



# Section 1

Introduction

Buffalo Trail Public Schools OHS Manual 2023



# Introduction

## Why do we need an Occupational Health and Safety Program?

### To Protect Employees and Students

The Board, Superintendent, directors, senior administration and principals have a legal obligation to provide a safe and healthy working and learning environment within all work groups in the district including students and visitors. To be successful in their obligation to providing a safe and healthy environment, Buffalo Trail Public Schools will be implementing an Occupational Health and Safety Program to be followed by all work groups, visitors, contractors and students (where applicable). The elements of the BTPS Occupational Health and Safety Program will include the following elements:

- BTPS commitment and communication to the success of an Occupational Health and Safety Program.
- Job Analysis and Hazard Assessment
- Hazard Control
- Orientation and Training
- Workplace Inspections
- Emergency Preparedness, incident and accident reporting and investigating
- Program Administration.

### To Meet Legislative Requirements

The Board, Superintendent, senior administration, principals and or non-school employer representatives have a legal obligation to:

- Make certain that all worker groups within BTPS are aware of the Alberta Occupational Health and Safety Act, Regulations and Code and other relevant acts and regulations.
- Identify hazards at the work sites and take steps to eliminate or control the hazard.
- Ensure that the correct personal protective equipment is being used and that there is proper upkeep of the PPE.
- Develop emergency preparedness plans at the worksites as well as drills to keep employees and students well prepared for an emergency situation.
- Make certain that contractors are aware and comply with legislation.
- Ensure that all employees are aware of BTPS safe work policies, procedures and codes of practice.
- Investigate incidents and accidents that have the potential of causing a serious injury or illness.
- Make certain that employees/students who handle controlled products (chemicals) are trained in WHMIS (Workplace Hazardous Materials Information System).
- Ensure that employees are aware of their responsibilities and duties as set out in the Alberta Occupational Health and Safety Act, Regulation and Code.
- Ensure that competent employees are performing any work that can endanger themselves or others.

If legislation is not met then Government officials have the right to prosecute for violation of any applicable act or regulation.

## To Demonstrate Due Diligence

Due diligence is the level of judgment, care, prudence, determination, and activity that a person would ‘reasonably’ be expected to do under particular circumstances. When due diligence is applied to Occupational Health and Safety, the employer is to take all reasonable precautions, under the particular circumstances, to prevent injuries or accidents at the workplace.

An employer must exercise due diligence by implementing a plan to identify possible workplace hazards and carry out the appropriate corrective actions to prevent accidents or injuries arising from these hazards.

### Criteria of Due Diligence:

- Written OH&S policies, practices and procedures to be developed. The policies, practices and procedures would demonstrate and document that the employer carried out workplace safety audits, identified hazardous practices and hazardous conditions and made necessary changes to correct these conditions, and provided employees with information to enable them to work safely.
- The employer must provide the appropriate training and education to employees so they understand and carry out their work according to the established policies, practices and procedures.
- The employer must train the supervisors to ensure they are competent persons as defined in legislation.
- The employer must monitor the workplace and ensure that employees are following policies, practices and procedures. Written documentation of progressive disciplinary for breaches of safety rules is considered due diligence.
- Workers have responsibilities as well. They have the duty to take reasonable care to ensure the safety of themselves and their co-workers, this includes following the safe work practices and complying with regulations.
- The employer is to have an accident investigation and reporting system in place. Employees should be encouraged to report “near misses” and these should be investigated as well. Incorporating information from these investigations into revised, improved policies, practices and procedures will also establish the employer is practicing due diligence.
- The employer is to document in writing, all the above steps; this will give the employer a history of how the OH&S program is progressing over time. It will also provide up-to-date documentation that can be used as a defense to charges in case an accident occurs despite an employer’s due diligence efforts.

**DUE DILIGENCE IS DEMONSTRATED BY YOUR ACTIONS BEFORE AN EVENT OCCURS, NOT AFTER!**

# HEALTH AND SAFETY RESPONSIBILITIES

## RESPONSIBILITIES

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

Everyone has the right to work in a safe and healthy environment.

Therefore, the Buffalo Trail Public Schools will clearly describe the roles and responsibilities of all levels within the operations, including the Board, Superintendent, Management (Principal or System Administrators), workers, volunteers, contractors and students.

### The Board and Superintendent of schools shall ensure that:

- health and safety considerations receive priority in the planning and implementation of district activities and operations;
- a health and safety program is developed and maintained which meets or exceeds compliance with the *Occupational Health and Safety Act, Regulation and Code* and other related federal, provincial/local statutes and by-laws;
- a district occupational health and safety program that promotes the participation of staff and staff group representatives is implemented and maintained;
- employees, contractors, subcontractors, temporary workers, students and volunteers comply with all relevant workplace health and safety legislation and district policies and procedures;
- employees understand the policy and are provided with the training and support necessary to integrate health and safety into their work;
- the effectiveness of the health and safety program is evaluated at appropriate intervals and annually as a minimum, and;
- support is provided to retain employees at work and to return employees with disabilities to active employment in a safe and timely manner

### Principals and other senior staff, decision unit administrators, and supervisors shall:

- provide the leadership and management necessary for the overall implementation of the district health and safety policy within their areas of responsibility;
- plan and conduct all worksite activities in a manner that promotes compliance with legislation and the district health and safety program;
- demonstrate commitment to health and safety by their behavior and actions;
- ensure worksite hazard assessments are completed within their areas of responsibility;
- inform all staff and others present at the worksite about existing or potential worksite hazards and site specific health and safety requirements;
- ensure that all work-related injuries, illness and incidents with the potential to cause serious injury/illness are reported, investigated, and corrective action is taken to prevent a recurrence;
- ensure that staff are given adequate training, instruction and equipment so they can perform their work in a safe manner;
- ensure that work areas are inspected at regular intervals to identify and control potential or existing hazards;
- take corrective action to deal with unsafe acts or conditions identified by staff and/or during workplace hazard assessments, inspections and incident investigations;
- ensure that safeguards and safety devices including personal protective equipment are available and used;
- stop any work they perceive to be presenting imminent danger to an individual present at the worksite;
- Ensure reasonable work accommodation opportunities are provided to injured, disabled or ill employees.

## District staff and students (where applicable) shall:

- protect themselves and others by adopting responsible behaviors and attitudes toward health and safety;
- observe all safety rules and procedures established by the regulatory authorities, the district, and their decision unit;
- practice safe work habits including use of any safeguards or personal protective equipment provided;
- attend and use mandated health and safety training where applicable;
- promptly report hazardous or unsafe equipment, acts or conditions, to a supervisor, make suggestions for their correction, or take corrective action where authorized;
- immediately report to a supervisor all-work related injuries, illness and incidents with the potential to cause serious injury, and obtain first aid/ medical treatment without delay;
- refuse to perform any task they know to be unsafe, and
- Actively participate in and support return-to-work accommodation programs for themselves and others.

## Contractors shall:

- Present proof of good standing with the Workers' Compensation Board of Alberta, proof of insurance and Certificate of Recognition with a certifying partner before working on any Buffalo Trail Public Schools job locations.
- Follow all aspects of Buffalo Trail Public Schools health and safety program as required to complete their job(s).
- Take work hazards seriously on the job site and protect yourself and others from danger.
- Report all hazards, near misses, injuries or incidents that occur while working at a Buffalo Trail Public Schools facility.
- Wear appropriate personal protective equipment as required.
- Comply with all legislated requirements pertaining to your scope of work.

## Visitors, parents, guests and volunteers shall:

- Report to the main office prior to entering the facility.
- Wear personal protective equipment when required and adhere to all instructions and obey all signage.

## District Occupational Health and Safety Coordinator shall:

- provide information and assistance to administration and staff regarding interpretation and compliance with legislation, district policies and regulations;
- conduct audits and assist administrators with inspections of facilities at appropriate intervals to identify potential hazards and determine that procedures, equipment, and facilities meet accepted occupational health and safety standards;
- assist administrators in the investigation of serious accidents and incidents and advise regulatory authorities of reportable incidents; and,
- Stop any work where they perceive there to be imminent danger to an individual present at a worksite, by either advising the principal or administrator, or in their absence by issuing an internal stop work order.



# RESPONSIBILITIES UNDER LAW

## Employer Responsibilities

Occupational Health and Safety Act, Regulation and Code 2020, R.S.A 2020

Section 3(1) Occupational Health and Safety Act, this section defines the employer's responsibilities to workers.

### Obligations of employers

- 3(1) every employer shall ensure, as far as it is reasonably practicable for the employer to do so,
- A. The health and safety and welfare of
    - i. Workers engaged in the work of that employer,
    - ii. Those workers not engaged in the work of that employer but present at the work site at which that work is being carried out, and
    - iii. Other persons at or in the vicinity of the work site who may be affected by hazards originating from the work site,
  - B. that the employer's workers are aware of their rights and duties under this Act, the regulations and the OHS code and of any health and safety issues arising from the work being conducted at the work site,
  - C. That none of the employer's workers are subjected to or participate in harassment or violence at the work site,
  - D. That the employer's workers are supervised by a person who
    - i. is competent, and
    - ii. is familiar with this Act, the regulations and the OHS code that apply to the work performed at the work site,
  - E. That the employer consults and cooperates with the joint work site health and safety committee or the health and safety representative, as applicable, to exchange information on health and safety matters and to resolve health and safety concerns,
  - F. that health and safety concerns raised by workers, supervisors, self-employed persons and the joint work site health and safety committee or health and safety representative are resolved in a timely manner, and
  - G. That on a work site where a prime contractor is required, the prime contractor is advised of the names of all of the supervisors of the workers.
- (2) Every employer shall ensure that workers are adequately trained in all matters necessary to protect their health and safety, including before the worker
- i. begins performing a work activity,
  - ii. Performs a new work activity, uses new equipment or performs new processes, or
  - iii. is moved to another area or work site.
- (3) Every employer shall cooperate with any person exercising a duty imposed by this Act, the regulations and the OHS code.
- (4) Every employer shall comply with this Act, the regulations and the OHS code.

Obligations of supervisors

### 4 Every supervisor shall

- A. As far as it is reasonably practicable for the supervisor to do so,
  - i. ensure that the supervisor is competent to supervise every worker under the supervisor's supervision,
  - ii. Take all precautions necessary to protect the health and safety of every worker under the supervisor's supervision,
  - iii. Ensure that a worker under the supervisor's supervision works in the manner and in accordance with the procedures and measures required by this Act, the regulations and the OHS code,
  - iv. ensure that every worker under the supervisor's supervision uses all hazard controls, and properly uses or wears personal protective equipment designated or provided by the employer or required to be used or worn by this Act, the regulations or the OHS code, and
  - v. Ensure that none of the workers under the supervisor's supervision are subjected to or participate in harassment or violence at the work site,
- B. Advise every worker under the supervisor's supervision of all known or reasonably foreseeable hazards to health and safety in the area where the worker is performing work,
- C. Report to the employer a concern about an unsafe or harmful work site act that occurs or has occurred or an unsafe or harmful work site condition that exists or has existed,
- D. Cooperate with any person exercising a duty imposed by this Act, the regulations and the OHS code, and
- E. Comply with this Act, the regulations and the OHS code.

## Obligations of workers

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

## Obligations of contractors

9(1) Every contractor shall ensure, as far as it is reasonably practicable to do so, that

- A. Every work site where an employer, employer's worker or self-employed person works pursuant to a contract with the contractor, and
- B. Every work process or procedure performed at a work site by an employer, employer's worker or self-employed person pursuant to a contract with the contractor that is under the control of the contractor does not create a risk to the health and safety of any person.

(2) Every contractor shall

- A. If the contractor is on a work site that has a prime contractor, advise the prime contractor of the name of every employer or self-employed person with whom the contractor directs the work activities,
- B. Cooperate with a person exercising a duty imposed by this Act, the regulations and the OHS code, and
- C. Comply with this Act, the regulations and the OHS code

## Obligations of prime contractors

10(1) Every construction and oil and gas work site or a work site or class of work sites designated by a Director must have a prime contractor if there are 2 or more employers or self-employed persons, or one or more employers and one or more self-employed persons involved in work at the work site.

(2) The person in control of the work site shall designate in writing a person as the prime contractor of the work site.

(3) The name of the prime contractor must be posted in a conspicuous place at the work site.

(4) If the person in control of the work site fails to designate a person as the prime contractor as required in subsection (2), the person in control of the work site is deemed to be the prime contractor.

(5) The prime contractor shall

- A.** Establish, as far as it is reasonably practicable to do so, a system or process that will ensure compliance with this Act, the regulations and the OHS code in respect of the work site,
- B.** Coordinate, organize and oversee the performance of all work at the work site to ensure, as far as it is reasonably practicable to do so, that no person is exposed to hazards arising out of, or in connection with, activities at the work site,
- C.** Conduct the prime contractor's own activities in such a way as to ensure, as far as it is reasonably practicable to do so, that no person is exposed to hazards arising out of, or in connection with, activities at the work site,
- D.** Consult and cooperate with the joint work site health and safety committee or health and safety representative, as applicable, to attempt to resolve any health and safety issues,
- E.** Coordinate the health and safety programs of employers and self-employed persons on the work site, if 2 or more employers or self-employed persons or one or more employers and one or more self-employed persons on the work site have a health and safety program,
- F.** Cooperate with any other person exercising a duty imposed by this Act, the regulations and the OHS code, and
- G.** Comply with this Act, the regulations and the OHS code.

