parked and secured in a safe location.
- The driver is not in the driver's seat.
- In an emergency situation.

Seat Belt Use

Anyone, while operating or travelling as a passenger in Greater Victoria School District #61 company vehicles, must use and wear their seat belt(s), if provided in the vehicle, at all times. **It's the law.**



Monitoring Process for Driver Performance

Drivers with the school district are informally monitored at all times by management and supervisors. In addition, the school district will request annual driver abstract updates from ICBC. The school district also requires complete and full disclosure from the drivers for each of the following.

- Driver infractions, violation tickets, Notice and Orders under the Motor Vehicle Act
- Safety and Commercial Vehicle and Driver Inspections, roadside inspections, and all accident reports.
- Incidents which may affect your ability to drive

Hours of Service Record Keeping - Bus Drivers

The Hours of Service Regulations place responsibility on the motor carrier to ensure that all company drivers and owner/operators working on behalf of the carrier comply with the Hours of Service Regulations.

A carrier must have the necessary systems, policies and practices in place to identify and rectify issues of non-compliance. Effective training of staff responsible for driver supervision and dispatch is an integral component of a safety management program. Personnel must have knowledge and understanding of the regulations and be aware of the policies and available options.

The carrier is required to maintain driver log books and support documents for a period of six months. The carrier is required on request by a Compliance Officer to produce these records during normal business hours.

Drivers not exempt from the 160 km exemption who cannot produce logs for the current and previous fourteen days, and drivers driving beyond the Hours of Service limitations are subject to being placed out-of-service until enough time has elapsed so that they are in compliance.

Load Security

Greater Victoria School District #61 shall ensure drivers operating company vehicles are adequately trained in Cargo Securement, National Safety Code Standard 10, and monitored.

A record of the training given and the date the training was provided shall be retained on the drivers file.

Every jurisdiction throughout Canada has regulations indicating it is an offense to operate any vehicle with in adequately secured cargo.

Motor Vehicle Act Regulations FYI

Trip inspection report MVAR 37.23

(1) This section applies to a commercial motor vehicle to which Part 1 of Division 25 of this regulation applies under section 25.01(2), but does not apply to:

(a) Commercial motor vehicles rented for a single trip

(b) An emergency vehicle

(c) A 2 axle vehicle with a licensed gross vehicle weight not exceeding 14 600 kg, excluding a bus, school bus, special activity bus or special vehicle

(d) A taxi where the carrier requires the driver of the taxi to immediately notify the carrier of defects found in the inspections under section 37.22 and defects that come to the driver's attention while operating the taxi.

(2) A carrier shall require every driver employed or otherwise engaged by the carrier or a person specified by the carrier to prepare the trip inspection report in accordance with this section.

(3) The driver or the person specified by the carrier under subsection (2) shall prepare, for each commercial motor vehicle driven, the trip inspection report in accordance with this section in legible writing before driving the commercial motor vehicle for the first time in a day.

(4) The trip inspection report shall:

(a) State the licence plate or unit numbers for the commercial motor vehicle

(b) Specify any defect in the operation of each item listed in section 37.22 (2)

(b.1) specify any defect in the operation of the commercial motor vehicle if that defect, not otherwise described under paragraph (b), may affect the safe operation of the commercial motor vehicle

(c) State that no defect was discovered or came to the attention of the driver, should that be the case

(d) State the date the report is made

(e) Contain the signature of the driver or other person making the report

(5) No carrier shall permit a driver to drive, and no driver shall drive, a commercial motor vehicle unless the driver has the current trip inspection report in his possession.

(6) A driver shall, on the request of a peace officer, produce to the peace officer for inspection the current trip inspection report.

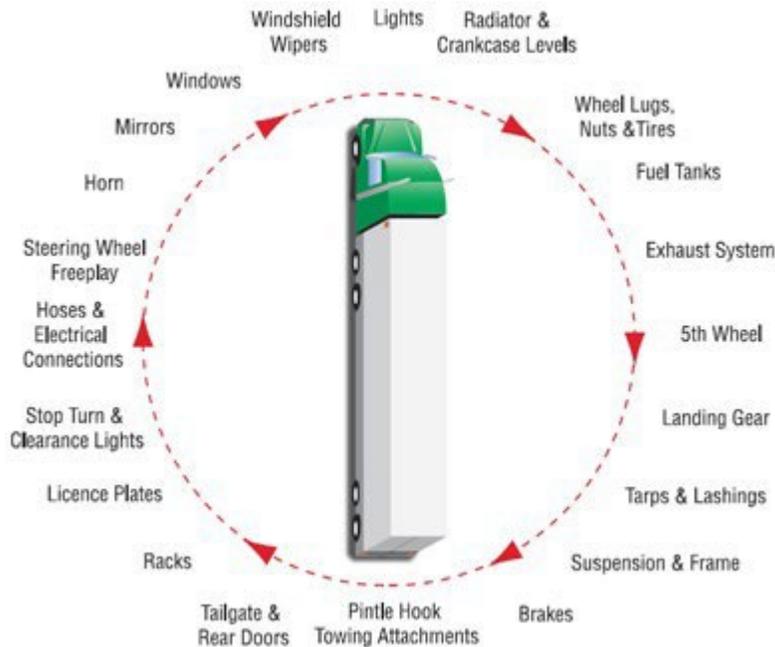
(7) The director may exempt a class of persons or vehicles from this section unconditionally or on conditions the director considers desirable and may substitute other requirements if the director considers it desirable for the purpose of more effectively promoting and securing road safety.

[en. B.C. Reg. 456/90; am. B.C. Regs. 20/92; 413/97, App. 1, s. 31; 135/2003, ss. 1 and 3.]

The Circle Check

The drawing below shows a general method of making a systematic circle check before taking out a vehicle at the beginning of a day's work. Details of the check can, of course, be varied according to the type of vehicle, but generally the principle of making a complete circle should be followed in all cases.

Some of the points to look out for are given in this sample.



Mechanical Fitness Record Keeping

Carrier Requirements

A carrier must ensure all commercial vehicles under this control be inspected according to the regulations and be maintained in safe operating condition. The carrier shall implement a preventable maintenance safety plan to ensure vehicles remain in compliance and that no vehicle is dispatched in unsafe condition.

Pre-Trips

It is the responsibility of the carrier to ensure the pre-trip inspection is carried out by the driver. The inspection report must contain the unit number of the vehicle, date of inspection, defects identified and name and signature of person conducting the inspection.

Preventative Maintenance

The carrier must maintain a record of all service and repairs on each vehicle and shall contain a description of service along with the date and mileage of the vehicle. In addition to repair records, the carrier must retain CVSA Inspection Reports, Provincial Inspection Reports, Pre-trip Inspections and manufacturers' recall notices.

Commercial Vehicle Safety Alliance Inspections (CVSA)

CVSA inspections are conducted on vehicles on the roadside or at a carrier's premises by individuals who have been certified as inspectors under the CVSA Program. The inspections are conducted in accordance with the criteria outlined in the Commercial Vehicle Safety Alliance.

Inspection Levels

- Level 1 - Complete vehicle inspection with the driver
- Level 2 - Inspection of driver and vehicle walk-around
- Level 3 - Inspection of driver only
- Level 4 - Special inspection of one or more components
- Level 5 - Complete vehicle inspection without driver

A vehicle passing a level 1 or 5 would receive a CVSA decal valid up to three months, and usually exempts the vehicle from further inspections unless there is an obvious defect present. An inspection where defects were noted would result in a warning and defects would be required to be repaired before vehicle's next dispatch. A third result could be the vehicle being placed out-of-service (OOS). This would result in the vehicle being immediately taken off the road until defects have been repaired. If carrier can complete repairs on-site the vehicle would be re-inspected and if satisfactory, be allowed to proceed. If vehicle must be towed to repair site, the carrier may not dispatch the vehicle until all required repairs have been completed.

Record Keeping

NSC requirements are to keep records of all Driver and equipment maintenance information. Copies of the following will be kept in each Driver's Personnel file and a recall system will be established at head office for annual confirmation of records.

*The records marked *** below require annual confirmation of expiry date for renewal. Head office staff record and monitor these dates to ensure continuity of all required documents, standards, and certificates:*

- A copy of current drivers licence ***
- A current driver abstract ***
- Roadside inspection reports
- Notice and Orders
- Violation tickets
- Accident reports
- The driver's job application - the driver's experience and skills and notes on how confirmed
- Records of training programs taken or need to be taken by driver.

Although records must be kept for a minimum of 6 months, (MVAR 37.18.05(3)(b)), School District #61(Victoria) has a policy of retaining all documents for a minimum of 6 years.

Annually, all driver's records will be reviewed from the copies kept in the personnel files. The following are records that will be examined, in conjunction with Drivers reviews:

- Driving Performance
- Accident history

- Conviction history
- CVSA history



Retention of Records

MVAR 37.30

With the exception of records kept under Parts 3 and 4 of this Division and Division 25, a carrier shall maintain records required to be maintained under section 37.29 and shall keep the records readily accessible for inspection and audit purposes for the calendar year which they were made and the following 4 calendar years.

Incident Investigation

The purpose of investigating incidents is to determine causes and establish and implement corrective actions to prevent recurrence.

Incident Investigation Policy

Greater Victoria School District #61 will investigate all incidents and a report will be provided to the Manager, Director, Safety Professional, and the Safety Committee. When an incident report is received, the Safety Professional will initiate an investigation to determine the following:

- Nature of the incident and a description of the events
- Injuries and nature of treatment
- Equipment and structures involved
- Was the employee involved trained?
- Were there safe work procedures and were they adequate?
- Were there safeguards and were they adequate?
- Were there witnesses and what did they see?

- What were the basic and contributory causes?
- What corrective measures are to be taken?

Incident Reporting and Investigating Process

Incident prevention requires the discovery and correction of the root causes. In order for this to happen, incidents must be

reported so they can be investigated. Therefore, the company requires that employees report all incidents when they occur.

Reporting

The company requires the following incidents to be investigated and reported – the nature of the incident and a description of the events

- Any incident that results in an injury to an employee, or has the **POTENTIAL** to injure an employee
- All incidents that involve the spill of any controlled product of 10 litres or more
- All incidents that involve an interaction between an employee and any mobile equipment
- Any incident that results in damage to equipment or property

The failure to report incidents meeting the guidelines listed above results in the employee facing corrective action up to and including discipline, depending on the circumstances.

The company examines all circumstances that contribute to incidents. The determination of basic or “root” causes give us the opportunity to take corrective action to prevent recurrence.

The intent is not to place blame, but to focus on the deficiencies of the safety program that allowed an incident to occur. The cause may be found to be the result of an unsafe act or unsafe condition.

- Any incident that results in damage to equipment or property
- What led to this cause?
- Was it a wilful act, equipment failure or was it the result of inadequate training?
- Was supervision adequate?

Questions such as these need objective answers and a good incident investigation will find them. The best incident investigations do not attach blame, but instead finds all causes that are in need of corrective measures.

Disciplinary Policies

All drivers are encouraged to advance their knowledge and career with Greater Victoria School District #61. Greater Victoria School District #61 offers a number of programs, health plans, and financial incentives to retain employees. The retention of experienced drivers provides greater job satisfaction and increases the safety and level of performance within the school district as well as being cost-effective for the school district.

Towards both of those objectives, the company encourages safe operation both on and off the job. Failure to operate in a safe manner can be grounds for discipline that can lead to termination.

For infractions highlighted in the company’s policy and procedure manual, first offences are followed with verbal warnings, recorded in the employees personnel file. Second and third warnings include a written warning, and a fourth occurrence could result in termination. Disciplinary actions may also be taken for:

- Multiple accidents, convictions and out of service roadside inspections
- Equipment violations
- Paperwork handling
- Hours of service violations
- Speed violations

However, some incidents or activities warrant immediate disciplinary actions. These include:

- Drug and alcohol infractions
- Major traffic violations such as hit & run, reckless driving, vehicular manslaughter, or use of a vehicle in the commission of a crime
- Suspension or revocation of a driver’s license

Employee Acceptance Sheet - Retained in Employee File

DISCLAIMER: This Bus Driver Reference Manual and NSC Safety Plan is advisory in nature and is intended to inform the employee of their rights and responsibilities for a safe and healthy workplace. This handbook is not a standard or regulation nor does it change any existing Regulation.