(6) If a requirement in this Act, the regulations or the OHS code imposes a duty on an employer or a self-employed person with respect to equipment, work site infrastructure or an excavation and the equipment or infrastructure is designed, constructed, erected or installed, or the excavation is conducted by or on behalf of a prime contractor, the prime contractor shall comply with the requirement as if the requirement were directly imposed on the prime contractor.

(7) Subsection (6) does not relieve the employer, self-employed person or prime contractor from fulfilling other responsibilities under this Act, the regulations and the OHS code.



# WORKER ORIENTATION AND TRAINING

The purpose of orientation and training is to ensure that all staff know about health and safety in general, at their workplace and have the specific training needed to do their job safely.

*Orientation* introduces new staff members to the Buffalo Trail Public School Division. It includes:

- Overview of BTPS health and safety management system
- BTPS rules, policies and safe work practices
- Worker and employer responsibilities
- Reporting hazardous acts and conditions
- First aid, reporting incidents and accidents
- Incident and Accident Investigation
- Emergency response plan

*Training* deals with hands on information about how to do the job activities. It may include some formal training, classroom training as well as demonstrations on the job. Trainers or supervisors will monitor the worker's progress to ensure the worker understands the training and follows procedures.

As per OHS regulations BTPS is responsible to ensure that staff are trained in the safe use of the equipment they are required to operate. The material that will be covered in the training will include:

- Selection of appropriate equipment
- Limitations of the equipment
- An operator's pre-use inspection
- Use of the equipment
- Operator skills required by the manufacturer's specifications for the equipment
- Basic mechanical and maintenance requirements of the equipment
- Loading and unloading the equipment, if doing so is a job requirement
- Hazards specific to the operation of the equipment at the work site or classroom

# DUE DILIGENCE CHECKLIST

YES	NO	
		Do you know and understand your safety and health responsibilities?
		Do you have definite procedures in place to identify and control hazards?
		Have you integrated safety into all aspects of your work?
		Do you set objectives for safety and health just as you do for quality and performance?
		Have you committed appropriate resources to safety and health?
		Have you explained safety and health responsibilities to all employees and made sure that they understand them?
		Have employees been trained to work safely and use proper protective equipment?
		Is there a hazard reporting procedure in place that encourages employees to report all unsafe conditions and unsafe practices to their supervisors?
		Are managers, supervisors and workers held accountable for safety and health just as they are held accountable for quality?
		Is safety a factor when acquiring new equipment or changing process?
		Do you keep records of your program activities and improvements?
		Do you keep records of the training each employee receives?
		Do your records show that you take disciplinary action when an employee violates safety procedures?
		Do you review your Occupational Health and Safety Program at least once a year and make improvements as needed?

Source: Canadian Centre for Occupational Health and Safety (CCOHS)



## EMPLOYEE HEALTH AND SAFETY ORIENTATION CHECKLIST

Use this checklist to document employee health and safety orientation activities at the worksite for new employees or employees transferred from other worksites. Part 1 of the checklist should be completed by the supervisor within the first week of employment. Bolded items and critical hazards should be reviewed prior to work commencing. Part 2 of the checklist can be modified or adapted to meet the specific job hazards associated with the position. The checklist can also be used to document orientation provided to temporary student workers, volunteers and contracted workers. Orientation records must be filed at the worksite in the OH&S Documentation Binder.

<b>Employee Name:</b>	<b>Position:</b>	
<b>School/DU:</b>	<b>Start Date:</b>	
<b>Part 1: General Health and Safety (Supervisor to review with all staff)</b>	√ <sup>1</sup>	<b>Reference /Resources</b>
District Occupational Health and Safety Policy		
Health and safety roles and responsibilities		
<b>Building alarm and security systems/procedures</b>		
<b>Site Emergency Preparedness Plan</b>		
Hazardous Building Materials (e.g. Locations of asbestos containing materials if applicable)		
<b>Reporting workplace hazards or unsafe conditions (Hazard Notification Form)</b>		
<b>Right to Refuse Unsafe Work</b>		
<b>Work Related Incident Record and reporting work related injury/illness</b>		
<b>Location of fire extinguishers: eye wash stations, first aid kits, first aiders</b>		
Working Alone Policy		
Workplace Hazard Assessment for job		
<b>Part 2: Job Specific Hazards/Procedures (Supervisors: add/review any items specific to your worksite or area of responsibility)</b>		
Chemical Hazards (e.g. WHMIS, TDG training needs)		
Confined Spaces		
Fall Protection (Working from Heights)		
Lifting and Handling Loads		
Type and location of protective equipment required for job		
Procedures for handling blood and body Fluids		
Onsite orientation for security, mechanical and electrical systems		
<b>Other:</b>		
<b>Employee's Signature:</b>	<b>Date Completed:</b>	
<b>Supervisor's Name (Print)</b>	<b>Additional Comments (use back of page if required);</b>	
<b>Supervisor's Signature:</b>		



# Section 2

Hazard Assessment and Control



# OCCUPATIONAL HEALTH AND SAFETY

## INTRODUCTION TO WORKPLACE HEALTH AND SAFETY HAZARDS

A variety of workplace hazards are commonly found in the educational environment. The various categories of workplace hazards are summarized below.

### PHYSICAL HAZARDS

Physical hazards in the workplace include hazards that may be generated by people, equipment, machinery, tools, facility characteristics, or environmental factors. Equipment as common as the furniture in an office may present a hazard. For example, a bookcase or filing cabinet may be overloaded and collapse injuring a worker. Lack of electrical outlets may lead to use of extension cords and create a tripping hazard. A teacher assistant may be hit by a special needs student. Stripping floors, working from ladders or conducting inspection activities on rooftops can generate potential fall hazards.

Equipment or machinery used by district staff can range from heavy-duty objects like an auto hoist or forklift truck to smaller apparatus such as ovens, table saws, photocopiers, or paper cutters. Serious injuries, such as burns or loss of a hand or finger can result from working with machinery if proper safeguards are not in place to prevent parts of the body or clothing from coming into contact with them. Electrical powered equipment, tools, cords and plugs must be maintained in a safe condition.

Environmental factors such as excessive or prolonged noise can damage the nerves in the ear causing temporary or permanent hearing loss. Noisy environments in school settings often involve working with noisy tools/equipment such as table saws, drills, propane burners or musical instruments. Extreme temperatures, either hot or cold, can be hazardous unless the appropriate precautions are taken.

People through their personal characteristics, behaviors and actions can also present workplace hazards. Staff may be required to deal with angry or violent students or parents or students needing special care that requires heavy lifting. Staff members working alone or in isolated areas may be at greater risk for workplace violence by a building intruder.

Ergonomics hazards are created when characteristics of the job, tools or physical environment put physical stress and strain on the body. If workstations; tools and equipment; the physical environment and the general organization of the work are not correctly designed, undue stresses and strains can be placed on the body. Injuries that cause disorders to the muscles, tendons and nerves may happen when the same muscles and tendons are used over and over again. Staff performing repetitive tasks (e.g. keyboarding, vacuuming,) work in awkward postures or lift, push or pull heavy objects are at risk of suffering overexertion or repetitive strain injuries. Staff whose jobs require them to stand or sit for prolonged periods, use their hands communicate (sign language interpreters) or extend their voices for long periods of time may be at greater risk or injury.



## CHEMICAL HAZARDS

Chemical hazards are agents that can be inhaled, ingested or absorbed into the skin and cause short or long term health effects. Chemicals can come in many forms including vapors, gases, dusts, mists and fumes. These chemicals are present in cleaning products, whiteboard markers, art supplies, paints, laboratory chemicals, wood dust and building materials (e.g. asbestos). Hazardous chemicals can only cause damage if they enter the body in sufficient amounts.

The risk of toxic chemical exposure and damage occurs when the hazard is not known or recognized and the correct precautions and training have not been used for the handling/storage of hazardous substances. WHMIS legislation requires labeling, material safety data sheets and training of all staff that use or handle any product containing a potentially hazardous chemical. Asbestos containing materials that become significantly damaged must be removed, or isolated to prevent exposure to airborne fibers.

Chemicals can be toxic, flammable, corrosive or explosive either alone or in combination. As a general rule, commercial products containing chemicals should **NEVER** be mixed e.g. bleach which contains chlorine should never be mixed with a toilet bowl cleaner that may contain acid as the combination will produce a toxic and potentially fatal gas. Ventilation systems that do not operate properly can lead to a buildup of indoor air pollutants. In some cases respirators may need to be worn if ventilation is inadequate.

## BIOLOGICAL HAZARDS

Biological agents are living organisms that can cause illness or disease. Biological agents include bacteria and viruses found in body fluids (e.g. hepatitis B), fungi (mold), rodents (hanta virus) and insects. Biological hazards can be transmitted by contact, inhalation or ingestion. Precautions when administering first aid or toileting students are required. Exposure to mouse droppings should be avoided and mold or water damaged materials should be removed. Good hygiene practices, protective gloves and frequent hand washing are examples of biological controls. Not all biological agents are harmful but precautions are always the best defense.

## PSYCHOSOCIAL HAZARDS

Psycho-social hazards are working conditions that create stressful work environments or increase the potential for injury or illness. These are often difficult to define or measure. They include working conditions, e.g. working alone, cognitive demands, degree of control over workload, fatigue, language barriers, dealing with difficult parents or students, large class sizes, heavy workloads, etc. that can create stressful work environments that have the potential to contribute to injury or illness.

# Summary of Hazard Types

## Physical Hazards

Hazards generated by people, equipment, machinery, tools, facility characteristics or environmental factors

- Cluttered work areas
- Slips, trips and falls
- Falls from heights
- Struck by or against objects/people
- Caught in, under or between objects
- Cuts, punctures and abrasions
- Burns from hot equipment
- Fire/explosion ( hot work, flammable materials)
- Electricity and Static electricity
- Extreme heat or cold
- Noise
- Confined Spaces
- Vibration
- Non-ionizing radiation (microwaves, infrared, RF, lasers, UV)
- Ionizing radiation (alpha, beta, gamma, x-rays)
- Poor lighting/visibility
- Sunburn
- Insect bites
- Vehicles
- Adverse weather conditions (rain, ice, snow)

## Chemical Hazards

Agents (e.g. gases, vapors, mists, fumes, dusts, fibers) that can be inhaled, ingested or absorbed into the skin to cause short (e.g. burns, irritation, long term health effects cancer)

- Cleaning products
- Asbestos

- Wood Dust
- Paints Solvents
- Disinfectants
- Combustion gases
- Boiler chemicals

## Biological Hazards

Includes living organisms that can cause illness or disease

- Fungi (e.g. molds)
- Viruses and/or bacteria
- Blood/body fluids
- Animals ( rodents, insects)

## Ergonomic Hazards

Characteristics of the job, tools, or physical environment that put physical stress and strain on the body

- Lifting/lowering or carrying heavy loads
- Pushing/pulling heavy objects
- Bending/twisting motions
- Above shoulder level work
- Reaching to lift or perform work
- Grasping, clenching, and/or pinching with force
- Highly repetitive lifting or hand/arm motions
- Holding awkward positions for long periods of time
- Poor workstation design
- Working in tight areas

## Psycho-Social Hazards

Working conditions that create stressful work environments or increase the potential for injury or illness

- Working alone

- ❑ Violence or abuse
- ❑ Shift work
- ❑ Overuse of voice (e.g. vocal abuse and related physiological disorders)
- ❑ Environmental/geographic conditions (work on slopes or grades; soil conditions)
- ❑ Work related stress
- ❑ Communicable disease/public health issues
- ❑ Personal health issues or physical limitations
- ❑ Language barriers



# Summary of Workplace Hazard Controls

## Elimination

This is the first method used to control a hazard once discovered. If we can eliminate the hazard, the level of risk is eliminated. Some of the techniques are:

- Deciding if the task is necessary
- Substituting hazardous materials or substances for less hazardous substances
- Changing the way that the task is performed, I.e. Removing snow from a roof from ground level rather than climbing onto the roof.

## Engineering Controls

These are the preferred methods of control as they control hazards at their source. They reduce exposure by removing the hazard or isolating the hazard from the worker.

- Store materials at lower heights to eliminate reaching and need for ladders
- Fix or replace damaged equipment
- Substitution with a less product ( e.g. use latex paint instead of oil based)
- Use adjustable chairs to reduce ergonomic risks
- Eliminate extension cords by installing more electrical outlets
- Install local exhaust ventilation to capture and remove welding fumes
- Put a guard over moving machinery parts to prevent accidental contact
- Using dilution control systems to eliminate contact with chemicals
- Mechanical aids or lift devices to eliminate the need for manual lifting
- Enclose damaged asbestos materials to prevent contact with them

## Administrative Controls:

Administrative controls control the hazard at level of employee. They include practices that reduce likelihood of exposure by preventive maintenance or altering the time or way a task is performed. Examples of administrative controls include: training/education, policies, and safe work procedures, and rules, codes of practice, purchasing standards, supervision, signage, labeling, job rotation /scheduling, and housekeeping.