A copy of the NSC Safety Plan has been given to me during the time of my employment. I have been advised to read the contents and to ask for an explanation of any parts that I do not understand.

Greater Victoria School District #61 Bus Driver Reference Manual and NSC Safety Plan describes important information about commercial driving safety practices and company policies, whether uniquely identified or otherwise contained within the plan, and I understand that I should consult my supervisor regarding any questions not answered in this Plan.

Since the information, policies and procedures described herein are subject to change, I acknowledge that revisions to the plan may occur and these changes will be identified to me. I accept that training will be required for many tasks and operations and I agree to undertake the training provided by the Company.

Employee Signature _____ Date _____
 Supervisor Signature _____ Date _____

7.05 – Drugs and Intoxicants

A prime factor that can contribute to industrial accidents is an employee’s physical impairment due to being under the influence of drugs or intoxicants, including prescribed medication. Personal safety is every school district employee’s responsibility, regardless of assigned responsibility.

Due to the definite hazard and risk to themselves and co-workers, no 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.

7.06 – Infection Control

It is possible that during the course of regular work activities some employees may become exposed to various

infections/infestations or communicable diseases that are transmitted by bodily fluids/substances or skin contact. In view of this, it is important that all employees take reasonable steps to protect themselves from exposure.

General Information

If a student is suspected of having an infection/infestation, the school principal is to be apprised of the situation immediately in order that proper steps can be taken to confirm the infection/infestation so appropriate action can be taken. Employees working with an infected student are to wear disposable latex gloves for hand protection.

Hand washing is the single most effective means for preventing the spread of infection/infestation (with the exception of head lice). Employees should always wash their hands thoroughly after contact with bodily fluids/substances even when gloves are used to lessen any 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/punctured. Also, micro-organisms can become lodged in settings of rings).
- Wet hands with water.
- Apply soap, lather in hands for at least 20 seconds (if soap is not present follow this procedure as if there was soap, the friction of rubbing your hands together will help to clean them).
- Rinse hands with water from wrist area to fingertips for at least 10 seconds.
- Dry hands well, if using paper towels discard immediately into receptacle.
- 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 are to be worn when handling any soiled items. Please refer to Safe Work Procedures for information on safely removing soiled gloves.

7.07 – Musculoskeletal Injury Prevention Program

Musculoskeletal injury (MSI), as defined by Occupational Health and Safety Regulation, is 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 aggravated by work. Sometimes tasks that we perform at work, even ones we have done many times before, can result in a muscle strain (or MSI). Repetitive motion and overexertion can both be a cause of MSI and account for about 1/3 of the claims accepted by WorkSafeBC.

Responsibilities

District Administration is responsible to:

- Create and administer a Musculoskeletal Injury Prevention Program as per WorkSafeBC regulation.

Principals, Site Administrators and Managers are responsible to:

- Consult with workers to identify potential MSI risks
- Investigate reports of signs or symptoms of MSI
- Eliminate, or where not practicable minimize, MSI risks
- Educate workers in the use of any control measures taken
- Follow up on any control measures that are put in place to ensure they are effective

Employees are responsible to:

- Report any signs and/or symptoms of MSI to their supervisor

- Take part in any MSI education and training offered by the District
- Abide by any MSI training and/or safe work procedures 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 joint committee or safety representative is valuable during the MSI prevention process. This consultation can take the form of seeking advice and input from the District Occupational Health and Safety Committee.

Education

Employees must receive education related to musculoskeletal injuries. This education is intended to help employees understand what musculoskeletal injuries are, what the risks are and how to prevent them.

Specifically, this education must include:

- Risk identification related to their work, including MSI risk factors.
- Signs and symptoms of MSI.
- Potential health affects related to MSI.

Risk Identification

Preferably, MSI risks will be identified prior to any injuries occurring. This can be done through work observation, job task surveys or worker interviews. Once jobs with an MSI risk have been identified, the factors that can contribute to the MSI risk must also be identified. This will be done using the Musculoskeletal Injury Risk Assessment Worksheet found in the appendix of this manual.

Risk Assessment

Once a risk factor of musculoskeletal injury has been identified the degree of risk must be assessed. This is also done through the MSI Risk Assessment. Risk factors can include:

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

However, having a risk factor does not in of itself place a worker in danger of a musculoskeletal injury. With a risk assessment, the degree of risk is measured and takes into account many variables including frequency, amount of force and whether there is more than one risk factor associated with the same task. During the risk assessment it is important to consult with workers who have suffered an MSI or have shown signs/symptoms of MSI. 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

If the Risk Assessment has identified a risk factor in need of control, there are certain options that can be considered. The goal is to eliminate MSI risk factors however there may be times when that is not practicable. In those cases it is acceptable to minimize the risk. Whichever course is taken, it must be done without undue delay. Risk control options include:

Engineering Controls

- Engineering controls are the arrangement, design or alteration of the workspace that will eliminate the MSI risk.
- As an example, installing a mechanical lifting device for Education Assistants to use for student lifts/transfers.

Administrative Controls

- 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

- This option is only to be used if all other controls are not practicable.
- This control only minimizes the risk, it does not eliminate it.
- An example of this control would be vibration-dampening gloves for Grounds employees while using hedge trimmers.

The above control options can be applied to the three aspects of exposure which are magnitude, duration and frequency.

Reducing Magnitude

- This involves reducing the force that is required to perform the task.
- It can be accomplished by using lighter or suspended tools, using powered lifts in place of muscle and re-designing the workstation to lessen excessive 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

- Simply put, this is reducing the number of times in one day (or period of time) that the worker is exposed to the risk.
- For example, the mechanics could rely on power tools and only use hand tools when power tools were not practical.

Improving the pattern of exposure can also be effective in minimizing the risk of musculoskeletal injury. This can be done simply by organizing the work so that more physically demanding tasks are spread out through the day and interspersed with less physically demanding tasks. As an example, a clerical worker with 4 hours of keying to do on an average day could split that up into 2 or 3 blocks of time separated by tasks that do not involve using a keyboard.

Training

In the event that control measures are taken to eliminate or minimize a risk of musculoskeletal injury, training of the employee may be required. For example, if a lifting device is installed to assist with student transfers the employees that use that device must be trained in the proper operation of the device. Employees that have received training will be required to adhere to that training or safe work procedure.

Evaluation

It is important to ensure that any control measures that are put in place are effective. Ways that this can be done include:

- Checking back with affected workers
- Task observation to re-check the risk factors
- Worker observation to check for signs and symptoms of MSI

Investigation

For proper investigation of a potential MSI risk, please refer to the Musculoskeletal Injury Risk Assessment Worksheet located in the Appendix of this manual.

7.08 – Lockout Program

The Greater Victoria School District is committed to eliminating all potential injuries involving hazardous energy (electric, compressed gas or steam, chemical, hydraulic, tensioned spring, mechanical or elevated object or part).

Only authorized and trained employees are permitted to perform maintenance, repairs, new construction and other work. This includes resetting of tripped breakers by unqualified staff. All employees and outside contractors performing this work will strictly adhere to the District's lockout procedures. The Manager of Facilities has various lockout devices (breaker, switch, plug etc.) that can be used when required.

Responsibilities

Employers are responsible for:

- Establishing a written lockout procedure in order to protect employees working on equipment and machinery.
- Those employees required to lock out equipment or machinery must 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 are required to:

- Lock out the energy isolating device with their personal locks as per the lockout procedure contained in this document.
- 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

All persons authorized and trained to lockout are required to adhere to the following rules:

- Each authorized employee must only use locks assigned to him/her.
- When working on a machine, each person must lock out each point with his/her assigned lock(s).
- If more than one person is working on the same equipment, everyone must attach their own lock to all lockout points. Scissor clips are used for these group lockout points.
- The person applying the first lock is responsible to immediately test to ensure the machinery or equipment cannot be operated.

- Each employee must remove his/her lock when the maintenance procedure is complete. Employees are forbidden to remove locks belonging to other employees.
- The person removing the last lock is responsible 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.

Note: Noncompliance with the established District lockout procedures will result in immediate disciplinary action.

Lockout Procedure

The following steps must 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 action 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 stop-start station and then at the disconnect switch or switches in the panel room which controls power to the machine.
- Close supply valve(s). Vent air or gas pressure from reservoirs, accumulators, surge tanks and lines 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 involved employee and the worker in charge must place his/her lock on the appropriate switch or valve. 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. Each employee will be provided with a lock, properly labeled to identify it as his/hers. There will only be two keys for personal locks, one in control of the employee and one in control of the supervisor.
- All outside contractors working for the District are required to follow Victoria School District lockout procedure.
- Most electrical disconnects with pull down handles have lockout facilities and present no lockout problems. For other equipment it may be necessary to construct attachments to which a lock can be applied to

immobilize levers, valves or other controls. All equipment controls should be identified to enable ready application of lockout procedures. 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 on with a personal lockout lock.
- 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.
- Where the machine utilizes 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 supervisory personnel 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 in a position to remove it. All cases involving emergency lock removal must be recorded in writing and followed-up.
- 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 is 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).

7.09 Communicable Disease Prevention Plans

Communicable disease prevention plans focus on reducing the risk of transmission of communicable diseases. Schools are expected to document and make their plans readily available (e.g., post on school/school district websites, on a bulletin board at the school, etc.).

The prevention measures outlined below should always be in place. During times of increased communicable disease risk, public health may recommend additional prevention measures for schools to implement. Communicable disease prevention plans should be updated when temporary additional measures are in place. School districts, independent school authorities and schools should review their communicable disease prevention plans when these guidelines are updated, on an annual basis or as circumstances require and should do so with their Site Committees and Joint Health and Safety Committees. Reviews should address areas where there are identified gaps in implementation.

EMERGENCY AND EVACUATION DRILLS

Emergency and evacuation planning, and drills should consider communicable disease prevention plans. In the event of an actual emergency, communicable disease prevention measures can be suspended to ensure for a timely, efficient, and safe response.

Environmental Practices

CLEANING AND DISINFECTION

Regular cleaning and disinfection can help prevent the spread of communicable diseases. Cleaning of frequently touched surfaces should occur in line with regular practices and when visibly dirty. As part of sustainable communicable disease management, schools are encouraged to maintain and incorporate enhanced cleaning and disinfecting practices, whenever feasible.

- General Cleaning
- Regular practices should include general cleaning of the premises
- Products and Procedures
- For cleaning, use water and detergent (e.g., liquid dishwashing soap), or common, commercially available products, along with good cleaning practices. For hard-to-reach areas, use a brush and rinse thoroughly prior to disinfecting.

For disinfection, use common, commercially available disinfectants. Health Canada provides information about products with evidence for use against specific communicable diseases that

may be useful in selecting products.

Follow these procedures when cleaning and disinfecting:

- Always wash hands before and after handling shared objects.
- Items and surfaces that a person has placed in their mouths or that have been in contact with bodily fluids should be cleaned as soon as possible and between uses by different people.
- A dishwasher can be used to clean and sanitize dishwasher-safe items if the sanitize setting is used with adequate hot water.
- Regular practices should include general cleaning of the premises.
 - Frequently Touched Surfaces and Shared Use Items
 - Cleaning and disinfection of frequently touched surfaces should occur at least once in a 24-hour period and when visibly dirty.
 - Frequently touched surfaces are items touched by larger numbers of students and staff. They can include doorknobs, light switches, hand railings, water fountains and toilet handles, as well as shared equipment (e.g., computer keyboards, PE/sports and music equipment), appliances (e.g., microwaves) and service counters (e.g., library circulation desk), and may change from day to day based on utilization.
 - Frequently touched items like toys or manipulatives that may not be able to be cleaned often (e.g., fabrics) or at all (e.g., sand, foam, playdough, etc.) can be used. Carpets and rugs (e.g., in Kindergarten and StrongStart classes) can also be used.
 - Proper hand hygiene should be practiced before and after shared equipment use. Equipment that touches the mouth (e.g., instrument mouth pieces, water bottles, utensils) or has been in contact with bodily fluids should not be shared unless cleaned and disinfected in between uses.

Cleaning and disinfection activities should focus on spaces that have been utilized by staff or students.

- Cleaning and Disinfecting Bodily Fluids
- Follow these procedures, in conjunction with school/district policies, when cleaning and disinfecting bodily fluids (e.g., runny nose, vomit, stool, urine):
 - Wear disposable gloves when cleaning blood or body fluids.
 - Wash hands before wearing and after removing gloves.
 - Follow regular health and safety procedures and regularly used PPE (e.g., gloves, protective or woven sleeves) for blood and bodily fluids (e.g., toileting, spitting, biting).