- A purchasing standard that requires emission controls on fuel burning equipment
- WHMIS training for staff who use chemicals
- Labels and current Materials Safety Data Sheets for chemicals
- Posting hazard warning signs for confined spaces
- A safe work procedure for handling asbestos containing materials
- Designing work schedules to provide micro-breaks during repetitive tasks

## Personal Protective Equipment (PPE)

Controls hazard at level of employee. PPE is the least preferred method of control and should always be the last hazard control option to be considered. CSA approved eye protection, safety footwear, gloves, hearing protection etc. NIOSH approved respiratory protection, coveralls, and aprons are examples of PPE.

## Workplace Hazard Assessments Frequently Asked Questions

### What is a hazard assessment?

Hazard assessments are the building blocks of an effective worksite health and safety program. A hazard assessment is process that looks at what could cause harm to employees at a worksite. Doing an assessment allows the district and its employees to decide whether enough precautions have been taken to prevent accidents and injuries. In its simplest form the hazard assessment asks the question “what if”?

### What types of hazards are found at worksites?

Workplace hazards include physical, chemical, biological, and psychological hazards. These can be come from the environment, tools, materials, equipment and people found at the worksite.

### Is there a legal requirement to conduct hazard assessments?

Yes. Part 2- Section 7 of the Alberta Occupational Health and Safety (OHS) Code requires that the employer conduct a written hazard assessment of the worksite and prepare a report of the findings and methods used to eliminate or control the hazards identified.



## Must a hazard assessment be completed for each employee?

No. If employees working in similar positions face the same hazards at single or multiple worksites and the safe work practices to be followed are similar, then a single hazard assessment applicable to similar positions at all worksites is acceptable. (E.g. one hazard assessment for custodial assistants will probably apply to all custodial assistants working at a particular high school, but the content of the hazard assessment may vary between different high schools depending on site conditions).

## What tools are used to complete a hazard assessment?

Position descriptions, observations of the worksite, records of workplace accidents, inspections, and talking with staff all provide valuable information for the hazard assessment. Hazard assessments must be completed with direct input and observations of the staff that perform the task since they are the most knowledgeable about what they do.

## How is risk assessed and prioritized?

During a hazard assessment the potential risk levels associated with various job activities are prioritized into “critical tasks” for hazard elimination and/or control. Risk level and priority is determined by looking at three factors: frequency of exposure to the task, probability of harm, and severity of potential consequences

## How are hazards eliminated and controlled?

While all hazards cannot be eliminated there are a number of ways to reduce the severity of hazards. Job hazards identified as high risk become the “critical tasks” that should be addressed first by administration when developing worksite hazard controls. Critical tasks may be further broken down into individual steps (e.g. job hazard analysis) and the hazards associated with each step are identified. Specific controls are then identified. This might include a safe work procedure, training, or as a last option personal protective equipment. The medium then low risk tasks are dealt with in the same fashion once the high risk tasks are completed.

## How often must hazard assessments be conducted?

Hazard assessments should be repeated at reasonable intervals and whenever new equipment, new work processes or other changes are introduced to the workplace. The legislation requires that hazard assessments be updated at least every 3 years to determine if current control measures are effective and if any changes at the worksite have introduced new hazards. Through annual OHS Tool Kit reminders, schools will be asked to review and validate their hazard assessments on a regular basis.

## What assistance is available for hazard assessments?

Sample hazard assessment templates have been developed for a number of staff positions. These can be modified to reflect the specific conditions at your worksite. The OHS Coordinator is available to provide assistance when needed.

# Staff Guidelines for Completing Hazard Assessments

1. Before starting, review the district document *Frequently Asked Questions - Workplace Hazard Assessments* and the occupational health and safety bulletin *Introduction to Workplace Health and Safety Hazards in the Education Environment*. These documents are available in the Occupational Health and Safety manual or by contacting Occupational Health and Safety Coordinator.
2. Obtain the sample hazard assessment template that best describes your job position (e.g. teacher, custodian, administrative assistant etc.) These templates are available in the Occupational Health and Safety manual or by contacting Occupational Health and Safety Coordinator.
3. Review the sample template format to ensure that it accurately reflects your job and the types of work activities you do. Follow steps 1-6 which are outlined on the hazard assessment template.
  - **Step 1:** List the primary types of work you do and the work related tasks or activities. Primary types of work include a broad description of the general nature of work carried out (e.g. office work, classroom preparation, cleaning). The work related activities would be the specific activities carried out within each type of work (e.g. Operating office equipment, using computers, conducting lesson planning, vacuuming floors etc.).
  - **Step 2:** Identify existing or potential hazard sources and types. List the equipment, tools, materials, people and environmental factors associated with each task that may be existing or potential sources of workplace hazards (e.g. machinery, chemicals, computers; lifting heavy loads, workstation design, prolonged standing for long periods, asbestos, violent/angry parents or students, temperature extremes etc.)
  - **Step 3:** Assess the risk and prioritize the hazards for control (refer to the footnotes at the bottom of the template to see how risk values are obtained). Consider how often are you exposed to these hazards? What is the probability they could result in harm and what are the severity of consequences? Tasks identified as high risk on the template should be flagged as “critical tasks” and addressed first by administration for hazard control. A more detailed job hazard analysis of these critical tasks may be undertaken at a district level by Occupational Health and Safety Coordinator and communicated to the workers at all worksites.
  - **Step 4:** Identify and implement hazard controls. Consider what controls are in place at your worksite what controls may still be needed to eliminate or reduce the risk associated with the hazards identified (e.g. if you work with chemicals, WHMIS training would be needed). Guidelines or safe work procedures referenced on the hazard assessment templates are available by contacting an Occupational Health and Safety Consultant.
  - **Step 5:** Review and communicate the hazard assessment document assessment with applicable staff. Provide input to your supervisor/administrator so the template can be updated if necessary to reflect your job position. Once these changes are made you will be asked to sign or initial the completed assessment so your administrator can demonstrate that hazard assessments have been communicated to staff and they have been involved in the process.

- **Step 6:** Copies of the completed assessments should be kept on file at the school or worksite and readily accessible should they be requested by an Occupational Health and Safety (OHS) Consultant or regulatory authority for review. A review of the hazard assessment should be scheduled every 3 years or sooner if the job process changes. If at any time you need assistance feel free to contact a district Occupational Health and Safety Coordinator.





## HAZARD ASSESSMENT AND CONTROL REPORT

<b>School/Worksite:</b>		<b>Position Summary:</b>		
<b>Staff Group:</b>		<b>Date:</b>		
<b>Assessment Team:</b>		<b>Date:</b>		
<b>Type of Work:<sup>1</sup></b>				
Work Related Activities <sup>2</sup>	Potential Hazards <sup>3</sup>	Frequency:	Risk Level <sup>4</sup>	Corrective Action Controls <sup>5</sup>
		Consequences:	High Med Low	
				1.
				1.
<b>Review/Communicate with Affective Staff (list names):</b>				
<b>Next Scheduled Revision or Update (review annually or when necessary):</b>				

## Risk Matrix

**Major:**  
Any incident that may cause: fatality lost time, catastrophic failure, or loss of equipment or building. Environmental event that is catastrophic or is requiring extraordinary means

**Serious:**  
A medical treatment by a doctor, but does not result in a lost time. Equipment is not usable, but can be repaired. Environmental damage requires specialized equipment or tools to

**Minor:**  
An incident that does not require outside medical attention. Equipment was damaged, but can still be used. Environmental spill can be easily cleaned up.

**Severity**

**Major**

**Serious**

**Minor**

		1	1	1
		2	2	1
		3	2	1
		<b>Low</b>	<b>Medium</b>	<b>High</b>

### Frequency

Chance of occurring is indiscernible from zero

Possibility of occurring in 3 years

High probability of occurring in 3 years

1. **Do not proceed** – Risk is too great.
2. **Do not proceed**- Job will require engineering controls, administrative controls, or specialized PPE. Proceed only after risk has been addressed.
3. **Proceed** with caution. Standard PPE may be required to carry out task.





# Section 3

Workplace Inspections

Occupational Health and Safety Manual 2023



# WORKPLACE INSPECTIONS

A workplace inspection is a physical tour of the worksite that helps determine if hazard controls are in place and working and identifies any new hazards that may have been introduced to the worksite.

Planned inspections do not replace informal daily inspections and the hazard reporting process that should already be in place at the worksite. Inspections need to occur on a regular basis and are most effective when they involve all the staff. We are all responsible for conducting informal inspections of our work areas on a daily basis as well as participating in formal inspections.

Formal inspections of all areas of the worksite must occur at least once a year and higher risk locations such as science, CTS and mechanical areas should occur at least twice annually. Templates are available to assist in the formal workplace inspections practice (see appendices for templates). Training is provided in workplace inspections by each school Occupational Health and Safety representative and/or the district Occupational Health and Safety Coordinator.

Ongoing inspections of the workplace provide important information about unsafe conditions or potential hazards that have not been identified before. These planned inspections help verify that controls to eliminate or reduce risks of known hazards are in place and working. A good inspection program is an opportunity to find and fix small problems before they become larger ones. Regular worksite inspections along with a system for reporting hazards or unsafe conditions can improve employee communication and morale reduce accidents and incidents and demonstrate Buffalo Trail Public School Division's commitment to the health and safety program.

An inspection is not the same as a workplace hazard assessment, but the two processes are complimentary. A hazard assessment is a process that documents potential hazards that may exist at a worksite while an inspection involves the physical tour of the worksite to document whether hazards identified are being controlled and if any new hazards not previously identified have been made aware of. Reviewing workplace hazard assessments can be helpful in preparing staff for a workplace inspection.

Planned inspections supplement the less formal spot inspections (e.g. field level hazard assessments) that are conducted by staff on a day to day basis as part of their general OHS responsibilities, for example facilities and maintenance where the job tasks change on a day to day basis. Both formal and informal inspections do not replace existing hazard notification system. Hazards must be reported as soon as they are identified. A staff member may be able to correct the hazard immediately (e.g. remove items blocking a fire exit) or additional resources may need to be obtained (e.g. repair of a water leak).

It is essential that school administrators and supervisors participate in the formal inspection process in some way at least twice a year. This is another way to demonstrate the commitment that Buffalo Trail Public School Division has towards health and safety and as well to motivate staff. Health and safety auditors will look for evidence that this is being done.

This can be achieved by accompanying staff during a formal inspection or just by casually observing the health and safety conditions while doing a worksite walk through.

The hazard rankings of the worksite inspections are categorized as follows:

Immediate Action – An imminent danger situation or conditions/practice that could cause serious injury, permanent disability, loss of life, and/or extensive loss of property or equipment. E.g. guard missing on a table saw, working on the edge of a roof without fall protection, spill of a flammable liquid.

Planned or Scheduled Action – A condition/practice that could cause minor injury or illness, temporary disability and/or property damage that is disruptive but not extensive. E.g. Use of scented products in a classroom, lifting a heavy object without help, using chemicals without proper gloves, MSDS out of date.

When completing formal inspections positive actions will be documented as well. For each corrective action necessary, ensure that someone is assigned to implement the action and a target date is identified. Forward completed checklist to the DU administrator for review and maintain copies in the OHS Documentation Binder at the worksite for at least 3 years.

Protocol for workplace inspections refer to the Safe Work Guideline for Workplace Inspections.



## School Inspection Form

School <small>Click here to enter text.</small>	Inspected by <small>Click here to enter text.</small>	Date <small>Click here to enter text.</small>	Time of inspection
<b>Classrooms</b>		<b>Science Labs</b>	
1	Floors/Carpet clean, free of debris and tripping hazards	40	Chemicals /Flammables stored securely
2	Filing cabinets secure/ in good repair	41	MSDS book up-to-date and available
3	Book shelves secured to the wall	42	Fume hoods clean, working order
4	Book shelves neat/ organized	43	PPE Available
5	Heavy items stored on lower shelves	44	Emergency spill kits available
6	Electrical cords secured	45	Eye Wash station
7	Projector-T.V- overhead items secured to ceiling-	46	Lab supplies in good condition
8	Work areas free of unnecessary clutter	47	Emergency exits unobstructed
9	Exits unobstructed	48	Aisles are unobstructed
10	Outlets not overloaded	49	Bio hazardous materials labeled/ stored correctly
11	Walk ways are unobstructed	50	Tools in good condition
12	Shelves in good repair	51	Gas fixtures are in good condition
13	Hallways clear of obstructions	52	Glass instruments are in good condition
<b>Fire Prevention</b>		<b>Custodial Rooms</b>	
14	Evacuation plans posted	53	MSDS /WHMIS Information available/ up-to-date
15	Last Fire drill completed:	54	Cleaning supplies stored properly
16	Last lock down completed:	55	Tools stored properly
17	First aid personnel list up to date	56	Cleaning carts are in good condition
18	Emergency exits free of obstacles	57	Emergency procedures, supplies available & up-to-date
19	Fire extinguishers checked	58	Electrical cords, hoses etc. rolled up when not in use
<b>First aid/ Emergency Supplies</b>		59	Electrical cords in good condition
20	First aid kits stocked	60	Emergency exits unobstructed
21	Eye Wash station clean/ working	61	Ladders in good condition/ stored correctly
22	Emergency contacts posted/ up-to-date	<b>Outdoor</b>	
23	Infirmary clean/ organized	62	Walkways unobstructed
24	Emergency exits unobstructed	63	Emergency exits unobstructed
25	First-aider list posted/ up-to-date	64	Playground in good condition
26	Storage/ handling procedures for bio hazardous materials	65	Sidewalks in good repair
27	Stretcher in good condition/ clean	66	Lawn, landscaping, Fence in good condition
<b>Art room</b>		67	Building damage
28	Art supplies stored properly	<b>Gym</b>	
29	Flammables stored properly	68	Storage rooms organized
30	Walk ways unobstructed	69	Weight room clean/ organised
31	Projects are stored properly	70	Lighting
32	Tools are stored properly	71	Overhead hazards
33	Art machinery( Clay wheels etc.) in good repair	72	Stage area neat/ organized
<b>Storage room</b>		73	Shelved are secure
34	Shelves are organized	74	Sporting equipment in good repair
35	Heavy objects are stored on lower levels	75	Exits are unobstructed
36	Exits are unobstructed	76	Mats are in good condition
37	Tripping hazards	77	Nets in good condition
38	Walkways are unobstructed	78	Equipment storage in good repair
39	Ladder available to reach high items		
<b>Shop/Food Studies</b>		<b>Offices</b>	
79	PPE Available and in good condition	107	Filing cabinets secure/ in good repair
80	Ventilation system in working condition dust build up	108	Ergonomics
81	Tripping hazards	109	Shelves secured
82	Storage areas organized	110	Storage neat/ organized
83	Paint, flammables stored correctly	111	Files are secure
84	Emergency procedures posted	112	Staff room clean/ organized
85	Emergency stops in working order	113	Emergency procedures posted/ up-to-date
86	Guards in place	114	Emergencies are posted/ up-to-date
87	Emergency supplies available- first-aid, eye wash	115	Walkways are unobstructed
88	Hazardous waste stored correctly	116	Lighting
89	Scrap materials properly stored	117	AED Inspected
90	Walk ways unobstructed	118	Security
91	Tools properly maintained		

## Summary of Inspection

**Ratings**

- A-** Hazardous or condition has the potential to result in loss of life, body part, and/or loss of equipment or materials. Immediate action must be taken to correct situation
- B-** Hazard or condition has the potential for causing a serious injury, injury, illness or property damage. Take action as soon as possible.
- C-** Hazard or condition has potential for causing non-disabling injury or non-disruptive damage. Priority is not urgent but hazard should be eliminated as soon as reasonably practicable

Room	Item description	Hazard rating	Department responsible	Target date	Actual date	Verified by

## Maintenance Shop Inspection Form

Shop <small>Click here to enter text.</small>	Inspected by <small>Click here to enter text.</small>	Date <small>Click here to enter text.</small>	Time <small>Click here to enter text.</small>
<b>Offices</b>		<b>Work Area</b>	<b>Storage Area</b>
Overhead hazards		Hand tools stored properly	Shelving neat/organized
Tripping hazards		Power tools have guards in place	Aisles are free of obstructions
Desks neat/ organized		No build-up of waste materials	Overhead hazards
Filing cabinets in good repair		No build-up of sawdust	Flammables stored properly
Shelving in good repair		Emergency supplies available	Chemicals stored properly
Heavy objects stored on lower levels		Emergency contacts posted	Lighting
Floors clean, free of tripping hazards		MSDS available/ up-to-date	Tools stored properly
Furniture is in good repair		PPE available/ in good repair	Tripping hazards
Ergonomics		Working alone procedures in place	Floor clean
<b>Fire Prevention</b>		Lighting	<b>Outside</b>
Fire Extinguishers		<b>Vehicles/Landscaping Equipment</b>	Stairs in good condition
Fire alarms working		Inspection sheets complete	Doors in good condition
Evacuation plans posted		Trailers in good repair	Building free of damage
First-aid/ emergency preparedness		Vehicles clean/ good repair	Windows in good condition
First-aid kit stocked		Log book completed	Sidewalks in good condition
Eye wash station clean/ filled		Fuels stored properly	Landscaping
First-aider list posted		Lawn mowers in good repair/ clean	Driveways

### Summary of Inspection

**Ratings**

- A-** Hazardous or condition has the potential to result in loss of life, body part, and/or loss of equipment or materials. Immediate action must be taken to correct situation
- B-** Hazard or condition has the potential for causing a serious injury, injury, illness or property damage. Take action as soon as possible.
- C-** Hazard or condition has potential for causing non-disabling injury or non-disruptive damage. Priority is not urgent but hazard should be eliminated as soon as reasonably practicable

Room	Item description	Hazard rating	Department responsible	Target date	Actual date	Verified by





# Section 4

Incident Reporting and Investigations

Occupational Health and Safety Manual 2023



# Incident Reporting and Investigations

## Overview

An **Incident** is the unplanned or uncontrolled transfer of energy from one object to another that results in or has the potential of resulting in loss. A **Near Miss** is an unplanned event that did not result in injury, illness, or damage – but had the potential to do so. Since there are usually more “near misses” than incidents result in injuries, investigation of near misses provides vital information for improving health and safety at the workplace and preventing more serious incidents.

Since the term “accident” suggests events are out of our control, but are only out of our control because we have failed to introduce proper training, procedures and other hazard controls. “Incident” is a more appropriate term to use.

There are several legal requirements when an incident occurs:

1. The *Alberta Occupational Health and Safety Act* requires that an employer to investigate all serious injuries and to report specific occurrences to Alberta Workplace Health and Safety. They are:
  - An injury or accident that results in a worker being admitted to a hospital for more than 2 days,
  - An unplanned or uncontrolled explosion, fire or flood that causes a serious injury or that has the potential of causing a serious injury,
  - The collapse or upset of a crane, derrick or hoist, or
  - The collapse or failure of any component of a building or structure necessary for the structural integrity of the building or structure.
  - An injury or accident that results in death.
2. The *First Aid Regulation* requires that all injuries treated at the work site be recorded in a First Aid Record and the record be kept in a secure area for three years.
3. The *Worker’s Compensation Act* requires certain forms be filled out by the employer and the employee when the employee is injured at work. *Note: Staff covered under WCB is; support, maintenance, custodial, contract, teachers working in shop programs and administrators (principals) if they are injured during non-teaching duties.*

All incidents are to be reported as soon as possible. Reports are to be kept on file at the individual schools and a copy forwarded to the OHS Coordinator at Central Services. The proper reporting and subsequent investigation of all incidents is an important aspect in ensuring the ongoing health and safety of everyone.

## Incident investigations are done to:

- Discover the causes of incidents that will allow measures to be put in place to prevent recurrences of similar incidents.
- Ensure that previously uncontrolled hazards related to an incident or injury does not remain a risk in the future.
- Determine if training or changes in personal protective equipment, procedures, etc. are required to make the work process safer or healthier.
- Gather facts for the purpose of prevention and not to assign blame.

## An investigation should determine:

- **Who** was involved or injured?
- **Where** did the incident happen?
- **When** did the incident occur?
- **Why** was the unsafe act or condition allowed?
- **How** can a similar incident be prevented?

Things to consider when conducting an incident investigation:

- Unsafe or defective equipment
- Unsafe environmental conditions
- Poor housekeeping
- Poor instruction
- Physical hazards
- Unsafe work practices
- Unusual or unfamiliar work conditions
- Personal factors

**REVIEW: Safe Work Guidelines for Reporting Work Related Incidents**

*Safe Work Guidelines for Incident Investigation*

*Incident Investigation Power-point Presentation*

*Safe Work Guidelines for Reporting Workplace Hazards or Unsafe Conditions*



**Next pages are the Incident report forms:**

## INCIDENT INVESTIGATION REPORT

<b>Identification</b>	File number	Date of Incident:	Injury <input type="checkbox"/>	Vehicle accident <input type="checkbox"/>
	Near Miss /Hazard ID:	Time of Incident:	Near miss <input type="checkbox"/>	Property damage <input type="checkbox"/>
			Hazard ID <input type="checkbox"/>	Equipment damage <input type="checkbox"/>
	Date of report:	Location of Incident:	Witnesses and contact info:	
	Investigator:			
	WCB notified: Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>		Alberta OHS notified: Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>	
	Person contacted:		Person Contacted:	
	WCB Case Number:		OHS Case Number:	
	Next of Kin Notified Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>		Contact information:	
	Person contacted: _____			
	Central Office and OHS Coordinator Notified of Incident Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>			
	Person contacted: _____			
	<b>Injury or Illness</b>	<b>Primary Incident</b>	<b>Secondary Incident</b>	
Part of body:	Object damaged:	Object damaged:		
Nature of injury or illness:	Nature of damage:	Nature of damage:		
Occupation:	Object/Substance inflicting harm:	Object/Substance inflicting harm:		
Person In control of activity at time of occurrence	Occupation of person in control of activity at time of occurrence	Contact Information of person in control of activity at time of occurrence		
<b>Risk</b>	<b>Probability of Reoccurrence</b> (Within 3 years)	<b>Loss Severity Potential</b>	<b>Definitions:</b> <b>Major:</b> Fatality, Loss time, or catastrophic failure or loss of equipment or building <b>Serious:</b> Requires trip to hospital or clinic, but no loss time. Equipment is not usable, but can be repaired. <b>Minor:</b> Did not require outside medical attention. Equipment was damaged, but still can be used.	
	High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/>	Major <input type="checkbox"/> Serious <input type="checkbox"/> Minor <input type="checkbox"/>		

<b>Descriptions</b>	<p><b>Describe what happened</b> (Be as detailed as possible. Attach pages and photos if necessary)</p> <p>What happened?</p> <p>What were you doing when incident occurred?</p> <p>How long were you on shift?</p> <p>What was the weather conditions like?</p> <p>Have you performed this job before?</p> <p>Was this part of your normal duties?</p> <p>Is there a procedure for this job?</p> <p>Was the work area cluttered?</p>
<b>Cause Analysis</b>	<p><b>1. Immediate Causes: What acts/practices and conditions caused or could have caused the event?</b> Refer to checklists 1A. and 1B on page 3 for suggestions (Attach additional pages if necessary)</p>
<b>Cause Analysis</b>	<p><b>2. Root causes: What specific personnel or job/system factors caused or could have caused event?</b> Refer to checklist 2A, 2B,2C on page 3 for suggestions (Attach additional pages if necessary)</p>
<b>Action Plan</b>	<p><b>Remedial Actions: What has and/or should be done to control the causes listed</b>(Attach additional pages if necessary)</p>
<p>The above report accurately describes the event / situation _____</p> <p style="text-align: right;">Reporter's Signature _____</p>	

## INCIDENT INVESTIGATION REPORT

<p><b>1 Immediate Causes:</b></p> <ul style="list-style-type: none"> <li>Operating equipment without authority</li> <li>Failure to warn</li> <li>Failure to secure</li> <li>Operating at improper speed</li> <li>Failure to follow procedures</li> <li>Removing or making safety devices inoperable</li> <li>Using defective equipment</li> <li>Using equipment improperly</li> <li>Failure to use Personal Protective Equipment properly</li> <li>Improper loading</li> <li>Improper lifting</li> <li>Improper position for task</li> <li>Servicing equipment in operation</li> <li>Horse play</li> <li>Under influence of alcohol and/or drugs</li> <li>Inadequate Guards or Barriers</li> <li>Inadequate or improper protective equipment</li> <li>Defective tools, equipment or materials</li> <li>Congestive or restrictive action</li> <li>Inadequate warning system</li> <li>Fire and /or explosion hazard</li> <li>Poor house keeping</li> <li>Hazardous environmental conditions: Gases, dust, smoke, fumes and vapors</li> <li>Noise exposures</li> <li>High or low temperature exposures</li> <li>Inadequate or excess illumination</li> <li>Inadequate ventilation</li> <li>Radiation exposures</li> </ul>	<p><b>2 Personal factors</b></p> <ul style="list-style-type: none"> <li>Inadequate capability</li> <li>Lack of knowledge</li> <li>Lack of skill</li> <li>Stress</li> <li>Improper motivation</li> <li>In line of fire</li> <li>Mind not on task</li> </ul> <p><b>2B. Job/System factors</b></p> <ul style="list-style-type: none"> <li>Inadequate leadership/supervision</li> <li>Inadequate engineering</li> <li>Inadequate purchasing</li> <li>Inadequate maintenance</li> <li>Inadequate tool/equipment</li> <li>Inadequate work standards</li> <li>Wear and tear</li> </ul> <p><b>2C Contact with</b></p> <ul style="list-style-type: none"> <li>Electricity</li> <li>Heat</li> <li>Cold</li> <li>Radiation</li> <li>Caustics/acids</li> <li>Noise</li> <li>Toxic or noxious substances</li> <li>Object or equipment</li> </ul>
--	---

### Actions to Prevent Recurrence

Item	Person Responsible	Date to be Completed By:	Actual Date Completed
1			
2			
3			
4			

<p><b>Investigator</b></p> <p>Name _____</p> <p>Signature _____</p> <p>Date _____</p>	<p><b>Secondary Investigator (If applicable)</b></p> <p>Name _____</p> <p>Signature _____</p> <p>Date _____</p>
<p><b>School Administrator</b></p> <p>Name _____</p> <p>Signature _____</p> <p>Date _____</p>	<p><b>Senior Administrator or Director</b></p> <p>Name _____</p> <p>Signature _____</p> <p>Date _____</p>



# Work Related Incident Record

An incident is an unplanned or unwanted event that causes harm or has the potential to cause harm. All district employees and volunteers are required to complete this form when injured or ill or experiencing pain as a result of carrying out work duties or to report an incident with the potential to cause serious injury/illness. For more information refer to district OHS Safe Work Guideline – Reporting Work Related Incidents. If hospitalization is required, please notify a district OHS Coordinator at 780-842-8912 as soon as possible. Provide a copy of this completed record to the injured employee and file a copy at the worksite in a confidential location for at least 3 years.