VENTILATION AND AIR EXCHANGE

Continue to ensure all mechanical heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort of workers (Part 4 of the OHS Regulation), and that they are working properly. Windows may be opened when the weather permits if it does not impact the functioning of the ventilation systems.

It is important to think of HVAC systems holistically, factoring in both outdoor air supply and filtration. The combination of outdoor air supply and filtration can significantly influence indoor air quality. School districts and independent school authorities should regularly maintain HVAC systems for proper operation. Schools should consider guidance for school ventilation systems offered by ASHRAE. This includes considering:

- Schools with recycled/recirculated air systems should consider upgrading filters to finer grain filters such as MERV 13 (if possible).
- Increasing air exchanges by adjusting the HVAC system.
- Managing air distribution through building automation control systems.
- Where possible, opening windows if weather permits and HVAC system function will not be negatively impacted.

School district and site-based plans should include provisions for when a school/worksite's ventilation system is

temporarily compromised (e.g., partial power outage, ventilation break down). When using air conditioners and fans in ventilated spaces, air should be moved from high places to lower places instead of blowing air directly from one person's breathing zone to another's. Avoid horizontal cross breezes.

Use of portable air conditioners and fans in unventilated spaces with doors and windows closed should be avoided, except when necessary (e.g., during high or excessive heat events). Schools are encouraged to use BCCDC resources, including on Heat Event Response Planning and/or Wildfire Smoke, in planning for excessive heat events, and to consult their local health authority for guidance as needed.

HAND HYGIENE

Rigorous hand washing with plain soap and water or using an effective hand sanitizer reduces the spread of illness. Everyone should practice diligent hand hygiene and schools should facilitate regular opportunities for students and staff to wash their hands.

Schools should:

- Facilitate regular opportunities for hand hygiene
- This can include using portable hand-washing sites and/or alcohol-based hand sanitizer dispensers containing at least 60% alcohol.
- Schools should use commercial hand sanitizer products that have met Health Canada's requirements and are authorized for sale in Canada.
- Ensure hand hygiene supplies are always well stocked including soap, paper towels (or air drier) and where appropriate, alcohol-based hand rub with minimum of 60% alcohol.
- If hands are visibly soiled, alcohol-based hand sanitizer may not be effective at eliminating microbes. Soap and water are preferred when hands are visibly dirty. If it is not available, use an alcohol-based hand wipe followed by alcohol-based hand rub.

RESPIRATORY ETIQUETTE

Parents and staff can teach and reinforce good respiratory etiquette practices among students, including:

- Cough or sneeze into their elbow or a tissue. Throw away used tissues and immediately perform hand hygiene.
- Refrain from touching their eyes, nose, or mouth with unwashed hands.
- Refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices.

Administrative Practices

HEALTH AWARENESS AND WHAT TO DO WHEN SICK

School administrators should ensure that staff, other adults entering the school, parents, caregivers, and students are aware that they should not come to school if they are sick and unable to participate fully in routine activities. School administrators can support this practice by communicating the importance of not attending school if sick and unable to participate fully in routine activities.

A health check means a person regularly checking to ensure they (or their child) are not experiencing symptoms of illness that would limit their ability to participate fully in regular activities before coming to school to prevent spread of communicable diseases within the school settings. Schools do not need to monitor students or staff for symptoms of illness.

Staff, students, or other persons in the school setting who are exhibiting symptoms of illness, such as respiratory illness, should stay home until they are well enough to participate in regular activities or otherwise advised by a healthcare provider. Those experiencing certain illnesses, such as gastrointestinal illness caused by norovirus, may be advised to stay home for longer. Staff, children, or other persons can attend school if their symptoms are consistent with a previously diagnosed health condition (e.g., seasonal allergies) or symptoms have improved, and they feel well enough to return to regular activities. If you are unsure or concerned about your symptoms, connect with your health care provider or call 8-1-1.

School administrators should ensure that everyone entering a school is aware and routinely reminded of their responsibility to practice health awareness, including that they should not come to school if they are sick. This can be supported through communications (e.g., emails/letters to parents and staff), orientation activities (e.g., meetings, videos) and other reminders (e.g., signage on doors).

Schools should not require a health care provider note (i.e., a doctor's note) to confirm the health status of any individual, beyond those required to support medical accommodation as per usual practice.

WHAT TO DO WHEN SICK AT SCHOOL/WORK

If a staff member, student, or other person develops symptoms of illness at school and is unable to participate in regular activities, they should be supported to go home until their symptoms have improved or otherwise advised by a healthcare provider. Appropriate infection control precautions should be taken while the person is preparing to leave the school premises, including use of appropriate hand hygiene and cleaning/disinfection of surfaces soiled with bodily fluids. They may use a mask if they are experiencing respiratory symptoms.

School administrators should also establish procedures for students and staff who become sick while at school/work.

- Continue to have non-medical masks on hand for those who have forgotten theirs but would like to wear one (for both the person who is sick and for those who may be assisting them).
- Make arrangements for the student/staff to go home as soon as possible (e.g., contact student's parent/caregiver for pick-up).
- Schools should have a space available where the student or staff can wait comfortably for pick-up and are separated from others.
- Younger children must be supervised when separated. Supervising staff can wear a mask, should avoid touching bodily fluids as much as possible and practice diligent hand hygiene.
- Staff responsible for facility cleaning should clean and disinfect the surfaces/equipment which the person's bodily fluids may have been in contact with while they were ill (e.g., their desk in a classroom, the bathroom stall they used, etc.) prior to the surfaces/equipment being used by others. Cleaning/disinfecting the entire room the person was in (a "terminal" clean) is not required in these circumstances.
- Request that the individual stay home until symptoms have improved and they feel well enough to participate in all school-related activities.

SUPPORTING STUDENTS WITH DISABILITIES/DIVERSE ABILITIES AND/OR RECEIVING HEALTH SERVICES

Staff and those providing services to students with medical complexity, immune suppression, receiving direct or delegated care, or with disabilities and diverse abilities who are near a child should follow routine infection control practices and care plans for the child, if applicable. Schools should implement communicable disease prevention measures that promote inclusion of students with disabilities/diverse abilities.

In-class instruction may not be suitable for some children (or families) with a severe immune compromise or medical complexity, which should be determined on a case-by-case basis with a medical care provider. Schools should follow regular practices for those needing alternative learning arrangements due to immune compromise or medical complexity to ensure access to learning and support.

Those providing health services that require being near a student should follow the student's individual care plan (if one is in place) and their standard risk assessment methods to determine what PPE is needed for communicable disease prevention (e.g., gloves for toileting). Schools should continue to have non-medical masks on hand for those who have forgotten theirs but would like to wear one.

SPACE ARRANGEMENT

In learning environments, schools can use classroom and learning environment configurations and activities that best meet learner needs and preferred educational approaches.

TRANSPORTATION

For school buses, schools should implement the prevention measures included in the BCCDC Public Health Communicable Disease Guidance for K-12 Schools, where applicable.

Buses used for transporting students should have communicable disease prevention measures in place in line with those in place in the school, and/or as applicable.

VISITORS AND COMMUNITY USE OF SCHOOLS

Schools can follow normal practices for welcoming visitors and the community use of schools.

Visitors, including community groups using the school, should follow applicable communicable disease prevention measures outlined in this document.

GATHERINGS AND EVENTS

School extracurricular and social gatherings and events (including those occurring within and between schools), regardless of location, can occur in line with the BCCDC Public Health Communicable Disease Guidance for K12 Schools.

School gatherings and events should have communicable disease prevention measures in place in line with those in place in the school.

CURRICULUM, PROGRAMS AND ACTIVITIES

Schools should implement communicable disease prevention practices (e.g., cleaning and disinfecting, hand hygiene, respiratory etiquette) specific to the activity.

FIELD TRIPS/TRADES IN TRAINING/WORK EXPERIENCE PROGRAMS

Students enrolled in individual training/work experience programs should follow the communicable disease prevention plan required by the workplace/facility or the field trip venue. Classes (or other similar groupings of students) participating in training/work experience programs or field trips should follow the more stringent measures (if applicable) between the school and the workplace/facility/field trip destination's communicable disease prevention plans.

MASKS AND FACE COVERINGS

The decision to wear a mask is a personal one, based on individual preference. Some students and staff may choose to continue to wear a non-medical mask or face covering throughout the day or for certain activities.

The choice of staff and students to choose whether they practice additional personal prevention measures should be respected. Information on non-medical masks is available from BCCDC.

Masks are one layer of protection used to prevent the spread of communicable disease. To be most effective, wearing a mask should be combined with other important protective measures such as getting vaccinated, staying home when sick, and regularly practicing hand hygiene. Masks are most effective when fitted, worn and handled correctly.

Schools can support those who choose to wear a mask, including:

- Promoting a supportive school environment for mask wearing through mask-specific messaging, including at assemblies, in announcements, signs, and written communications. Include that some people wear masks to reduce risk of communicable disease and it is important to be respectful of other's choices. Include evidence-based, trusted information on masks from BCCDC.
- Continue school-wide efforts to create safe and inclusive learning environments free from discrimination, bullying and harassment. Set, communicate and consistently reinforce clear expectations that bullying and disrespectful behaviour and conduct related to personal mask use is unacceptable.

PERSONAL SPACE

Staff and students should be encouraged to respect others' personal space (the distance from which a person feels comfortable being next to another person).

7.10 – Fall Protection

The Greater Victoria School District Fall Protection Program provides information and procedures designed to assist all employees in the recognition, evaluation and control of fall hazards. By following this Program, risk of falls from heights can be minimized and/or eliminated.

Standards

Fall Protection is required when:

- There is potential for a fall from 10 feet and greater or when a lesser fall 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 Standards.
- After a fall has occurred all equipment involved must be tagged and prohibited from use until such time as it has been inspected and re-certified by the manufacturer, their agents or a qualified person.

Fall Protection is not required when:

- 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).

Responsibilities

District Administration is responsible to:

- Ensure that all Supervisors 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.
 - Adequately supervised while working at heights.
 - Knowledgeable in the inspection of, and are performing inspections of, their 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.

Employees are responsible to:

- Ensure that they and their fellow employees are not exposed to hazards.
- Inspect all equipment prior to use.
- Follow all policies, regulations and this Fall Protection Program.
- Report all unsafe conditions, near miss incidents and accidents to their supervisor immediately.
- Be familiar with the use and maintenance of the equipment provided.

Fall Protection Procedures

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

- Identification of all potential fall hazards

- Selection of the appropriate fall protection system
- Ensuring that all workers involved have adequate training in the equipment and fall protection system chosen
- Development and implementation of a written fall protection plan if required

Design of Work Procedures

The supervisor in charge must ensure that safe work procedures are in place prior to the commencement of any work where the hazard of a fall is involved. These work procedures must include:

- The work to be performed
- Any potential fall hazards
- Access, egress and evacuation from elevated work platforms
- The chosen fall protection system
- Any other fall protection equipment required for the job
- Employee training and qualification requirements

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 from the floor or ground
- Any work that is less than 25 feet, but where there are unusual hazards, such as working at elevation beside an excavation or when there are uneven surfaces to fall on

Employee Training

All employees required to work on or around rooftops, elevated temporary work areas and equipment 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

Fall Protection Systems

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:

Standard Guardrail System

The standard guardrail system is designed to physically separate a worker from the edge of an opening, thus eliminating the hazard of falling over the edge. The standard guardrail system must comply with the following characteristics:

- The guardrail consists of a top rail at 1 metre (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 vertical members to support the top rail and the intermediate rail shall be spaced at no more than 2.4 metres (8 feet) in a temporary wooden constructed guardrail system.
- The guardrail system must be able to withstand a static load of 91 kg (200 lb) applied in any direction at any point on the top rail.

Fall Restraint System

The fall restraint system is designed to restrict the movements of a worker so that the potential for falling is minimized or 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.

Fall Arrest System

The fall arrest system is designed to stop a worker who has fallen and 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, and
- An anchorage point able to stand a load capacity of 5000 lbs. in any direction required to resist a fall.

Note 1: The use of safety nets is not allowed within the School District, except for catching materials that may fall to areas potentially occupied by other workers or students.

Note 2: By WorkSafeBC regulations, a worker should not fall more than:

- 1.2 metres (4 feet) if wearing a lanyard alone,
- 1.8 metres (6 feet) if wearing a lanyard equipped with a shock absorber.

Control Zone and Safety Monitor

The control zone and safety monitor is the last resort as a fall prevention system. This system can be used only in areas where handrail, restraint or arrest systems are impossible to implement (e.g., tarring of flat roofs). The purpose of this system is to limit exposure to potential falls to a minimum number of workers. The system consists of two components:

- A control zone of no less than 2 metres wide, and
- 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 knowledgeable in the duties being performed, who has direct control over those activities performed by each individual worker and is invested with the authority to stop the work if the potential for a fall increases to dangerous levels. The safety monitor must be immediately distinguishable from other workers.

7.11 – Violence Prevention Program

The purpose of this program is to provide the Greater Victoria School District employees with procedures, guidelines and resource materials that will prepare them to address and reduce situations involving violence. Violent incidents occur at all levels of schooling.

Not only is each violent incident unique, each school is unique. In an effort to try to account for the wide range of potential incidents, most of the procedures in this manual are listed in point form. Please keep in mind that some of the procedures allow for flexibility while others are prescriptive in nature.

Specifically, the program is divided into two parts:

- Procedures: practical guidelines and procedures for responding to and preventing violence
- Resources: suggestions for prevention, intervention and curriculum

Definitions

Bully	Person who uses strength or power to coerce others by fear, persecute, oppress, physically or morally by threat of superior force.
Crisis	Is an extraordinary and unpredictable event. It is when a sudden, arbitrary event occurs which is neither developmental nor anticipated.
Intruder	A person who cannot satisfactorily justify their presence on Board property or at a school sponsored event.
Victim	A person, who suffers as a result of violence, suggests one who is helpless and vulnerable before any person or thing that ruthlessly exploits this advantage.
Weapon	An item designed or used or useable as instrument for inflicting bodily harm; action or procedure or means used to get the better in a conflict.
Youth Gang	A group is comprised of three or more persons who, while acting or congregating together display a pattern of delinquent behaviour, which may result in violent activities.

Legislation, Regulation & Policy

Responsibilities of Administrative Officers, Teachers and Students

The School Act provides Administrators and Teachers with clear directions regarding their responsibility pertaining to student conduct. In summary the School Act/Regulations state that:

- Teachers must ensure that students comply with the code of conduct.
- Principals must supervise the school and general conduct of the students, this includes taking disciplinary action when required.
- The School Board makes rules and determinations regarding the suspension of students.
- Students must comply with the code of conduct and be accountable for any damage done to school property.

The Criminal Code (Section 430)

This section of the code is concerned with mischief and conduct obstructing, interrupting or interfering with the lawful use and operation of property. Criminal Code offences are offences that can be prosecuted summarily or by indictment and are the primary concern of police officers.

The School Act (Section 177)

This section of the act is concerned with the maintenance of order and trespass and states:

- 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, and
 - 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 subsection 1 or 2 commits 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.

A sample letter, containing this section of the act, is available on the School District website, Health and Safety section. This letter should be presented to intruders who enter school property without permission and a record kept of this action. In this way a complaint can be registered against a serious offender. If your school utilizes this letter it is important to notify your local police to engender their cooperation.

Alternately, Section 177 of the School Act could be pre-printed on cards handed directly to intruders. Subsequent school records could be made recording dates, times and other pertinent information about any intrusion.

WorkSafe BC Regulations

Protection of Workers from Violence in the Workplace

WorkSafe BC has regulations in place in an effort to ensure that workers remain protected from violence in the workplace. These regulations stipulate what the employer must do to identify, reduce and, where possible, eliminate potential for violence against its employees. Employers are required to:

- Perform a risk assessment when there is a risk of injury to workers.
- Establish procedures to minimize or eliminate risk where it is identified.
- Inform workers regarding any potential risk of violence in the workplace and how to respond to it.

To this end, the Greater Victoria School District has had training in Violence/Threat Risk Assessment and has developed a Violence/Threat Risk Assessment Protocol for use in dealing with threats within the school community. In addition, a district Violence/Threat Risk Assessment Committee and school Violence/Threat Risk Assessment Teams have been formed to administer the protocol within our schools.

School District Policies

A number of the Greater Victoria School District policies are relevant to Prevention and Intervention and the application of the process outlined in this handbook.

- 5100 – District Code of Conduct
- 5110 – Intimidation, Harassment, and Aggression
- 5115 – Student Conduct on School Busses
- 5120 – Substance Abuse Prevention
- 5200 – Child Abuse and Neglect
- 5215 – Access to School by Outside Agencies
- 5220 – Peace Officer Intervention in Schools

Responding to Incidents of Violence

Policy 2516

If responding to threatening behaviour, consult the Greater Victoria School District Violent/Threat Risk Assessment Protocol and Threatening Behaviour Flow chart

Emergency Response Plans

All Greater Victoria School District schools are required to have an Emergency Response Plan in place. The District has set up a standard emergency response plan template and all schools are required to:

- Integrate this plan into their school policies.
- Develop any procedures that are specific to their school.
- Ensure that all school staff (including casuals) are made aware of the availability of these procedures and what they contain.
- Review your plan at the beginning of each school year and submit the required updates to the Health and Safety Office.
- Adhere to the procedures as laid out in the Emergency Procedures Flipbook and the Violence/Threat Risk Assessment Protocol.

Responding to a Violent Situation

A Quick Reference For Responding to a Violent Situation

In dealing with a violent situation that involves students at your school and/or outside intruders, whether in the classroom, in the school building or on the school grounds, in a crisis:

Do this:

- If your personal safety is in doubt do not take an unnecessary risk, call the police and report the crisis.
- Get immediate assistance from a staff member who can attend to the situation with you.
- Direct a responsible person to inform the principal that there is a crisis.
- Isolate the student(s) involved, if possible and appropriate.
- Direct other students/onlookers to another supervised area if appropriate.

As a follow-up, do this:

- Report the incident directly to the principal.
- Take time to accurately record details of the incident.
- Complete a Violent Incident Report form.

If the violent act was directed at a district employee, complete an incident investigation with the school administrator and joint health and safety representative.

You may wish to print a copy of this quick reference for your staff.

Verbal Violence Intervention Strategies

Things to think about if you are verbally attacked. As in most conflicts, how you react in the first few minutes will usually dictate the conflict path.

- Personalizing the attack, defending yourself or attempting to prove the attacker wrong will likely cause an escalation of the conflict.
 - Self-Statement: "I need to keep my cool."
- Verbal attacks occur because people are truly angry or are using mock anger to gain control over an individual or group.
 - Self-Statement: "If I keep a clear head I can understand his/her intent."
- Powerful language is sometimes used to manipulate a situation to someone's favour.
 - Self-Statement: "Just roll with the punches, I'll let him/her embarrass him/herself."
- If you see the conflict building to a verbal attack, try to meet privately to avoid the person "plating to the

galleries” to save face or gain status from onlookers.

- Self-Statement: “I’m on top of the situation, lets remove the audience.”
- Redirect the emphasis to your willingness to listen by demonstrating attentive non-verbal, reflecting their feelings and asking open ended questions legitimizing their ideas.
 - Self-Statement: “I have to prove I am listening before I state my views.”
- Ignore some statements, continue as if they were never said (not everything deserves a response).
 - Self-Statement: “I can only respond with a negative leading to more negatives.”
- Spontaneous kindness or soliciting their solutions not only diffuses, but gives them the message that you value their suggestions.
 - Self-Statement: “Try and break the issue down and ask their assistance.”
- Verbally abusive people tend to talk rapidly. Repeating their statements verbatim slowly, slows them down and sometimes allows them to hear what they said.
 - Self-Statement: “I had better slow this down and make sure he/she knows what he/she is saying.”
- Remember people may display their anger to you because they do not know who else to attack. It may be because you hold a position of authority or they simply feel safest directing it at you.
 - Self-Statement: “What are the underlying issues in this attack? I can be assertive without being aggressive by using ‘I’ statements instead of ‘you’ statements.”

Dealing with the Problem

There are two problems that need to be dealt with: the cause of the altercation and the physical aggression used. Staff and students need be aware of the consequences of physical aggression, but the cause of the conflict is more difficult to deal with. More information will be provided by the parties involved once they are separated. Once the situation has been assessed, a list of strategies is used in order for the students to return to class. Suggestions include: taking a walk, meeting with a mediator, time out.

Dealing with Verbally Hostile Situations

Reflect

Staff must avoid a knee-jerking reaction when dealing with verbally hostile students. Staff must reflect prior to responding to the student. How you respond will determine what happens next.

Respond

If you are responding to the verbally hostile student, do so carefully. At times no response is the most effective method. Speak in a calm, non-judgemental, non-sarcastic voice. Your body language should not intimidate the student, and the student’s body language should not intimidate you.

Anticipate

If the student has high baseline behaviour anticipate what the student's actions/objections will be. Think about what you are going to say, how you are going to say it and where you want the interaction to take place.

Avoidance

If a student is verbally hostile and the reason is valid, it is possible to recognize the student's concern. However in the end you still need to deal with the student's vocabulary and style of comment.

Prevent

The best method in dealing with hostile behaviour is to prevent it from happening. Students need to be instructed in the best and most effective ways to communicate. If there are ineffective or no strategies in place for effective communication, these need to be established.

Hostile Students

Staff possess a number of skills and strategies for dealing with hostile students. In a crisis situation, students may exhibit more than one type of behaviour at the same time. To deal effectively in a crisis situation, the individual must determine which is the most critical behaviour and deal with that one first. Once the situation is under control and tempers have cooled, you can deal with the secondary behaviours.

Anticipating Behaviour

Staff are aware of past behaviour in students. This information can be compiled in the schools' Worrisome Behaviour File and used to anticipate or prevent hostile behaviour:

- Students who have a past history of conflict should be kept separate
- Monitor students
- A hostile, verbal exchange usually precedes physical aggression
- Be aware of body language, it provides feedback to the level of tension
- Students should be dealt with individually, be calm, use non-threatening language
- (see the VTRA Protocol for more information on the Worrisome Behaviour File)

Breaking It Up

Once an altercation has begun, instruct the students in a calm, clear voice to stop at once. The office should be contacted immediately if this is not successful. The students should be separated physically, however do not step between them. Trying to restrain one student only may not stop the fight. However, if one of the students is beaten and the other aggressor can be restrained, do so and wait for help to arrive. Other children in the class should be moved away from the fight as soon as possible.

Cooling Down

Once the students have been physically separated they should be placed in separate locations. The students may not be ready to talk of the incident right away so it is important to know when they are ready. Body language plays an important part in this, and when the student appears more relaxed, this may be an appropriate time to talk about the incident. Always use a calm, non-judgemental reassuring voice. Forcing the students to talk before they are ready can release anger and frustration towards staff. It takes longer for someone to cool down than it does to get them excited.

Dealing with Hostile Children: Suggestions for Parents and Staff

It can be alarming to notice that a child has reacted with anger or aggression to a situation. Dealing with this anger is something we can all learn to do. In helping our children to find ways to deal with difficult situations, we are helping them to develop both satisfying relationships with others and personal happiness.

Talk about it

- When you see your child respond with anger or aggressiveness, talk about it.
- Deal with the action rather than the person. “I am not pleased with what you did” rather than “I am not pleased with you”. Explain why the action was an unacceptable response.
- Consistently reinforce the message “people are not for hitting, biting, or kicking”.

Suggest alternatives

- Ask “What could you have done?”
- Walk away
- Count to ten
- Ask a grownup for help
- Tell the person not to call you a name

Practice or roll-play the difficult situation

- Many situations in which children respond with violence happen because children are unsure of how to approach a situation like sharing, taking turns, or joining a gang.
- Isolate the situation which likely led to the problem. Very often confrontation happens when children first start to learn a social skill like sharing or joining in. The right words and the correct behaviour in the situation can be practiced.
- Role-play or practice both the incorrect responses and the appropriate responses. Discuss the child’s feelings in each situation. It works!

Watch for “early warning signs”

- Name calling should never be taken lightly as it may lead to a situation involving violence.
- Role-play or practice various responses to situations involving name calling. Ask your children to tell you whenever they’re having problems with name calling.