<b>Person's Full Name :</b>	<b>School or Worksite :</b>	<b>Home Phone:</b>	<b>Room or Location of Incident:</b>
<b>Date of incident (D/M/Y):</b>	<b>Time: AM or PM</b>	<b>Date reported to Supervisor (D/M/Y):</b>	<b>Time: AM or PM</b>
<b>Who did you report the incident to?</b>		<b>If you did not report on same date of incident why not?</b>	
<b>Is this incident related to work duties?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		<b>Does this incident involve a work related injury or illness?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Staff Group:</b>	<b>Body Part Injured:</b>		<b>Type of Injury:</b>
<input type="checkbox"/> Custodial <input type="checkbox"/> Exempt <input type="checkbox"/> Maintenance <input type="checkbox"/> Support <input type="checkbox"/> Teacher <input type="checkbox"/> Other	<input type="checkbox"/> Head <input type="checkbox"/> Fingers <input type="checkbox"/> Foot <input type="checkbox"/> Face <input type="checkbox"/> Hand <input type="checkbox"/> Ankle <input type="checkbox"/> Teeth <input type="checkbox"/> Wrist <input type="checkbox"/> Leg <input type="checkbox"/> Neck <input type="checkbox"/> Arm <input type="checkbox"/> Knee <input type="checkbox"/> Back <input type="checkbox"/> Elbow <input type="checkbox"/> Hip <input type="checkbox"/> Ribs <input type="checkbox"/> Shoulder <input type="checkbox"/> Other <input type="checkbox"/> Trunk <input type="checkbox"/> Toes		<input type="checkbox"/> Chemical or Biological Exposure <input type="checkbox"/> Burn <input type="checkbox"/> Concussion <input type="checkbox"/> Cut <input type="checkbox"/> Bruise <input type="checkbox"/> Dislocation <input type="checkbox"/> Fracture <input type="checkbox"/> Puncture <input type="checkbox"/> Repetitive Motion <input type="checkbox"/> Scrape <input type="checkbox"/> Sprain/Strain <input type="checkbox"/> Other
Description of incident, injury or illness and how it occurred.			
<b>This section to be completed by the employee and their supervisor.</b>			
Was first aid given? <input type="checkbox"/> Yes <input type="checkbox"/> No	Name of First Aider:		
Qualifications of First Aider: <input type="checkbox"/> Emergency First Aid <input type="checkbox"/> Standard First Aid <input type="checkbox"/> Nurse <input type="checkbox"/> Other			
Describe first aid provided :			
Has the employee seen a doctor or other health care professional?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Is injury likely to result in time away from work or require medical treatment beyond the day of the injury?			<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes and the employee is covered by WCB, has the <i>WCB Employer's and Worker's Report of Injury</i> been completed and faxed to Employee Health Services? If not, please complete and fax along with this record form to Central Services within 24 hours of the incident (Fax: 780-842-3255).			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
If there is time lost from work beyond the day of the incident, what was the first day off work? ( D/M/Y)			
Has a copy of this <i>Record</i> been faxed to Central Services? If not <b>please fax within 24 hours of the incident (Fax # 780-842-3255).</b>			<input type="checkbox"/> Yes <input type="checkbox"/> No
What was the cause of the incident, injury or illness?			
What can be to done to prevent a similar incident in the future?			
Did this incident result in hospitalization, a serious injury/illness or have the potential to result in serious injury/illness? If yes, conduct an incident investigation using the <i>Incident Investigation Report Form</i> .			<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Employee's Name ( Print):</b>	<b>Signature:</b>	<b>Date (D/M/Y):</b>	
<b>Supervisor's Name ( Print):</b>	<b>Signature:</b>	<b>Date (D/M/Y):</b>	



# BTPS STUDENT ACCIDENT REPORT FORM

Name of Injured  Age  FORM #

School  Grade  Male  Female

Name of Parents/Guardians  Date of Accident  Time of Accident

Parent/Guardian Phone  Parent/Guardian Notified? YES  NO

**1. Place of Occurrence:**  
**Travelling to/from School:**

Sidewalk  
 Road or crosswalk  
 Parking lot  
 School bus  
 Private car  
 Field trip at:

**2. Supervised By:**  
**(check all that apply)**

Teacher  
 Instructional Assistant  
 Parent/Guardian  
 Crossing Guard  
 Lunch Supervisor  
 Bus Driver  
 No Information/Unknown  
 Unsupervised  
 Other (please specify):

**5. Cause of Injury:**

**Fall due to:**  
 Stairs or steps  Furniture  
 Playground equipment  
 Other

**Exposure to:**  
 Heat/sun  Cold  
 Gas  Chemical  
 Allergen (eg. peanut butter)

**At School (specify subject):**

Classroom:   
 Library  
 Stairs  
 Hallway  
 Lunchroom/cafeteria  
 Gymnasium/auditorium  
 Other sports facility (plse specify):

Facility name:

Wash/change/shower room  
 Doorway/door  
 Schoolground  
 Playground area & equipment  
 Laboratory (specify area):  
 Science/Chemistry  
 Industrial Arts/CTS  
 Home Economics/Foods

**3. Program Phase**

Regular class instruction  
 Between classes  
 Recess/noon hour play  
 Before or after classes

**Poisoning with:**

Prescription drug  
 Non-prescription drug  
 Chemical  
 Gas  Other

**3a. If Sports Specify Type:**

Sport:

**and Level of Activity**

Recreational  
 Interscholastic game/practice  
 Intramural game/practice  
 Phys-Ed instruction

**Burn due to:**

Flame  Electricity  
 Chemical  Explosion  
 Hot object or liquid

**4. Nature of Injury (check all that apply):**

Scrape/scratch  Crush  Bruise/swelling/bump  Hives/rash  nose bleed  
 cut/laceration/puncture  loss of consciousness/fainting  Difficulty breathing/choking  
 Burn  Sprain/strain/dislocation  Chipped/broken teeth  broken bone  
 Foreign object inhaled/ingested  Foreign object or projectile in eye/ear/nose  
 Other

**Vehicle-related injury:**

Car/truck/bus  Motorcycle  
 Tricycle/bicycle  Quad/dirt bike  
 Skateboard/rollerblades/rollerskies

**injured as a:**

Passenger  Pedestrian  
 Operator

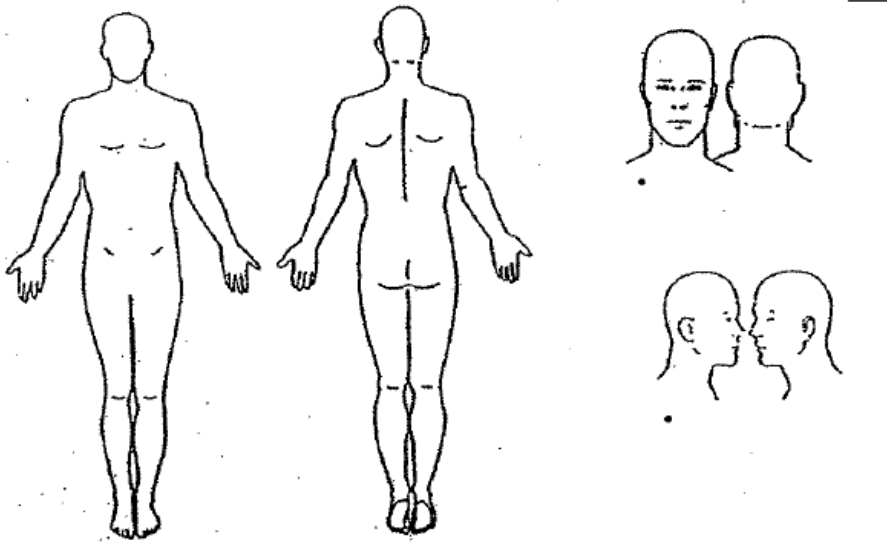
**Intentional injury due to:**

Struck by another person  
 Struck by object or weapon  
 Self-inflicted

**Unintentional injury due to:**

Collision w/object  
 Struck by or collided with person  
 Other

6. Site of Injury - Indicate site of injury by placing an "X" on the figure below, PLUS record actual site (eg. ankle, wrist, tongue):



**7. Means of Disposition:**

- Sent home       Sent to hospital
- Sent to physician     Sent to dentist
- Returned to class
- Other

Transported via:

- Ambulance       staff's vehicle
- Taxi       School vehicle
- Parent/guardian's vehicle
- Walked
- Other

8. How did the incident happen? Please provide detail.

9. Notification (indicate if any of the following were notified of the injury and specify when they were notified.)

- Parent     AM     PM     Teacher     AM     PM     Principal     AM     PM     Secretary     AM     PM
- Coach/Phys. Ed. Lead     AM     PM     OHS Coordinator     AM     PM     EA to Sec-Treas.     AM     PM
- Other

10. Type of treatment given (plus comments, if any):

11. Action taken to prevent further injury (please be specific):

Person completing form:  Position:

Date:  Time:  Location:

Person completing form signature: \_\_\_\_\_

Principal's signature: \_\_\_\_\_

[Print Form](#)



# Section 5

First Aid Requirements



Occupational Health &  
Safety Manual 2023

# FIRST AID REQUIREMENTS

## First aid requirements for low hazard work environments

Number of workers on site	Close work site (up to 20 minutes)	Distant work site (20-40 minutes)	Isolated worksite (more than 40 minutes)
1	Type "P" First aid Kit	Type "P" First aid Kit	Type "P" First aid Kit
2-9	No. 1 First aid Kit	1 Emergency First Aider No. 2 First Aid Kit	1 Standard First Aider No. 2 First Aid Kit
10-49	1 Emergency First Aider No. 1 First Aid Kit	1 Emergency First Aider No. 2 First Aid Kit	1 Standard First Aider No. 2 First Aid Kit
50-99	1 Emergency First Aider No. 1 First Aid Kit	1 Emergency First Aider No. 2 First Aid Kit	1 Standard First Aider No. 2 First Aid Kit
100-199	1 Emergency First Aider 1 Standard First Aider No. 3 First Aid Kit  Designated area for first aid services	1 Emergency First Aider 2 Standard First Aiders No. 3 First Aid Kit 3 blankets, stretcher, splints Designated area for first aid services	3 Standard First Aiders No. 3 First Aid Kit 3 blankets, stretcher, splints  Designated area for first aid services
200 or more	1 Emergency First Aider 2 Standard First Aiders <b>Plus</b> 1 Standard First Aider for each additional increment of 1-100 workers No. 3 First Aid Kit  Designated area for first aid services	1 Emergency First Aider 2 Standard First Aiders <b>Plus</b> 1 Standard First Aider for each additional increment of 1-100 workers No. 3 First Aid Kit 3 blankets, stretcher, splints Designated area for first aid services	3 Standard First Aiders <b>Plus</b> 1 Standard First Aider for each additional increment of 1-100 workers No. 3 First Aid Kit 3 blankets, stretcher, splints  Designated area for first aid services

### Special Notes:

- Number of first aiders indicated is per shift at all times.
- The above requirements are the minimum requirements under OHS Act, Regulation and Code for low level hazard worksites.
- **Field trips** are to follow the same requirements dependent on the number of people. Considerations beyond minimum requirements should be given for field trips involving large groups, overnight stays or high risk activities. The use of fanny pack kits are recommended for field trips.
- Eyewash stations are to be easily accessible and marked for staff that comes in contact with potential eye injury hazards (cleaning, solvents etc.) During their day to day activities.
- Work Related Incident Records (WRIR) are to be accessible to staff and to be used as the legally required first aid records whenever first aid is administered.