Discuss “bullying” with your children

- Bullying is often violence and can involve both physical and emotional abuse of the victim.
- The message that has to be given our children is that “the only way to stop a bully is to tell a grownup who will listen to you and help you”.
- Bullying is spread by silence and fear. Talking about it can stop it.

Help your children to identify and discriminate against violence in their everyday lives

- Watch what your children are watching on television. A half hour of practicing social skills will be ineffective against hours spent watching violence in cartoons and other television programs.
- Identify violent acts and state why you think certain shows, comics, music videos, and books are not suitable.
- Suggest alternatives to violent programs and comics.

Most of all, it helps to spend time with your children, listening to their concerns and helping them to discuss their problems.

Violent Students

Unpleasant as the prospect might be, there may come a time when you are faced with an incident involving a violent youth. Each incident is unique and will require some modification to the basic “response guidelines” that are outlined below. Similarly, the situation during an assaultive incident may change as the incident progresses and that change will require a different approach to the situation.

Some basics

- Approach the situation calmly, but with confidence; do not run. Your body language and your tone of voice should leave no doubt that you are in charge of the situation.
- Work in pairs; if you are called to attend a violent situation, it is always in your best interest to take along another staff member to assist you.

- As you approach, size up the situation; if there is a crowd, decide how you are going to disperse it. Onlookers can seriously escalate the conflict. Assign tasks, such as sending someone to report the incident to the office.
- Self-control; always remain in control during an altercation. If you are not in control of yourself (e.g. temper) you could have difficulty defusing the situation.
- Communication; choose your words carefully, listen intently, reflect the individual's feelings and be prepared to document everything verbatim once things "cool down". Don't make threats you can't back up.
- Identification; always be aware of visual and auditory signals (e.g. cat calls from on lookers) that might signal an escalation of a violent situation.
- Spontaneity; be prepared to alter your technique. Things happen quickly during a crisis.
- Be patient; take as much time as is necessary to ensure the successful resolution of a violent situation.

During the Incident

- Don't take it personally; no matter how aggravating and rude the verbal abuse, remember it is aimed at what you represent in the mind of the student, not who you are as a person.
- Remember that no one can go from boiling to cool immediately.
- Silence is a powerful tool; allow the student to do most of the talking.
- Be aware of body language; watch out for your own aggressive movements, or those which can be perceived as such.
- Never say "calm down" to someone who is upset; this implies that what the person is upset about is not worth the anger and that the person has no right to be upset. Instead say "what's the matter, how can I help you?" or try reflecting the feelings of the person(s) involved.
- Greet the person in a neutral, business like,, but friendly manner; approaching in a hostile manner will only escalate the situation.
- Follow your instincts; be prepared to alter your technique if the situation changes.
- Keep a sense of humour.
- Remain calm, cool and collected throughout the "altercation"; be sure to give the appearance that you are in control of the situation.
- Allow the person a "graceful out". Always allow the person to "save face", especially if his/her friends are watching. Isolating the person and then talking to him/her is much better than admonishing him/her in front of an audience.

Intruders

Approaching Unwelcome Visitors - Whenever possible: Approach in pairs

- person #1 makes contact – gives directions/dialogue
- person #2 does not involve him/herself in dialogue
- person #2 provides security for #1 by monitoring all outsiders being approached
- person #2 does not allow him/herself to become distracted from his/her specific duty

Approaching Vehicles

- First write down the license number and vehicle description as you approach .
- Do not stand directly in front or behind the vehicle
- Avoid standing in the path of a door opening
- Do not lean on the vehicle
- If in doubt about whether to approach, don't, and call the police.

Making Contact with Unwelcome Visitors

- Identify yourself and ask the person if you can help them
- Make your position clearly known (i.e. firm, fair and visitor's policy)
- Use a normal tone of voice
- Do not be provoked into any action which may escalate the hostility

- Advise the person of consequences for his/her failure to leave or comply.
- You need only once say “I am instructing you to leave the school property; if you do not leave I will phone the police.”
- Watch for signs that the person you are dealing with is contemplating violence (i.e. making a fist, shoulder shifting, crouching, gazing into the distance as if not interested in you etc.)
- If there is a suggestion of violence, withdraw, call the police and monitor the situation. Ensure the safety of staff and students.
- If appropriate or available, use a cellular phone and camera.

Persons in Possession of a Weapon

Most incidents involving weapons include knives. Very few incidents to date have involved firearms, although imitation and replica firearms are becoming more common. Most weapons discovered in schools by police belong to non-students, intruders or school drop-outs.

- School response to weapon use by students must be as outlined in the Violence/Threat Risk Assessment Protocol.

Providing Support for the Victim

Anytime there is a crisis in our schools the Critical Incident Response Team will be notified through the **VTRA Protocol**. This team will then determine whether or not staff/student debriefing or counselling is required.

Issues

Bullying Factors

Factors influencing the incidence of bullying include:

- Low adult supervision during recess
- Lack of response by students who do not participate in bullying: no distinct rules about dealing with aggression
- Low involvement of principal with students
- Poor coherence between staff and principal and absence of involvement of students and staff in decision making

Family factors include:

- Parents’ lack of involvement and warmth
- An absence of limits on aggressive behaviour
- Inconsistent and harsh punishment
- The child’s nature

Intervention Programs

- Raise the awareness of bullying school wide through assemblies, class discussions and activities, and student driven poster campaigns
- Clearly and specifically identify bullying as an issue. Name it, spell it out, give concrete examples
- Discuss what needs to happen in order to reduce incidents. Involve students in establishing anti-bullying guidelines.
- Mobilize the children who are neither bullies nor victims: they are the ones who can have the greatest impact on changing a school’s climate.
- Once students can identify bullying situations, encourage students to help, empower them with the skills and knowledge necessary to intervene.
- Teach students how to solve problems in non-violent ways, promote non-violent conflict resolution and cooperative operative interpersonal relationships as the norm.

Youth Gangs

It is important to note that a vast majority of students are peaceful and law abiding. Only one to two percent is involved in violent crime, with small % on the fringe. However, it is equally important to be aware of and capable of dealing with the small active group of youth who are involved in criminal activity through youth gangs. Some research studies indicate that many young adults who gather in groups, or who may even call themselves a gang do not commit crimes. Despite this a 1991 survey of Canadian teenagers by Decima Research indicated that one in five teens had a frightening clash with a gang and one in ten had been assaulted or robbed by a gang.

Typically, youth gangs come in a diversity of shapes and forms from highly structured to those which “swarm” a victim for a jacket. Gangs are weapon-carrying and violent as well as weapon-free and largely innocuous. Eight factors most often reported why students join gangs are:

- power
- prestige
- peer pressure
- self-preservation
- pride
- money
- adventure
- limited life options

Because schools are places where large numbers of youth spend a great deal of time, it is not surprising that they are also sites of gang activity. Most students do not carry a lethal weapon, for the tiny fraction of students who do; their impact on a learning environment can be enormous. That’s why it is important to raise awareness of gang-related violence, why it’s important to develop prevention programs, and why it’s also important to have intervention procedures in place.

Warning Signs of Gang Membership and/or Drug Involvement

Many of these behaviours are adolescents’ ways of showing they want independence and have nothing to do with gang affiliation or drug use. On the other hand, if several of these criteria fit your situation, there may be cause for concern. The old adage “they’ll grow out of it” no longer applies. Social learning must be structured. Young people need help in acquiring social skills such as communication, assertiveness, resistance skills, peer selection, decision making, critical thinking, low-risk choices, self-improvement, stress reduction, consumer awareness, self-esteem, appropriate behaviour, and others. Weaknesses in these areas increase the likelihood that a young person will be drawn away from the traditions and into activities that could harm themselves and others.

- Has your child recently developed behaviour problems at school?
- Has your child been absent overnight or longer? When they returned did they tell you where they had been and with whom?
- Is your child bringing home overnight guests – friends who don’t seem to like their own homes?
- Is your child bringing home unexplained items – clothing, radios, bicycles – or unexplained money? Often, the child will explain such items as loans from friends. Phone the parents and express your concerns. Young people succeed in anti-social behaviour because the adults in their lives generally do not demand accountability from them.
- Is your child cruel to animals, especially the family pet? The family pet will not hit back and is often used as a stepping stone to confrontations with people.
- Is your child demanding clothing which is not his or her normal dress? Don’t assume that it is “just a look”.
- Adolescent fashion statements, in every case, project a “political” statement. Remember! It’s not a statement your young person may be aware of. Do all your child’s friends dress the same way? Birds of a feather flock together, and also dress the same.
- Has your child exhibited sudden or unusual violence towards family members – swearing at parents or hitting

siblings?

- Is your child in conflict with the police?
- Has your child chosen to disassociate with someone they always referred to as “their best friend”?
- Has your child taken to wearing symbols? Do you know what these symbols mean?

A Ten Step Plan to Prevent Gang Activity in Schools

Following are ten steps that can be used to prevent gang activity in schools. Although the source is an American journal, these strategies can be adapted to our situation. Adapting these strategies to your particular needs will go a long way toward making your school “gang proof”. Hopefully, as schools apply these strategies over time, it will ensure that young people are provided a safe and secure learning environment, or at the very least, a “neutral zone” free of gang activities.

Strategy #1: Be Honest

Strategy #2: Get Smart

Principals need to become aware of the myriad of gang symbols, paraphernalia and language. If you are familiar with these things students cannot sneak things past you. Further, school policies and Student Codes of conduct should state clearly that the school will not tolerate gang symbols, paraphernalia, or any communication in gang language.

Strategy #3: Identify Your School's Leaders and Get Them On Your Side

If school leaders are not affiliated with gangs then those that are on the fringe will follow them.

Strategy #4: Don't Close Your Doors at 3:15

Encourage at risk and marginal students to take part in extracurricular activities.

Strategy #5: Work With Police

The RCMP knows the latest trends. It is also helpful if they develop relationships with at risk and marginal students.

Strategy #6: Involve Transfer Students

Give new students to you school activities and opportunities that will help them feel they belong. A well-designed program (such as Peer Helpers) will help new youngsters acclimate – and help school officials identify student leaders and put their leadership to work in a positive direction.

Strategy #7: Educate Your Teaching Staff

Any effective in-service program must include information on the latest gang activity in your community. Ask law enforcement personnel to update teachers periodically with the latest information on gang symbols. Young people are not likely to flaunt gang symbols and other identifiers in the presence of knowledgeable teachers. Gangs thrive on ignorance and that means knowledge is the teacher's most important asset.

Strategy #8: Get Parents on Your Side

Parent support is critical to eliminating gang influence in the schools,, but parent education is one of the most neglected areas of gang prevention. Parents have to learn to recognize the early signs of gang involvement too, and one of the school's responsibilities is to spread the word. Providing parent education sessions are an excellent tactical move. Not only do such sessions help build alliances between school and community,, but they help parents become more perceptive, especially during early stage of gang involvement. Also, parent education is an opportunity to coordinate an activity with law enforcement and local government to convey to parents a consistent message about gangs.

Strategy #9: Find Role Models

Youngsters need more positive role models. Unfortunately, for many of them, the primary source for role models is television. The school system can play a critical part in this area, providing not only guidance to our young people about inappropriate behaviour, but also the actual positive role modelling that are needed.

British Columbia's Gang/Youth Contact Line

The "**Youth Against Violence - Gang & Youth Contact Line**" is a telephone line where you can call to get help or leave information about violence and crimes. You can call anytime, day or night. It's a safe and confidential way to help and share information to prevent crimes. If you want to leave your name and number, a youth police officer will call you back. If you don't want someone to return your call, an officer will investigate the information you leave. Call the "**Youth Against Violence - Gang & Youth Contact Line**" if you feel threatened or scared or don't know what to do. You can call to report things before they happen or to prevent someone from getting hurt. Remember, no one ever has to know you called, it's totally anonymous.

How Does the Contact Line Work?

- Dial 1-800-680-GANG (1-800-680-4264).
- An answering machine will answer your call.
- Say what town or city you are calling from.
- Either leave anonymous information, or leave your name and phone number so someone can call you back.

All calls will be handled confidentially by a police officer who works with youth in your community.