A Type "P" First Aid Kit consists of the following

- 10 Sterile Adhesive dressings, assorted sized, individually packed
- 5 10 Centimeters x 10 centimeters sterile gauze pads individually packaged
- 1 10 Centimeters x 10 centimeters sterile compress dressing, with ties
- 5 Antiseptic cleansing towelettes, individually packaged
- 1 Cotton triangular bandage
- 1 Waterproof waste bag
- 1 Pair of disposable surgical gloves

A "No. 1" Type First Aid Kit consists of the following

1. 10 Antiseptic cleansing towelettes, individually packaged
2. 25 Sterile adhesive dressings, individually packaged
3. 10 10 Centimeters x 10 centimeters sterile gauze pads, individually packaged
4. 2 10 Centimeters x 10 centimeters sterile compress dressings, with ties, individually packaged
5. 2 15 Centimeters x 15 centimeters sterile compress dressings, with ties, individually packaged
6. 2 Conform gauze bandages- 75 millimeters wide
7. 3 Cotton triangular bandages
8. 5 Safety pins- assorted sizes
9. 1 Pair of scissors
10. 1 Pair of tweezers
11. 1 25 Millimeters x 4.5 meters of adhesive tape
12. 1 Crepe tension bandage- 75 millimeters wide
13. 1 resuscitation barrier device with one-way valve
14. 4 Pairs of disposable surgical gloves
15. 1 First aid instruction manual (condensed)
16. 1 Inventory list of kit contents
17. 1 Waterproof waste bag

A "No.2" First Aid Kit consists of the following

1. 10 Antiseptic cleansing towelettes, individually packaged
2. 50 Sterile adhesive dressings, individually packaged
3. 20 10 Centimeters x 10 centimeters sterile gauze pads, individually packaged
4. 3 10 Centimeters x 10 centimeters sterile compress dressings, with ties
5. 3 15 Centimeters x 15 centimeters sterile compress dressings, with ties, individually packaged
6. 1 20 Centimeters x 25 centimeters sterile abdominal dressing
7. 2 Conform gauze bandages- 75 millimeters wide
8. 4 Cotton triangular bandages
9. 8 Safety pins- assorted sizes
10. 1 Pair of scissors
11. 1 Pair of tweezers
12. 1 25 Millimeters x 4.5 meters roll of adhesive tape
13. 2 Crepe tension bandages- 75 millimeters wide
14. 6 Pairs of disposable surgical gloves
15. 1 Sterile, eye dressing
16. 1 First aid instruction manual (condensed)
17. 1 Inventory list of kit contents
18. 2 Waterproof waste bags

A "No. 3" First Aid Kit consists of the following

1. 24 Antiseptic cleansing towelettes, individually packaged
2. 100 Sterile adhesive dressing, individually packaged
3. 50 10cm x 10cm Sterile gauze pads, individually packaged
4. 6 10cm x 10cm Sterile compress dressings, with ties, individually packaged
5. 6 15cm x 15cm Sterile compress dressings, with ties, individually packaged
6. 4 20cm x 25cm Sterile abdominal dressing
7. 6 Conform gauze bandages – 75 millimeters wide
8. 12 Cotton triangular bandages
9. 12 Safety pins – assorted sizes



- 10. 1 Pair of scissors
- 11. 1 Pair of tweezers
- 12. 2 25mm x 4.5m of adhesive tape
- 13. 4 Crepe tension bandage – 75mm wide
- 14. 1 Resuscitation barrier device with one-way valve
- 15. 12 Pairs of disposable surgical gloves
- 16. 2 Sterile, dry eye dressings, individually packaged
- 17. 1 Tubular finger bandage with applicator
- 18. 1 First aid instruction manual (condensed)
- 19. 1 Inventory of kit contents
- 20. 2 Waterproof waste bags

# First Aid Training and Supplies

## Frequently Asked Questions

What is the purpose of the first aid requirements of the Alberta Occupational Health and Safety Code?

The purpose of the requirements related to first aid is to ensure that every work site in the province has the equipment, supplies, and trained staff to support an ill or injured person until complete medical care and treatment can be administered. The code specifies *minimum* requirements but in some cases schools or decision units may find it necessary to exceed these requirements depending on the nature of their programs and environment.

### What are the minimum requirements for first aid training and supplies?

Although the code applies to “workers” at worksites, BTPS has established that the number of building occupants (e.g. staff, students, volunteers, etc.) determines the minimum requirements for first aid supplies and trained personnel. *The above table and First Aid kit lists* are the minimum supplies and trained personnel. Individuals must be available to respond to any acute illness or injury that might reasonably be expected to occur. When selecting individuals for training, emphasis should be given to staff who are readily accessible (e.g., custodial or office staff); staff who work with special needs children; and staff who work in higher hazard areas such as science or CTS labs. It is up to each school or decision unit to select and train the appropriate number of staff.

### Examples:

**Example 1:** Elementary School with 201 staff, students and volunteers on site.

Referring to the table of minimum requirements the school would require 2 emergency first aiders, 2 standard first aiders, plus 1 standard first aider for every additional increment of 1 to 100 workers above 200 workers. In the case of 201 occupants, the school would be required to provide 2 emergency first aiders and 3 standard first aiders. The school would also need to provide a No. 3 first aid kit and a designated area for first aid services. Additional kits (No. 2) can also be provided in science labs, boiler rooms and athletic areas.

**Example 2:** High school with 1500 staff, students, and volunteers.

Referring to the table of minimum requirements, the school would require 2 emergency first aiders, 2 standard first aiders, plus 13 additional standard first aiders (one for every additional increment of 1 to 100 above 200 occupants). The school would also need to provide a No. 3 first aid kit and a designated area for first aid services. If the school has students participating in an onsite work experience or vocational program contact a district occupational health and safety consultant to determine if additional supplies and services are required.

**Example 3:** Two maintenance workers who work together transporting equipment to schools using a district vehicle.

In this case the vehicle is considered a work site and at least one of the drivers would have to have emergency first aid training. The vehicle must also contain a No. 1 first aid kit.

### What are the minimum first aid requirements for field trips?

Legal requirements for first aid training are established based on the number of staff or workers present at a worksite. At BTPS, a worksite may be a classroom, vehicle or field trip venue and also includes the presence of students.

Since there are no provincial regulations governing first aid requirements for volunteers or students on field trip. Administrators are advised to first, count volunteers as staff (see above paragraph) and second, consider the number of students and nature of risk involved in the field trip. The *First Aid Requirements* Table can be used as a guideline to ensure that the appropriate first aid training and supplies are available to meet the needs of both staff and students.

Individuals suitably trained in first aid include staff members, volunteer supervisors or others authorized by the principal that have valid first aid certificates. Principals must verify that first aid training is up to date before granting authorization. Designated first aid providers must be readily accessible throughout the duration of the field trip. In addition to trained supervisors, bus drivers or employees at the field trip who have valid first aid training may be used to compliment training needs. Many venues offer access to first aid supplies and services during school field trips. Arrangements to utilize supplies, trained bus drivers or personnel at the field trip site should be established and agreed upon prior to the field trip.

For small or low risk field trips (e.g. those involving one staff member or within walking distance from the school) meeting the provisions outlined in the *First Aid Requirements* Table may not be practical or necessary. In all cases, principals or their designates (e.g., coaches) should conduct a risk assessment prior to each type of field trip to determine the appropriate level of first aid training and supplies required.

In some situations, if the field trips are repetitive (e.g., school basketball games) then one hazard assessment may be sufficient. In this situation, schools may consider organizing amongst themselves where the host school will provide the first aid supplies and trained staff.

In other situations, field trips may present enhanced or unique first aid needs requiring additional specialized knowledge, equipment, and supplies (e.g. wilderness trips). If a field trip into a wilderness area is planned, the St. John Ambulance Official Wilderness First Aid Guide can be used as a resource.

The risk assessment for field trips should consider variables such as:

- Number of staff and students participating
- Risk assessment (potential hazards at the site)
- Remoteness of the site and communications access to emergency assistance
- Duration of the field trip
- Organization at the site (for example, groups spread out in various locations)
- Whether the field trip venue has staff trained in first aid
- Age and nature (e.g., behaviors or other special needs) of students
- Health status of staff and students involved in the field trip (e.g., individuals with asthma, severe allergies, etc.).

Should you require a bus driver with first aid training for a field trip, you should request that the driver have a valid Emergency First Aid certificate at the time of selecting a carrier.

### **What are the minimum requirements for first aid supplies on field trips?**

See the above Table, *First Aid Requirements* to determine what is required for first aid supplies. The contents of the kit can be put into a fanny pack for greater portability. First aid kits should also contain first aid record forms (Work Related Incident Record) to record injury and treatment information. Consideration beyond the minimum requirements should be given in the case of unique first aid needs that may be presented by larger field trips, and trips involving overnight stays and/or more hazardous activities.

### **What if the school leases part of their facility to another worksite or tenant?**

Although school administrators are not legally required to provide first aid services to contractors, tenants and rental groups they may choose to enter into an agreement with these parties to individually or jointly provide first aid services. Any agreement or sharing of responsibilities and resources must be described in a written agreement, and must be based on the total number of persons or workers at the work site.

**What are the additional requirements for first aid equipment and supplies?**

Administrators are responsible for ensuring that first aid services, equipment, and supplies are readily available at the work site. Equipment and supplies must be quickly and easily accessible during all working hours, including after hours when custodial or other staff may be in the building. Equipment and supplies must be ready for use and kept in a clean, dry and serviceable condition. The containers, in which they are stored, must be clearly marked to indicate that they are intended for first aid, and staff must know where to find them.

**Where should supplies be located?**

The code makes reference to a "designated area for first aid services". This means that supplies and equipment must be kept in a place that is clean and accessible and where first aid services can be easily administered. This designated area could be a stand-alone room or simply the corner of an office. In addition to the first aid supplies that would be found in a central location in the building, it is recommended that CTS and Science Labs, Phys. Ed areas and boiler rooms have a No. 2 First Aid Kit

**How do I inform staff, students and building occupants of available first aid services and supplies?**

Signs should be posted to indicate the location of first aid services, equipment, and supplies. The signs should be visible and easy to understand. Where signs are not practicable, staff and building occupants must be informed of the location of the services, equipment, and supplies by other means such as printed materials or verbal instructions.

**What records are schools and worksites required to keep?**

Each school is required to maintain a record of staff that has valid first aid training certificates. This record will allow administrators to keep track of expiry dates, and those staff members who are qualified first aiders.

Staff members are required by law to report any physical injury or sudden occurrence of illness that is work related. The administrator should designate an individual to whom the verbal report is made e.g., first aider, supervisor, administrative assistant or some other individual. Prompt reporting ensures complete and accurate information and allows the injury or illness to be assessed and treated as necessary. Such information is also useful in injury surveillance. Similar, recurrent injuries reported by several people may suggest the need to change some aspect of the work site or the tasks performed by staff or students.

*A Work Related Incident Record (used as the first aid record)* is to be used to record all work related injuries. Blank record forms should be kept in the first aid kit. The practice of using bound first aid record books should be discontinued as it may violate the Freedom of Information and Privacy Act. Completed individual records should be sent to the individual designated by the administrator as the keeper of all completed first aid records and retained for the minimum three-year period required by the new regulation. Copies of the record form must be given to the injured worker and forwarded to the OHS Coordinator 24 hours of the injury. If the injury results in medical aid or time loss to staff that are covered by Workers' Compensation (WCB) additional WCB reporting will be necessary. Contact the OHS Coordinator for assistance.

**How long first aid records must be kept?**

Each completed *Work Related Incident Record (first aid record)* must be retained for a minimum of 3 years from the date on which the illness or injury occurred. After filling out the form, forward the incident record to the OHS coordinator as soon as practical. The Incident record will be retained by the OHS Coordinator. The cause of the illness or injury may be unknown at the time it is being treated. Every effort should be made to determine the cause within a reasonable period of time and add this information to the illness or injury record. Even if no first aid is administered, an illness or injury reported by a student, staff member, or building occupant should be recorded.

#### **Who is allowed access to first aid records?**

Due to privacy requirements in the legislation, completed First Aid Records should not be kept in the first aid kit. Only the injured person, those individuals involved in medical treatment, work site inspections, accident investigations, record maintenance for the health and safety program, and the Workers' Compensation Board may review first aid records. It is suggested that completed records be kept in the OHS Documentation Binder.

#### **What are the requirements for transporting an injured person to a medical facility?**

If an injured person is transported to a hospital or medical facility by means other than an ambulance, they must be accompanied by at least one trained first aider other than the operator of the transportation.

#### **Are there any additional recommended first aid practices for schools and district worksites?**

The following practices are recommended but not a mandatory part of the First Aid Regulation:

#### **Emergency Eyewash Stations:**

Emergency eyewash and personal eyewash stations should be located in areas where there is a potential eye injury hazard is present e.g. where corrosive chemicals are used. Emergency eyewash stations are defined as devices used to irrigate and flush the eyes and provide continuous flushing fluid to both eyes at a minimum of 1.5 liters per minute for 15 minutes. A personal eyewash station (e.g., portable squeeze bottle) does not meet the standard for emergency eyewash equipment. They can support emergency eyewash equipment by delivering immediate flushing fluid but must not replace them. During an emergency, personal eyewashes can be used during the transport of an injured person to a proper emergency eyewash station. Installation of at least one emergency eyewash station is required somewhere in the facility, preferably in areas where corrosive chemicals are used such as science, automotive or construction technology shops, and custodial boiler or utility rooms. Building occupants should be aware of the locations of the emergency and personal eyewash stations. Emergency and personal eyewash stations must be maintained and checked on a regular basis.

#### **Medications:**

First Aid kits should not contain any prescription or non-prescription drugs. The inclusion of symptom-relief medication(s) is beyond the scope of the Regulation. The routine inclusion of prescription and over-the-counter medication(s) in first aid kits is not recommended as there is no established benefit and there is a potential for problems.

#### **Oxygen Equipment:**

First aiders may use oxygen therapy equipment to assist breathing and provide basic life support during a medical emergency **if** they receive proper training on use of the equipment. If oxygen therapy equipment is purchased for the first aid room, ensure that it meets the requirements of CSA Standard CAN/CSA Z305.3-M87 Pressure Regulators, Gauges, and Flow-Metering Devices. "No smoking" signs should be placed on oxygen delivery equipment. Oxygen cylinders must be hydrostatically tested every 5 years and the test date marked on the cylinder. Oxygen tank labels must include a Drug Identification Number (DIN) and the fabricator's name and address. Only suppliers licensed to refill oxygen bottles can do so.

For additional information on injury reporting and first aid requirements contact the Occupational Health and Safety Coordinator at (780)842-8912.

## First Aid Checklist

<p><b>Training and Supplies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The appropriate number of personnel with valid certificates for first aid training is available at the worksite. Refer to the <i>Summary Table of First Aid Requirements</i></li> <li><input type="checkbox"/> First aid training is provided by government approved agencies. Training is current and renewed at least every 3 years. A list of district approved first aid trainers is available through the OHS Coordinator.</li> <li><input type="checkbox"/> A list of employees with valid first aid training certificates is posted and/or communicated to building occupants.</li> <li><input type="checkbox"/> The required first aid services, equipment and supplies are quickly and easily accessible during all hours the building is occupied (includes staff working after hours).</li> <li><input type="checkbox"/> First aid equipment, supplies and blank <i>Work Related Incident Records</i> are kept in a designated area where first aid services can be administered.</li> <li><input type="checkbox"/> First aid equipment is stored in protective containers that are clearly marked to indicate they are intended for first aid.</li> <li><input type="checkbox"/> A designated person has been assigned to routinely maintain first aid supplies, equipment and file <i>Work Related Incident Records</i>.</li> </ul>	<p><b>Emergency and Personal Eyewash Stations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> At least one emergency eyewash station is located in the facility.</li> <li><input type="checkbox"/> Eyewash stations are also available in areas where corrosive chemicals are used (e.g. boiler rooms, science and CTS labs).</li> <li><input type="checkbox"/> Eyewash stations are marked with clear signage to flag their location.</li> <li><input type="checkbox"/> Eyewash stations are unobstructed and located near the work area that creates the hazard.</li> <li><input type="checkbox"/> Eyewash stations are located away from electrical sources and within 10 seconds travel distance from the work area.</li> <li><input type="checkbox"/> Eyewash stations are checked monthly and solutions are regularly changed.</li> </ul> <p><b>First Aid Records and Documentation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> First aid kits contain blank <i>Work Related Incident Record</i> forms to record all work related physical injuries or sudden occurrence of illness.</li> <li><input type="checkbox"/> <i>Work Related Incident Records</i> are completed for all work related injuries/illness and copies are kept in a confidential area with a designated person.</li> </ul>
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<p><input type="checkbox"/> Signs are posted that indicate the location of first aid supplies and equipment. If signs are not practical, building occupants are informed by other means such as written documents and verbal instruction.</p> <p><b>FIRST AID KITS DO NOT CONTAIN ANY PRESCRIBED OR OVER THE COUNTER MEDICATIONS.</b></p>	<p><input type="checkbox"/> A copy of the completed <i>Work Related Incident Records</i> is provided to the injured/ill worker and faxed to Central Services.</p> <p><b>FIRST AID RECORDS ARE RETAINED AT THE SCHOOL OR WORKSITE FOR A MINIMUM OF 3 YEARS FROM THE DATE OF INJURY.</b></p>
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### First Aid Training and Supplies Log

Enter the name of all staff members who have valid first aid training certificates and post in a visible location. Qualifications and expiry dates should also be entered. A designated person should maintain this log and building occupants must be kept informed on who is trained in first aid and the location of first aid supplies.

<b>School/Department:</b>		<b>School Year:</b>	
<b>Administrator</b>		<b>Date:</b>	
<b>Name</b>	<b>Location</b>	<b>Courses and Certificates (e.g. Emergency or Standard First Aid)</b>	<b>Expires</b>

<b>Locations of First Aid Kits</b>			
<b>Locations of Emergency Eyewash Equipment</b>			



# Section 6

Emergency Preparedness and Response

Occupational Health and Safety Manual 2023



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## **PURPOSE OF THE BTPS EMERGENCY RESPONSE PLAN**

*Buffalo Trail Public Schools believes that all individuals are entitled to a safe and healthy working/learning environment. BTPS has an obligation to protect and ensure the health and safety of students, staff, and visitors in the event of an emergency or disaster situation. Therefore, it is necessary to have a BTPS Disaster Plan to be in a state of preparedness that extends beyond normal procedures.*

## **DEFINITIONS**

### **High-Risk Behaviors:**

*Includes, but is not limited to, possession of weapons, bomb threats, and threats to kill or injure others. Threats may be written, verbal, posted on the internet, or made by gesture. They may be direct, indirect, conditional, or veiled.*

### **Duck-Cover-Hold Position:**

*Duck down to the floor, take cover under a sturdy table or desk, and hold on until the emergency stops.*

## **EMERGENCY**

*An emergency is a present or imminent event that demands immediate action or special regulation of persons or property to protect people's health, safety, or welfare or to limit damage to property.*

*In the event of an emergency, the principal, in consultation with the Superintendent or designate will determine the safest course of action.*

*Level 1 An unplanned occurrence that interrupts the normal course of business, but to which standard internal response protocols apply. Examples are severe vandalism and medical emergencies.*

*Level 2 An unplanned occurrence that interrupts the normal course of business that requires enhanced response protocols, has the potential to escalate to Level 3 and may require a response from external agencies. Examples are bomb threats and a missing child.*

*Level 3 An unplanned occurrence that discontinues normal business functions and Page 2 of 3 requires a broad-based response by the organization and/or by a third party, as per the Disaster Services Act. Examples are fire and severe natural disasters. All Level 3 emergencies require the immediate engagement of the BTPS Disaster Plan.*

## **EMERGENCY RESPONSE CLASSROOM FLIP CHART**

*The Classroom Flip Chart will consist of a duo-tang or binder, containing a copy of the Emergency Response Plan and Class Lists. The Classroom Flip Chart will be located near the light switches of each room.*

### **EVACUATIONS:**

*Evacuations mean the immediate removal of all personnel from our sites. These are done when it is no longer safe to remain in the buildings when there is an internal threat such as fire, gas leak ETC.*

### **FIRE:**

*Fire means the uncontrolled combustion of materials, creating unsafe conditions in our sites.*

### **Immediate Risk Situations:**

*Those situations involving high risk that requires immediate police intervention such as when a student is making a threat and is in possession of a weapon*

### **Lockdown:**

*Usually used in response to acts or threats of violence to students and /or staff. No one is permitted in or out of any area once the area has been locked. Students and staff must respond very quickly to a Lock-Down command to ensure they get to a safe location before the doors are locked. Parents are not permitted access to the building or to their children until the Lock-Down is over.*

### **Municipal Emergency Plan**

*The Municipal Emergency plan is a document created by the emergency services of each community and or County.*

### **Muster point:**

*The Muster point is the designated gathering location outside of the sites. These areas must be located at least 1 ½ times the tallest height away from the building.*

### **Primary Tragic Event:**

*The death or serious injury of a BTPS student or staff member who is currently enrolled.*

### **Room Clear:**

*A room clear is used to keep occupants away from a potential threat (e.g. Student injury, accidental spill) within the room while the teacher or administrator deals with the situation.*

## Secondary Tragic Event:

*The death or serious injury of a person in the immediate family of a student or BTPS staff member; or death of a former student.*

## Shelter In Place:

*Students and staff retreat to classrooms or another safe area to seek shelter; this includes having any students or staff members who are outdoors come back into the school.*

## Tornado Warning:

*A funnel cloud has actually been sighted; approximate location and direction of travel are usually given when the warning is broadcast. Seek shelter immediately*

## Tornado Watch:

*No funnel clouds have been sighted, but tornadoes can be expected to occur. Stay on alert & monitor weather conditions & reports.*

## Tragic Event:

*Any sudden or unexpected event, outside the boundaries of the normal human experience, that creates an overwhelming emotional and/or physical response.*

## Worrisome Behaviors:

*Those that cause concern for members of the school system that may indicate that a student is moving toward a greater risk of violent behavior. This may include drawing pictures, writing stories, or making vague statements that do not, of themselves, constitute "uttering threats" as defined by law but are causing concern for some members of the school community because of their violent content.*

## PLANNING

*The OH&S Coordinator will ensure that the school emergency response plans are maintained for each school. This plan will be reviewed and updated on a yearly basis with the BTPS Joint Health & Safety Committee, and reviewed at the school level.*

## BTPS Emergency Response Planning Committee

*The positions recommended for forming the Committee are*

- *OH&S Coordinator*
- *BTPS Joint Health & Safety Committee*
- *Directors/ Sr. Administration*
- *Directors of Emergency Management Alberta for the Municipalities of Wainwright, Vermilion, Provost, and Minburn.*
- *School Administrators*
- *Administrative Assistants*

## Responsibilities of the Emergency Response Planning Committee

1. *Develop and maintain the BTPS Emergency Response Plan.*
2. *Coordinate the BTPS Emergency Response with the Municipal Emergency Plans and work with Schools/Sites to develop their own Specific Emergency Response Plan.*
3. *Establish and liaise with other schools/sites in their local area.*



4. *Establish an agreement with the local municipalities to provide additional emergency resources when a BTPS Emergency Response Plan is activated.*
5. *Establish an agreement on terms and conditions for use of the School/Site as a Reception Centre with the local municipalities in case of a Municipal emergency.*
6. *Review the BTPS Emergency Response Plan annually and revise it when necessary.*
7. *Review the BTPS Emergency Response Plan with Sr. Administration/Directors annually.*
8. *Conduct monthly drills to test the aspects of the BTPS Emergency Response Plan.*

## **School Administrators' Responsibilities**

1. *Review their School Emergency Response Plan with the OH&S Coordinator on a yearly basis.*
2. *Maintain overall responsibility for the School Emergency Response Plan implementation in the event of an emergency.*
3. *Ensure their School Emergency Response Plan falls within the BTPS Emergency Response Plan and is a part of the Municipal Emergency Plans in conjunction with the OH&S Coordinator and Municipality.*
4. *Ensure emergency supplies to support the activation of the School Emergency Response Plan are maintained in conjunction with the OH&S Coordinator.*
5. *Ensure that the staff and students receive annual emergency preparedness education and training. Also as needed for new staff members.*
6. *Ensure that 10 drills are conducted annually, 1 drill per month. 6 Fire drills (3 per term), and 4 lockdowns (2 per term). All drills must be documented & submitted to the OH&S Coordinator.*
7. *In the event of a lockdown or shelter in place, the administrator must contact Superintendent or designate when it's safe to do so.*
8. *Ensure Emergency Procedures - Quick Reference Guide and Emergency Response Classroom Flip Chart are posted in each classroom.*
9. *Ensure emergency evacuation floor plans are posted in highly visible locations in each educational space, hallways, and common areas.*
10. *Ensure muster points are clearly identified on both the disaster plans and postings in each room. Muster points must be clearly identified.*
11. *Ensure that parent/guardian notification procedures are established. (E.g. Swift K12, Email, Phone, or Text)*
12. *Ensure students and visitors are aware of the procedures during emergencies.*
13. *Inform parents about the School Emergency Response Plan annually and remind them where to find the plan on the website.*
14. *Be prepared to activate the School Emergency Response Plan.*

## **PROCEDURES FOR VISITOR ACCESS TO SCHOOLS**

*The Principal of each building within Buffalo Trail Public Schools (BTPS) is responsible for ensuring the general safety and security of students and that reasonable practices are implemented to support and achieve this.*

1. *Each school shall designate the main entry for all visitors to access the school.*
2. *Signage will be posted at all entries to direct all visitors to report to the office upon entering the school. Schools may highlight their focus on maintaining a safe school as part of redirecting traffic from side accesses to the main entry.*
3. *The front door of the school shall remain open throughout the hours of school operation unless, under emergency conditions, the front doors are required to be locked.*
4. *Rear and side doors shall remain locked at all times. The only exception shall occur when inclement weather conditions provide a safety risk to students and the doors shall remain unlocked a half hour before the school day begins.*

5. *During recess and noon hours, each Principal will ensure that supervisors have a key to provide easy access back into the school in the event of an emergency.*
6. *Where doors may be unlocked and locked without difficulty, Principals may opt for side doors to remain unlocked during recess and noon hours. The Principal or supervisors shall ensure the doors are locked once all students have re-entered the building.*
7. *Visitors will report to the office to be logged in and will be provided a visitor badge to allow for easy identification within the school.*
8. *If staff identifies an individual(s) not logged in, or individuals not usually a part of the school community, the school administration must be contacted immediately with a description and location of the intruder.*
9. *The Principal shall locate and identify the intruder and take appropriate action to ensure the safety of the students and staff.*
10. *The Principal shall communicate this practice with the School Council and parents of the school.*

## **PROCEDURES FOR EMERGENCIES INVOLVING LOSS OF UTILITIES**

### **Electricity Failure**

1. *The School Administrator(s) will contact the Superintendent or designate and the Director of Facilities or designate.*
2. *Determine if the loss of lighting and/or heating represents a safety hazard.*
3. *If a safety hazard exists, evacuate the building following school evacuation procedures.*
4. *Remove students and staff to a previously designated alternate facility.*
5. *Where no safety hazard exists, the school will continue normal operations.*
6. *Complete the School Incident Report Form for all emergency disruptions to daily activities.*