Home Visiting

Some staff will visit clients in their homes. This may involve travelling to known trouble areas of a town and/or evening visits. The client may be an anxious aggressive parent who could act violently or in a threatening manner. Suggested precautions include:

- Following a working alone procedure.
- An itinerary of the employee's movements to be left with a responsible person
- Periodic reporting to base or to a responsible person
- Avoiding evening visits whenever possible
- Checking clients' records beforehand to see whether the person or someone in the household is known to be potentially violent
- Carrying a personal alarm
- Visiting in pairs in some situations

7.12 – Asbestos Management Program

Asbestos is a naturally occurring fibrous mineral found in certain types of rock formations. There are many different types of asbestos however the most common are chrysotile, amosite, and crocidolite. These can be found in approximately 3,000 different building products including insulation, ceiling tile and floor coverings. Asbestos was used widely up until the late 1970s because of its incombustible properties and because it was inexpensive. However, exposure to asbestos fibre led to severe health issues so its use was banned.

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 and as a result if a material is suspected of containing asbestos it will be assumed that it does until such time as testing proves otherwise.

The School District has surveyed all schools for commonly found ACM through non-destructive testing. Each school has an asbestos survey that can be found on eBASE which is updated through the course of each calendar year from project to project. Any rooms with noted asbestos has a RED dot on the exterior door. If there is no dot present, assume the room may contain asbestos until proven otherwise.

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 and if there is any suspicion that the material may contain asbestos.

Purpose

This program has been developed to minimize the exposure of all Greater Victoria School District staff and students to asbestos fibres. This includes work practices to monitor and maintain asbestos containing material, clean-up of released asbestos fibres and prevention against accidental release fibres.

Asbestos Related Emergencies

There are several ways in which asbestos can be released. These can include:

- Unintended disruption during regular maintenance
- Pipe ruptures (from pipes insulated by ACM)
- Building envelope failures

Should an asbestos release occur the following steps must be taken:

- Stop work and leave the area
- Secure the area by closing and locking any doors
- Shut down or isolate HVAC servicing the space
- Contact the Facilities Department immediately and inform them of the situation
- Do not re-enter the area until instructed to do so by the Facilities Department

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 more than 0.5% asbestos and vermiculite insulation if testing shows any amount of asbestos.
Fibre	For our purposes Fibre will mean a particulate form of asbestos 5 micrometres or longer with a length to width ratio of at least 3 to 1.
Friable ACM	Any asbestos containing material that is easily crumbled so as to release fibres into the air.
HEPA	High efficiency particulate air filter A filter capable of trapping and retaining at least 99.97 percent of 0.3 micrometre 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.

Health Affects

Asbestos, while an excellent building material, has potential to cause serious health problems if inhaled. The most common illnesses associated with asbestos are lung cancer, mesothelioma (a rare cancer of the lining of the chest cavity) and asbestosis (non-cancerous fibrous scarring of the lung cavity). These illnesses only develop long after an exposure occurs, sometimes more than 20 years later. The majority of these severe health problems have been experienced by workers who were exposed to high levels of asbestos in industries such as shipbuilding and mining.

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

No employee shall 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). Also, no employee shall be exposed to an airborne concentration of asbestos in excess of 1.0 fibre per cubic centimetre of air as averaged over a sampling period of thirty minutes. The 30-minute period shall be referred to as the Excursion Limit (EL). Determination of employee exposures shall be made from breathing zone air samples that are representative of the 8-hour TWA and 30-minute short-term exposures of each employee.

Responsibilities

Facilities Department

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

- Bulk sampling of suspected ACM
- Air sampling during maintenance activities
- Provide training for affected employees
- Create and revise the ACM inventory as required
- Coordinating asbestos abatement projects with accredited asbestos abatement contractors.
- Provide appropriate equipment for in house projects

Facilities Maintenance Staff

- Maintenance staff will perform maintenance activities in accordance with all applicable policies, procedures and regulations. This includes those from the Greater Victoria School District and those of regulatory bodies (such as WorkSafe BC). In addition, maintenance staff will:
- Attend asbestos training provided by the Greater Victoria School District
- Ensure that ACM (or suspected ACM) is not damaged
- Report any damaged ACM (or suspected ACM) immediately to the Facilities Department
- Not clean up any asbestos release without proper training, equipment and prior direction from Facilities Department

- Not begin any work that might disturb any building material without first referring to the asbestos survey for that site and sampling and testing area of work.

Principals and Managers

- Ensuring the health and safety of employees under their direct supervision by providing information, instruction, training and supervision necessary to carry out work safely for themselves and others at the workplace.
- Ensuring all applicable written safe work procedures are followed.
- Prohibiting work that disturbs building materials at asbestos-containing sites without prior approval of the Facilities Department.
- Reporting and investigating exposure incidents.
- Sharing the information about asbestos work at the site with the site Health & Safety Committee.

Employees are responsible for

- Following all written safe work procedures.
- Attending and participating in education or training opportunities regarding asbestos and this district's Asbestos Management Program.
- Reporting all signs of damaged/disturbed asbestos-containing materials.
- Reviewing a-c drawings for locations of known materials to date prior to commencing work.

Maintenance Activities

- Facilities Department will perform an asbestos survey annually in order to determine the asbestos inventory for each district building. Any suspect materials found that do not appear on the list will be tested for asbestos. Certain building materials that were installed prior to 1990 must be treated as ACM 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

Asbestos Abatement

Asbestos abatement activities include:

- Removal
- Enclosure (permanent airtight barrier to prevent the release of asbestos fibres)
- Encapsulation (adhesive surface treatment to prevent the release of asbestos fibres)

Any asbestos abatement must be performed in accordance with all applicable regulations.

Renovations

- Prior to the start of any renovation, the area affected must be inspected for ACM. For all hazardous materials including asbestos as per WorkSafe BC regulation 20.112. This survey work needs to be conducted by a qualified individual. Using the Asbestos Survey as a guide, the individuals performing the renovation will inspect all material that will be disturbed during the work. Any ACM found that will be disturbed during the work needs to be reported to the Facilities Department so that the correct measures can be taken. Any material found that is suspected as being an ACM must also be reported to Facilities Department so that samples can be taken and tested.
- If there is ACM near the work area it must be monitored to ensure that it is left undisturbed during the course of the work.

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 services of an accredited asbestos abatement contractor will be used if either moderate or high risk. Regular maintenance of low risk abatement will be completed by trained district employees.

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 employee.

Risk Categories

Asbestos work is separated into three categories.

Low Risk

Working with or in proximity to asbestos containing material as long as:

- The ACM is not being:
 - Cut, sanded, drilled, broken, ground down or otherwise fragmented, or
 - Disturbed in such a way that fibres are made airborne.
 - The work being done does not require the use of personal protective equipment in order to protect the worker from asbestos exposure.

Moderate Risk

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, or
- Disturbed such that the asbestos-containing material may release airborne asbestos fibre;
- The work being done requires the use of personal protective equipment in order to protect the worker from asbestos exposure.

High Risk

Working with or in proximity to asbestos containing material where there is a high degree of control required in order to protect building occupants from exposure to asbestos fibre.

Respiratory Protection

The Greater Victoria School District provides respirators 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 WorkSafe BC, the employee will be required to wear a respirator. Fit testing of respirators will be done in accordance with WorkSafe BC regulations.

Disposal

All asbestos abatement contractors are required to dispose of ACM waste 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 Facilities employees obtain asbestos awareness training. This training will include:

- Information regarding asbestos and its various forms
- Information on health effects associated with asbestos exposure
- Location of asbestos containing material
- Information on how to recognise damage, deterioration and de-lamination of asbestos containing material
- Contact information for District staff responsible for the Asbestos Management Program

Asbestos Handling

Any Facilities employees 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

7.13 – Emergency Preparedness

Although rare, the possibility of emergency situations in British Columbia schools is very real. Events such as fires, earthquakes and threats must all be planned for so that if they occur staff have procedures in place to deal with the eventuality. To accomplish this, the Greater Victoria School District has developed/adapted two documents which are reviewed and updated annually.

Emergency Preparedness Plans

In an effort to promote consistency within our schools, the Greater Victoria School District has provided an Emergency Preparedness Plan template to all sites. This template is prefilled with procedures that are consistent district wide as well as providing sections that are site specific (which must be updated by each site annually).

At the beginning of each school year sites are required to review their plans, make any required changes/revisions and then submit their plan to the Health and Safety Office.

7.14 – Bullying and Harassment

POLICY 4304

BULLYING AND HARASSMENT

1.0 RATIONALE

1.1 The Greater Victoria School district is dedicated to ensuring that employees are able to work in a safe environment, without fear of bullying or harassment.

2.0 DEFINITION

2.1 The definition of bullying and harassment according to WorkSafeBC's policies is as follows:

2.1.1 *“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 but, excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.”*

2.1.2 *The assertion of power through aggression and targets the competence level of the person being bullied or harassed.*

2.2 Good Faith

2.2.1 a sincere intention to be fair, open, and honest, regardless of the outcome of the interaction; an obligation not to act dishonestly and not to act to undermine.

2.2.2 honest belief that misconduct may have occurred. An allegation is not in good faith if it is made with knowing or reckless disregard for information that would negate the allegation.

2.3 Complaint

2.3.1 statement that a situation is unsatisfactory or unacceptable

2.3.2 a formal allegation against a party

2.3.3 any issue raised regarding the conduct of an employee or trustee

3.0 POLICY

3.1 The District will not tolerate and is committed to preventing any instance of bullying and harassment in the workplace.

3.2 All employees and Trustees share in the responsibility to ensure that the work environment is safe and welcoming. Employees are responsible for reporting any instances of bullying or harassment, whether they were the target, or they were witness to the bullying or harassment. All employees making a complaint of bullying or harassment in good faith can do so without fear of retaliation or reprisal.

3.3 Individuals are responsible for the content of their comments, posts and “likes” on social media and must ensure that their use of social media is consistent with Policy xxxx – Social Media Use by Board, District Staff, School Faculty and Staff and Students.

4.0 RESPONSIBILITIES

4.1 The Board of Education is responsible to ensure compliance with the *School Act* and, WorkSafe legislation through the Superintendent.

4.2 Students are responsible to ensure compliance with the School Code of Conduct.

4.3 Employees are obliged to ensure compliance with Workers Compensation Act.

4.4 Trustees are responsible to ensure compliance with Policy 8251 – *Trustees’ Code of Conduct*.

5.0 REFERENCES

5.1 Regulation 4304 *Bullying & Harassment*

5.2 Policy 8251 *Trustees’ Code of Conduct*

5.3 Human Rights Code, R.S.B,C, 1996, c. 210

5.4 Worker’s Compensation Act

5.5 *School Act*

Greater Victoria School District

Adopted: October 21, 2013

Reviewed: May 30, 2022

Reference and Cross Reference Material

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)

Greater Victoria School District Website, Health and Safety Section

Fall Hazard Assessment

Biohazard Risk Identification Sheet

Biohazard Exposure Risk Assessment

Lockout Procedure poster

Musculoskeletal Injury Risk Assessment Worksheet

Working Alone Risk Assessment Tool

Appendix – Confined Space Hazard Identification Flow Chart

Safe Work Procedure

Check In Procedure Form

Safe Work Procedure – Bodily Fluids

Safe Work Procedure – Glove Removal

Canadian Centre for Occupational Health and Safety

OHS Answers/Health and Safety Programs

SECTION 8 – PERSONAL PROTECTIVE EQUIPMENT

8.01 – Personal Protective Equipment

During the course of a normal workday, employees may potentially be exposed to harmful substances and/or forces. While every effort is made to eliminate these hazards there are times when the only way to protect employees is with Personal Protective Equipment. Personal Protective Equipment in the District can vary in use and design from as simple as wearing pants to protect your legs to having to wear a half face respirator.

All employees are expected to ensure that they are wearing suitable clothing and equipment to provide adequate protection while they are working.

General Protection

Eye Protection

All employees must wear appropriate eye protection (eye goggles and/or face shields) when using grinding, welding, cutting, weed eaters, spraying, operating chain saws, or where injury to the eyes may result from flying particles, dust, chemicals, gas, smoke, paint spray, fumes, hot oils or any other hazard which may be present or suspected.

Eye goggles and/or face shields must be inspected by the employee before using to ensure that adequate protection will be afforded to them.

Hand Protection

All employees shall wear suitable hand protection (gloves/mittens) when handling materials likely to puncture, chafe or irritate.

All employees exposed to bodily substances, infections and/or infestations transmitted by continued skin contact shall use disposable latex/rubber gloves for hand protection to avoid contracting any associated illnesses.

Hard Hats

Any employee entering a work area where there is a risk of falling debris must wear a hard hat. Approved hard hats will be issued by the District however the employee must ensure that it is kept in a clean and functional condition.

Hearing Protection

All employees exposed to excessive noise, as set out by WorkSafeBC, while operating or working near school district equipment shall wear hearing protection to the standard set out in the Occupational Health and Safety Regulations.

All employees who by the nature of their job duties are routinely exposed to excessive noise shall receive an annual hearing test and when identified by WorkSafeBC receive additional hearing tests as required.

Leg Protection

All employees operating chain saws and bladed brush walkers must wear padded falling pants.

Foot Protection

All employees working in an area where there is a hazard of injury to their feet shall wear safety (steel) toed work boots, properly laced up with pant legs fitted over the boot upper to protect from debris and/or chemicals getting into the boots. All employees working in an area where there is a potential for exposure to chemicals

shall wear footwear that adequately protects his/her feet. In most cases a standard running shoe is sufficient (i.e.: no sandals, flip flops, or crocs etc.).

8.02 – Respiratory Protection Program

In an effort to protect staff from respiratory hazards any employee who is, or may be, exposed to concentrations of air contaminants that exceed applicable exposure or excursion limits will be provided with the appropriate respiratory protection.

All employees exposed to high concentrations of dust or noxious gases shall wear the appropriate respiratory equipment and be clean shaven.

Respiratory Protection Program

In that there is a potential for some workers to be exposed to concentrations of air contaminants that may exceed acceptable exposure limits, the District has developed a respiratory Protection Program that includes:

- Conducting, documenting and communicating the results of a District-wide risk assessment of all reparable hazards within the District.
- Identification of all employees who, through their work with the District, may be at risk of exposure to a reparable hazard.
- Providing instruction to at risk employees regarding the potential health and safety risks.
- Selection of personal respirators and/or respiratory protective equipment appropriate for the type of hazard likely to be encountered.
- Providing instruction and training to employees required to wear respirators regarding the use, limitations, care, inspection and maintenance of the equipment.
- Initial and annual fit testing and any additional fit testing required when a new respirator has been acquired for an employee's personal use.
- Maintaining written records pertaining the identification and measurement of reparable hazards as well as employee education, training, fit testing and skill proficiency.
- Annual program review.

Responsibility

Supervisors and Managers

Supervisors and Managers are responsible to ensure that all employees under their direction are trained in the selection, use and care of respirators when required. As well, they are responsible to conduct a risk assessment in any case where there is a potential risk of a respirable hazard. Copies of these risk assessments must be forwarded to the Occupational Health and Safety Manager.

Employees

Employees are responsible to abide by any and all training they are given with respect to respiratory use.

Identified Respiratory Hazards

For a list of identified respiratory hazards found within the Victoria School District please refer to the appendix of this manual.

Selection of Respirators

The selection of respirators must be completed in accordance with *CSA Standard CAN/CSA-Z94.4-93*

8.03 – Shower and Eyewash Stations

Due to the hazards presented by some of the substances in our schools the School District has installed shower and eyewash stations in various key locations.

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.

Teachers

Teachers are required to ensure that any eyewash or shower station in their classroom, lab or prep room is:

- Kept clear of obstructions.
- Remain free from tampering.
- Are not used for any reason other than the designed purpose.
- Are checked for proper operation on a regular basis.
- That students and others in the classroom 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

8.04 – Personal Apparel

While the Greater Victoria School District will make every effort to reduce and/or remove health and safety hazards, it is the responsibility of everyone to not increase the potential hazards within the workplace. Certain apparel and jewelry can increase a workers risk depending on the task at hand.

Clothing

All school district employees shall wear clothing appropriate to their work responsibilities. Employees shall not wear loose clothing around machinery due to the possibility of it being caught, tangled and/or pulled into the machinery. Clothing made of synthetic material which would plasticize and stick to the skin when subjected to fire or heat should not be worn. Clothing soiled or contaminated with irritating oils or chemicals should be changed as soon as possible to prevent prolonged skin contact.

Footwear

All employees are responsible to provide and wear footwear suitable to their work environment that is made of material appropriate to the protection required as per any applicable regulations.

Contact Lenses

All employees who wear contact lenses must notify their supervisor of this fact.

No employee shall wear contact lenses where gases, vapors, dusts or other material are present that may be

absorbed by the contact lenses or cause harm or injury to the employee's eyes.

Teaching employees involved in instruction where gases, vapors, dusts or other materials present maybe absorbed by contact lenses, shall inquire which students under their charge are wearing contact lenses and take necessary action to ensure these students do not expose their eyes to harm or injury.

Jewelry

Jewelry, including rings, bracelets, neck chains, etc. should not be worn while using tools or working around machinery or electrical equipment.

Reference and Cross Reference Material

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

SECTION 9 – TOOLS AND EQUIPMENT

9.01 – Tools and Equipment

General Requirements

All employees and students using tools, power tools, or other similar type equipment shall have sufficient knowledge and have been thoroughly instructed in the proper operation of the tool, power tool, or equipment before using it. All employees and students using tools, power tools, and other powered equipment should observe the following general rules:

- Ensure hand and power tools that are maintained in proper working condition, are clean, sharp and correctly lubricated are used. Worn or damaged tools are dangerous and must be repaired before using or replaced.
- Use the tool only for the purpose it has been designed.
- Do not attempt to bypass any manufacturer installed safety devices.
- Do not operate any power tools or equipment beyond its rated limits in an attempt to increase its capacity by using bypasses or modifications.
- Where the contact to moving parts of machinery or equipment could cause injury, maintenance including adjusting, cleaning and/or lubricating shall not be done until that machinery or equipment is locked out. For further information see the District's Lock-out Program.
- Be sure the power-activating switch is in the "off" position before plugging a power tool into an electrical outlet.
- Ensure electrical cords are in good repair and provide proper grounding for tools/equipment.
- Do not use electric tools in wet conditions unless ground fault interrupt is installed.
- Always keep moving parts of power tools pointing away from the body.
- Be careful where tools are set down, don't put them where they can fall and cause injury to someone and never set a power tool down before it has stopped.
- Never leave a power tool, machine, or equipment running unattended.
- Ensure footing or working position is secure before using power tools and electrical cord is clear from interfering with the work.
- All abrasive tools, grinder stones, and discs are to have proper protective guards in place prior to using.
- Proper face/eye protection must be worn during all grinding or cutting operations.
- Ensure all loose clothing is tucked away so it won't interfere with or get caught in the equipment being used.
- Check grinder stones and discs daily and before use. Look for nicks, cracks or other defects and ensuring grinder stones and discs are matched to the RPM rating of the equipment/machine as low RPM stone or discs on a high RPM grinder can shatter.
- Ensure hacksaw blades are adjusted to fit properly so blades will not buckle or break when pressure is applied, if the blade is dull or the blade has teeth stripped.

9.02 – Various Equipment

General Requirements – Chainsaw Operators

- Shall not operate a chainsaw unless they have been properly trained to do so.
- Shall not cut material or objects higher than chest level,
- Shall ensure all required protective equipment is working properly when operating a chain saw.
- Will wear all required personal protective equipment prior to operating saw.

General Requirements – Electrical Equipment

- Power equipment electrical cords shall be routinely checked for breaks and tears in the insulation and cover material with necessary repairs being completed prior to use if cords are found to have breaks or tears.
- Electrical cords shall be placed where they won't be a tripping hazard and when not in use, stored away properly.
- Electrical plugs must be capped and have a grounding prong.
- Only those employees qualified or specially trained shall access breaker panels, transfer, repair or install electrical equipment in school district facilities.
- When "throwing" or shutting off a circuit breaker, always stand to one side.
- No employee shall commence work on any electrical equipment until the equipment has been shut off and lockout procedures initiated.

General Requirements – Machine Guards

- Employees shall ensure all machine guards are properly in place prior to operating any equipment.
- If a machine guard provided on a piece of equipment cannot afford the operator the proper protection due to damage and/or deterioration, a temporary method, offering equivalent protection as approved by WorkSafe BC shall be used.
- If no machine guard or equivalent protection normally part of the power equipment/machine is available and operational, the power equipment/machine shall be locked-out and not used until this situation is rectified.
- Employees shall not impair, or render ineffective, safeguards provided for the protection of themselves or others.

General Requirements – Compressed Gas Welding

- All employees and students required to work with compressed gas and welding equipment must be aware of associated hazards and know how to work safely with this equipment.
- All gas cylinders must be properly labeled at all times as to contents and related WHMIS information.
- All gas cylinders must be stored in a secure manner.

General Requirements – Compressed Air

- Compressed air shall not be used for blowing dust, chips, and/or any other substance from equipment, clothing being worn, or from any other material if any persons could be exposed to the air jet of material being blown as such exposure may result in injury and/or pose as a health hazard.
- When using compressed air, eye protection must be worn.
- Hoses and tanks must not be pressured over the manufacturer's specifications.
- Couplings must be routinely examined to avoid accidental uncoupling through wear or damage.
- Must be stored in a secure manner.

9.03 – Automotive Hoists

The District recognizes that there may be hazards associated with the use of automotive hoists within both the work and educational setting and that the risk of injury may be eliminated with the implementation of regular hoist inspection and maintenance. This inspection and maintenance shall include:

- Policies and procedures specific to preventative maintenance, regular inspections, operation, education and training in accordance with all applicable Occupational Health and Safety Regulations and in accordance with all requirements prescribed within the context of manufacturer's instructions.

Definitions

ANSI

ANSI stands for American National Standards Institute. They are the authors of "Standard for Automotive Lifts - Safety Requirements for Operation, Inspection and Maintenance, Reference ANSI/ALI ALOIM -1994.

Automotive Lift Institute

The Automotive Lift Institute is an authority on safe work practices associated with the maintenance, inspection and use of automotive hoists. They are the authors of the Manufacturer Instructions specific to the automotive lift(s) in use, "Lifting It Right" Safety Video and Manual, Stock Number ALI/SM93.1, Safety Tips (card) Stock Number ALI/ST90 and the "Quick Reference Guide, Vehicle Lifting Points for Frame Engaging Lifts" Stock Number ALI/LP. Copies of their literature and training videos may be obtained by writing to Automotive Lift Institute, Inc., P.O. Box 33116 Indialantic FL. 32903-3116

Automotive Hoists

The term automotive hoist applies to any mechanical device designed to raise a vehicle off the ground.

RESPONSIBILITIES

District Administration

District Administration shall be responsible for ensuring that hoists are inspected annually.

Principals, Managers and Supervisors

Are responsible for ensuring that:

- Hoist-specific maintenance, operations and inspections are implemented and maintained in accordance with all manufacturer's instructions;
- Staff working with, or in close proximity to, automotive hoists, receive education and training regarding the maintenance, inspection and safe use of the equipment including lock out procedures
- Each school automotive shop where an auto hoist is housed shall have the following standards and literature available for reference and training, as required;
 - Manufacturer Instructions specific to the automotive lifts in use,
 - Standard for Automotive Lifts – Safety requirements for Operation Inspection and Maintenance, Reference ANSI/ALOIM – 1994
 - "Lifting It Right" Safety Video and Manual, Stock Number ALI/SM93.1
 - Safety Tips (card) Stock Number ALI/ST90
 - "Quick Reference Guide, Vehicle Lifting points for Frame Engaging Lifts"
 - Section 14 Occupational Health and Safety Regulations

Employees

District employees, required to use automotive lifts, and/or work in close proximity to automotive hoists are responsible to ensure that they:

- Understand the regulatory and manufacturers requirements for operating, inspecting and maintaining the Districts automotive lifts and are proficient in the application of these requirements
- Understand the requirements for locking-out powered equipment when conducting any maintenance work or inspections where there is a potential for personal injury or injury to others and are proficient in the application of these requirements.

Procedures

Training

The Principal/Supervisor shall ensure that all employees (and students) who operate automotive lifts are instructed in the safe use and operation of the lift.

Documentation

A record of the training received by each employee shall be maintained by the Principal/Supervisor using the

operator-training log. Supervising Automotive instructors are to maintain similar documentation for each student required to use an automotive lift.

Operating Responsibilities

Employees (and students) are required to:

- Only operate the automotive lift after being properly instructed/trained.
- Use all safety features provided on the automotive lift.
- Keep the lift and area clean and tidy as well as ensuring that operating procedures and load ratings are accessible.
- Automotive Instructors inspect the lifts weekly, logging the results. Facilities shall inspect the automotive lifts annually, in accordance with Health and Safety Regulations and all Manufacturer's instructions.
- Features inspected on a daily basis shall include:
 - Proper operation of lift controls, restraints and locking devices
 - Any damage, deformation or excessive wear of all components
 - Evidence of hydraulic or pneumatic leaks
 - Unusual noises, sudden movements, erratic operation or evidence of chips or fillings during use
 - Cracks or loose concrete around the floor anchor bolts

If any of the conditions described above are observed the automotive lift is to be taken out of service until appropriate repairs have been made by a qualified automotive individual.

Inspections and Maintenance

Periodic Inspections

Automotive Teachers shall conduct weekly inspections of each automotive lift under their control (unless the manufacturer requires more frequent inspections) as recommended by the lift manufacturer.

Annual Inspections

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

Preventative Maintenance

A preventative maintenance procedure is to be established (e.g. daily, weekly, monthly etc.) in accordance with the automotive lift manufacturer's recommendations to ensure the continued safe operation of the automotive lift. A record of each preventative maintenance procedure performed shall be completed by the responsible person and maintained by the automotive lift.

Repair Maintenance / Records

Where it has been determined that repairs are required, a copy of the completed Monthly Inspection and the Maintenance Checklist shall be forwarded to the Principal or Transportation Manager who shall arrange to have the lift serviced by a qualified maintenance repair technician. Until the cause of the problem has been determined and the appropriate repairs have been made by qualified automotive lift personnel, the automotive lift shall remain locked out or tagged out according to the District's Lock-out procedures. A record of repairs made to the lift shall be completed by the qualified maintenance repair technician providing a full description of the repairs made noting any adjustments and parts replaced. A copy of the record shall be provided to the school or transportation office and maintained near the lift.

Modifications

There shall be no modification or reconstruction made to any automotive lift without the express written permission of the manufacturer.

9.04 – Mobile Equipment

General Safety Information

Mobile equipment shall include all equipment as defined in the Occupational Health and Safety Regulations Part 16 that is used by the District.

- Operators of mobile equipment are not to move loads unless everyone is clear and all loads are properly secured
- No employee shall stand or sit on the side of the tail gate of any moving equipment.
- Where seat belts are installed, they must be worn by employees when the equipment is in motion.
- The operator of a front end loader shall ensure no one stands in the loader bucket while it is raised or in motion or uses the bucket as a platform.

Requirements and Responsibilities:

All employees required to operate any mobile equipment shall:

- Possess all necessary licenses and/or certificates;
- Have received adequate instruction and demonstrated an ability to operate the equipment properly;
- Use the equipment for the designed and/or intended use;
- Examine the equipment before initial daily operation and thereafter as required, advising the supervisor of any defects or conditions that may affect the safe operation of this equipment

SECTION 10 – HAZARDOUS MATERIAL

10.01 – Spill Cleanup

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 Material Safety Data Sheet instructions for containment and disposal.
- Under no circumstances is sawdust to be used as an absorbent material for hazardous material spills.
- Emergency procedures to deal with accidental spills shall be established at each school district facility where there materials/substances are stored and/or used.

Procedures for spills involving hazardous materials used in the school district involve:

- Wear appropriate personal protective equipment.
- Use only an appropriate inert absorbent material.
- Ensure area where spill has occurred is well ventilated to reduce the accumulation of fumes.
- Place waste material into a secure labeled container.
- Close off area until the surface area has been washed down to ensure all spill material has been removed.
- Store waste containers in a safe, secure location and advise the Occupational Health and Safety Manager.

In some instances it may be necessary to have the local fire department attend to assist with the containment and clean-up of the hazardous material spills in some school district facilities. In these instances, the Facilities Department must be informed.

10.02 – WHMIS Program

The Workplace Hazardous Materials Information System was developed to provide information on hazardous materials used in the workplace. Exposure to hazardous materials can contribute to a variety of health effects and occupational health and safety risks. Due to the seriousness of these risks, it is important that workers and employers know what hazards there are associated with products they are using.

There are 3 key elements to any WHMIS program, these are:

Labels

- All controlled products must be labelled in accordance with WHMIS regulation. These labels must include basic information such as contents and safety precautions.

Material Safety Data Sheets (MSDS)

- MSDS are technical bulletins which provide the worker with detailed information related to hazards and precautionary measures for that specific product.

Worker Education

- These are training and education sessions that provide the worker with instruction on hazards and work procedures.

Responsibilities

The Supplier

- Provide MSDSs that are not more than 3 years old for all controlled products that they produce or sell.
- Ensure all containers of controlled products that they produce or sell have supplier labels attached to them.

The Employer

- Provide training in specific safe work procedures to employees related to controlled products used in the workplace and ensure that workers understand the information on MSDS, supplier labels and workplace labels.
- Ensure that all MSDS for controlled products in the workplace are kept up to date and that all controlled products are properly labelled with either supplier or workplace labels.
- Ensure that MSDS are readily accessible to workers.

Site Administrators

- Ensure that all employees at their site are familiar with the location of the MSDS binder.
- Ensure that any and all MSDS updates are forwarded to the Health and Safety Office right away so that MSDSONline can be updated.

The Worker

- Is required to know and understand the information contained on MSDS.
- Make use of the knowledge gained through education and training in order to properly handle controlled products.
- Immediately notify the employer if labels for controlled products are found to be damaged or missing.

MSDS

All MSDS contain at least the following 9 sections:

- Product Information
 - Product identifier
 - Manufacturer and supplier
 - Intended use
- Hazardous Ingredients
 - Chemical names and percentages
 - Acute toxicity data
- Physical Data
 - Boiling point
 - Physical and chemical properties
- Fire and Explosion Hazard
 - Details conditions that may result in explosion
 - Information on fire suppression
- Reactivity Data
 - Names any substances where contact should be avoided
- Toxicological Properties
 - Risks of entry to the body
 - Possible health effects, both acute and long term

- Preventative Measures
 - Required protective equipment
 - Spill clean up
 - Safe handling
- First Aid Measures
 - Details regarding immediate treatment after exposure
- Preparation Information
 - Who prepared the MSDS
 - When the MSDS was prepared

All Greater Victoria School District employees have access to the MSDSOnline system for MSDS retrieval. This system can be accessed by:

1. MSDS Online:
 - i. <http://MSDSOnline.vsb.bc.ca>
 - ii. Opening the Staff Portal/Health Safety and Wellbeing tab/MSDSOnline link

New Products

For the Greater Victoria School District WHMIS program to work effectively, it will require the cooperation of all employees. Any school or site purchasing a new product to be used in the District must ensure that the MSDS for that product is forwarded to the Operations Department. Only in this way can we be certain that MSDSOnline is up to date with the products we are using.

At the same time, this also means that employees cannot bring in products from home. Without the proper paperwork there is no way of knowing the hazards associated with these products or any incompatibilities they might have.

Hazardous Product Storage and Handling

It is imperative that all employees be aware of the specific storage requirements of the products they are using. If unsure the MSDS will detail what to be cautious of, such as:

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

All employees handling hazardous products have a responsibility to:

- Wear appropriate PPE as stated by the MSDS.
- Check containers regularly for leaks, reporting any problems immediately to their supervisor.
- Not mix the hazardous product they are using with anything unless specifically told to do so in the product directions.
- Keep all storage areas clean, neat and secure from unauthorised individuals.

In the appendix a Chemical Storage Safety Checklist can be found. This is a safety do/don't checklist that will aid workers in maintaining safe storage areas.

Emergency Response

Risks associated with hazardous materials can be reduced by proper storage, adequate lighting and ventilation. However, in the event of an emergency it would also be helpful to have readily available:

- A copy of any applicable emergency response plans.
- MSDS for the specific products that are being used.
- An eyewash or an emergency shower, it is important to be familiar with the location of the nearest ones.
- Any applicable firefighting or spill clean-up equipment.

In an effort to avoid spills resulting from old or unused products, the Greater Victoria School District will collect these products up for disposal on an annual basis. Site Administrators can contact Facilities to arrange drop off or pick up.

Reference and Cross Reference Material

Occupational Health and Safety Regulation
Part 5

Employee Health and Safety Manual
Appendix – Chemical Storage Safety Checklist

10.03 – MSDSOnline

Employers are required to ensure that Material Safety Data Sheets (MSDS) are readily available to all employees that may be at risk of exposure to hazardous products. To facilitate this, the Greater Victoria School District has MSDS online available through the staff portal.

MSDSOnline is a system where any employee is able to search current Material Safety Data Sheet for products used in the district.

Procedure

MSDSOnline.

- Online
 - access the sd61 Staff portal
 - Open the Health, Safety and Well-being tab
 - Select MSDSOnline link
 - Enter the product name to search for the MSDS

SECTION 11: CONTRACTOR MANAGEMENT

11.01 – Employer And Contractor Responsibilities

Greater Victoria School District

Our responsibility is to help contractors coordinate health and safety activities by:

- Providing contractors with information on all workplace hazards in your work areas
- Ensuring the requirements of the Workers Compensation Act and WorkSafeBC Occupational Health & Safety Regulation are met.
- Ensuring a system is in place to evaluate a contractor's safety program and safe work procedures, before commencing onsite work (if required)
- Coordinating Multiple Employer Workplaces unless a **Prime Contractor** has been designated in writing within contract, at which time the District takes on the role of Owner only.

Unless otherwise stated, Contractors are primarily responsible for workplace health and safety responsibilities for their workers and their sub-contractors. If there are multiple contractors, two or more, who use the same work area at the same time, then Greater Victoria School District, unless assigned to another qualified individual or organization, will assume the coordination responsibilities of the contractor. If any questions regarding this on a jobsite, please contact the building manager or site representative prior to starting work.

Contractors

Contractors must:

- Ensure workers are properly trained in and follow all aspects of workplace safety and health related to the services in your contract.
- Ensure any services provided under contract are carried out in accordance with the Workers Compensation Act, WorkSafeBC regulations, and all applicable statutes and regulations
- Provide immediate notice to Greater Victoria School District of any damage, injury, or threat of damage or injury to persons or property while working on Greater Victoria School District property.
- Provide Greater Victoria School District with a copy of your current safety program, exposure control plan, and safe work procedures, upon request.
- Train and educate workers in all aspects of workplace safety, in accordance with the WorkSafeBC Occupational Health and Safety Regulation
- Ensure staff, residents and the public are kept safe at all times.
- Provide all necessary tools, materials and equipment for workers to perform tasks safely.
- Understand and be knowledgeable about workplace hazards.

Contractor Workers

Contractors' workers are responsible for their own health and safety, as well as their fellow workers, while under their supervisors' direction.

Worker responsibilities include:

- Being alert to hazards
- Reporting hazards and incidents/accidents to supervisors

- Reporting injuries to the first aid attendant
- Reporting any unsafe acts and conditions immediately to supervisors
- Using and wearing protective clothing and equipment when required
- Refusing unsafe work
- Learning and following safe work procedures and the company's safety program

WorkSafeBC Registration

- Contractors under contract to Greater Victoria School District must:
- Be registered with WorkSafeBC and be in good standing
- Ensure all overdue or outstanding assessments are paid
- Provide Greater Victoria School District with your WorkSafeBC registration number or Certificate of Clearance. If you are unsure of your registration status with WorkSafeBC, contact the Employer Service Centre at 604.244.6181 or toll free at 1.888.922.2768.
- Notice of Project. The Occupational Health and Safety Regulation requires contractors to notify WorkSafeBC in writing, using the Notice of Project (NOP) form, about undertaking certain projects, including names of the:
 - a) Owner
 - b) Prime contractor
 - c) Person in charge of the project
 - d) Person responsible for health and safety on the project

WorkSafeBC prevention officers and managers monitor NOPs in their areas and select projects for follow up, based on the risk level and size/nature of the project or other circumstances. As a result, you may or may not be contacted for more information.

A copy of the NOP must be posted at the worksite. All NOPs for working with Asbestos or Lead (NOPA or NOPL) are to be submitted to the Greater Victoria School District responsible Manager.

Please reference the School District Contractor Safety Program, available through the GCSD 61 Health Safety and Well being department for further details.