### **Water System Failure**

1. *The School Administrator will contact the Superintendent or designate and the Director of Facilities or designate.*
2. *If the emergency requires an early school closure, follow school procedures.*

### **Gas Leak**

1. *Notify the school office immediately.*
2. *School Administrator(s) will assess the situation, contact Superintendent or designate and the Director of Facilities or designate immediately, and if deemed necessary, evacuate the school immediately per the school evacuation procedures.*
3. *Call 9-1-1.*
4. *Move students and staff to a previously designated alternate facility.*
5. *The School Administrator will contact the Superintendent or designate and the Director of Facilities or designate.*
6. *Return to the school building only when emergency service responders give clearance. (NOTE: This decision is the joint responsibility of the emergency service responders and the Director of Facilities department, in consultation with the Superintendent or designate.)*
7. *Under the direction of the Director of Facilities and Superintendent, determine the communication needs (E.g. media statement, telephone response fact sheet, parent notification, etc.).*

## **PROCEDURES FOR LOCKDOWNS**

1. **Assess the situation and determine the need for a lockdown.**
2. **If safe to do so, announce over the Public Address system Lockdown, Lockdown, Lockdown Now! Three Times! If you cannot use the Public Address system, yell Lockdown, Lockdown, Lockdown Now! Three Times!**
3. **Go to the nearest secure location and lock/ barricade the door. Do not open the door unless given all clear by Emergency Response personnel.**
4. **If possible, inform staff of the situation, occurring inside or outside the facility.**
5. **If possible, call 9-1-1 and provide information as to the situation.**
6. **Take the Emergency Response Kit to the designated safe room.**
7. **Contact applicable numbers on the Emergency Contact List which is to be located in the Emergency Response Kit.**
8. **Meet with Emergency Personnel, if safe to do so.**
9. **Contact the Superintendent and OH&S Coordinator (and other Central Service departments if needed) to inform them of the situation.**
10. **Refer all media inquiries to the Superintendent or designate and the Director of Facilities or designate.**

### **Custodians:**

1. **If safe, move to the office area, otherwise move to the closest safe room.**
2. **Turn the lights off, and remain on the floor out of the line of sight, until the "ALL CLEAR" has been given by School Administrators or Police..**

## **PROCEDURES FOR EVACUATIONS**

*When it is no longer safe to stay in the building due to Fire, Chemical Spill, Etc*

1. **Assess the situation and determine the need to evacuate.**
2. **Sound the alarm, fire, and evacuation alarm are the same.**
3. **The following items are to be brought to the assembly location:**

**i. Emergency Response Kit. (Location, contents, Emergency Contact List, etc.)**

**ii. Visitor Sign-in Sheet.**

**iii. Class attendance list.**

4. **Contact applicable numbers of the Emergency Contact List which is to be located in the Emergency Response Kit.**
5. **Collect attendance sheets from the designated messenger from all classrooms and areas. Clarify who may be missing and provide information on missing individuals and/or individuals with compromised mobility to emergency personnel.**
6. **Contact Emergency Services at 9-1-1(if required).**
7. **Meet with Emergency Personnel if it is safe to do so.**
8. **Contact the Superintendent and OH&S Coordinator to inform of the situation.**
9. **Refer all media inquiries to the Superintendent or designate.**

### **Custodians:**

1. **Report to superintendent or designate.**

# PROCEDURES FOR SHELTER IN PLACE

*(Gas/Chemical Leak or Spill or External Cause Emergencies)*

1. *Assess the situation and determine the need.*
2. *Arrange for the immediate termination of the air circulation system. This will be done in coordination with the Facilities Department.*
3. *Cooperate with Emergency Services*
4. *Communicate with occupants, using clear language, regarding further direction.*
5. *Contact applicable numbers on the Emergency Contact List, located in the Emergency Response Kit.*
6. *Contact the Superintendent or designate and the OH&S Coordinator to inform them of the situation.*
7. *Secure cleared area(s), if required, until safe to re-enter.*

## Custodians:

*Provide support to the superintendent or designate.*

# PROCEDURES FOR ROOM CLEAR

*A room clear is used to keep occupants away from a potential threat (e.g. Student injury, accidental spill) within the room while the teacher or administrator deals with the situation.*

1. *Assess the situation and determine the need.*
2. *Contact parents/guardians if required.*
3. *Ensure alternate room/location is provided with supervision for uninvolved students.*
4. *Determine when uninvolved students may return to the room.*
5. *Inform Superintendent or designate.*

## Custodians:

*Clean up the room, as required.*

# PROCEDURES FOR EXTERNAL CAUSE EMERGENCIES

## Tornado

1. *Upon confirmation of the imminent threat of a tornado, enact the disaster plan.*
2. *Announce to all building occupants the engagement of the tornado emergency procedure.*
3. *Evacuate all students with their staff to the strongest internal load-bearing walls void of glass*
4. *Students and staff assemble in "duck-cover-hold" positions in pre-assigned configurations by class and grade*
5. *All individuals remain until an "ALL CLEAR" signal is given. The "ALL CLEAR" will be school/site-specific and practiced during drills.*

## Toxic Gas Leak

1. *Initiate BTPS disaster plan.*
2. *Immediately terminate the air circulation system. This will be done in coordination with the Facilities Department.*
3. *Evacuate all building occupants into the gymnasium and assemble in an orderly fashion that facilitates quick attendance verification.*
4. *Lock and seal all doors and if applicable, the windows with duct tape. Duct tape can be found in the Emergency Response Kit.*

## Intruder to Grounds

*Refer to Lockdown Procedures.*

## Inclement Weather - Shelter in Place

1. *If it is not safe to leave the building due to the weather, keep staff/ students in the building. During the school day, the regular schedule can continue.*
2. *If the storm is not allowing students to return home after school (buses not running, etc.), call parents to advise them of the situation. Parents will be allowed to retrieve their children if they choose.*

## EMERGENCY PROCEDURES - Quick Reference Guide

### Emergency Procedures-Quick Reference

#### Evacuation Procedures

Due to Fire or Other Internal Hazards

##### All Personnel

1. Use Primary Exit Route – Watch for hazards- Refer to Map Below
2. Use alternate Exit if primary path is blocked.

##### Staff

1. Grab Classroom Flip Chart.
2. Ensure doors are closed but not locked.
3. Ensure everyone is accounted for.
4. Report to School Administrators.

#### Lockdown Procedures

Due to Armed Threat or Violent Intruder

1. Initiate Lockdown Via Intercom or Yell:  
"Emergency Lockdown, Emergency Lockdown, Emergency Lockdown"
2. Ensure door is locked and close.
3. Close window coverings.
4. Be prepared to evacuate on short notice.
5. Turn off lights and hide.
6. Silence your phones.
7. If safe to do so, Call 911
8. Do not open doors unless "All Clear" has been given by School administrators or Police.
9. If confronted by threat and no means of escape- Defend yourself by whatever means possible.

#### Muster Points

Primary Muster Point-

Mail Box Across Street, 10A Street

Secondary Muster Point-

Wainwright Elementary School

Report to Your Supervisor & Sr. Admin

#### Shelter In Place Procedures

Due to External Threats

1. Ensure everyone is accounted for.
2. Identify missing and report to School Administrator of who is accounted and who is missing.
3. Lock all External doors.
4. Do not allow anyone to enter or exit building without Police authorization.









# Central Office

# Municipal Responsibilities

## MUNICIPAL RESPONSIBILITIES DURING ALL EMERGENCIES

### Structural Damage

*In the event of structural damage to the Office, the Town of Wainwright emergency response agencies will assist in the evacuation of staff.*

### Care of Injured Staff

*On-site emergency care and transportation of injured students and staff will be provided by Wainwright Ambulance Services.*

*When immediate resources are exceeded, additional transportation vehicles and first aid personnel will be provided by Wainwright Elementary School and Buffalo Trail Public Schools Transportation Director.*

### Traffic Control

*Traffic control in the immediate area will be provided by any staff member available*

*External traffic control will be provided by RCMP*

### Municipality Notification

*The Superintendent or designate will notify the Director of Emergency Management Alberta for the Town of Wainwright when the plan is activated.*

*A communication system between the School, the School Board Emergency Operations Centre, the Hospital(s) and the Town/Village Office will be provided by the Municipal District Office using TELUS phone equipment.*

### Casualty Information Centre

*A Casualty Information Centre for the relatives and friends of injured students will be established by Wainwright Elementary Public School Staff and located in the Gym.*

*A communication system between the School, the School Board Emergency Operations Centre, the Hospital(s) and the Casualty Information Centre will be provided by the OH&S Coordinator using TELUS Phone equipment.*

### Media Centre

*A Media Centre will be established at the Buffalo Trail Public Schools Central Office. The Superintendent will provide news releases on a periodic basis.*

## RECEPTION OF EVACUEES

Central Office may be used as a Reception Centre because of an emergency or disaster event to receive:

- Persons displaced or evacuated from their municipality, or,
- Students and staff from another school.

## Activation of the Plan

1. The Superintendent or designate has the authority to activate the Plan.
2. The Plan will be activated upon request from the Buffalo Trail Public Schools and/or the recommendation of the local Director of Disaster Services for the Town of Wainwright

## Municipalities Responsibilities

### 1. Notification

The Town of Wainwright will notify the Superintendent or designate when the Central Office is required to receive evacuees from a municipality.

### 2. Reception Centre Operations

The Emergency Management team from the municipality will manage staff and operate the Reception Centre. This Disaster Social Services Manager is Cliff Bethune Director of Protective Services - Fire Chief

Office: 780-842-3381

Cell: 780-806-6911

## Central Office Responsibilities

1. To appoint one or more staff to provide advice and assistance to the municipal Emergency Management team during initial set-up.
2. To ensure that an office liaison person is available to the Municipal Emergency Management team throughout the time the school is used as a Reception Centre.

## RECEPTION OF STUDENTS AND STAFF FROM ANOTHER SCHOOL

### Activation of the Plan

1. The Superintendent or designate has the authority to activate the Plan.
2. The Plan will be activated upon request from the Buffalo Trail Public Schools Central Office in consultation with the local Director of Emergency Management for the Town of Wainwright.

## Municipality Responsibilities

### 1. Notification

The Town of Wainwright will notify the Superintendent or designate when the School is required.

A communication system between the School and the Town/Village Office will be provided by the Town of Wainwright.

### 2. Traffic Control

Traffic control in the immediate School area will be provided by Staff. External traffic control will be supplied by RCMP.

### 3. Media Centre

A Media Centre will be established at Buffalo Trail Public Schools Central Office. The Superintendent will provide news releases on a periodic basis to the Media Centre.

## Central Office Responsibilities

1. *Depending on the nature and magnitude of the disaster event, the School Board Disaster Plan may be activated to support the Central Office Disaster Plan.*
2. *The Emergency Communications Manager will establish and maintain communications with the Central Office Emergency Administration.*

## OFF-SITE EMERGENCY

### Activation of Plan

1. *The Superintendent or designate has the authority to activate the Plan.*
2. *The Plan will be activated when an off-site emergency or disaster event has endangered the health and safety of students and staff.*

### Municipality Responsibilities (where an emergency has occurred)

#### 1. Care of Injured Students and Staff

*On-site emergency care and transportation of injured students will be provided by the Ambulance Services of the municipality where the emergency or disaster has occurred.*

#### 2. Municipality Contact

*The Principal or designate will establish contact with the Director of Emergency Management Alberta of the Municipality where the emergency has occurred. (Alberta Government 24hr number at 1-800-272-9600).*

#### 3. Victim Information Centre

*A Victim Information Centre for the relatives and friends of injured students and staff may be established by the municipality where the emergency has occurred. (Director's Telephone number is available from the Alberta Government 24hr number at 1-800-272-9600).*

#### 4. Communication

*A communication system between the School, the School District Central Office, the Hospital(s) and the municipality will be provided by the Buffalo Trail Public Schools Central Office*

#### 5. Media Centre

*A Media Centre will be established at Buffalo Trail Public Schools Central Office. Buffalo Trail Public School Superintendent will provide news releases on a periodic basis to the Media Centre.*

## Central Office Responsibilities

1. *The Central Office Disaster Plan may be activated to support the Wainwright High School or Wainwright Elementary School Disaster Plan.*
2. *The Emergency Communications Manager will establish and maintain telephone or radio contact with the Wainwright High School or Wainwright Elementary Emergency Administration.*



# Section 9

Joint Health & Safety Committees

Occupational Health and Safety Manual 2023



# Joint Work Site Health and Safety Committees and Health and Safety Representatives

## Background

The purpose of this Terms of Reference (TOR) is to establish the structure, functions, operating procedures and responsibilities relating to the Joint Health and Safety Committee (JHSC) at the Buffalo Trail Public Schools (BTPS). The JHSC is intended to create an awareness of health and safety issues among all workers and to foster a collaborative relationship between management and workers by creating and maintaining an active interest in health and safety.

## Definitions

Co-chair Person – A committee is chaired cooperatively by a member from the worker group and a member from management.

Worker Representative – JHSC Member(s) who represent workers but do not exercise managerial functions.

Health and Safety Representative – A person, who if required by legislation, selected from amongst the workers of a workplace to carry out the functions of a JHSC or such other functions as are prescribed by applicable legislation.

Management – Workers who exercise control over directing the work of others and who have charge of the workplace as well as the authority to manage worker performance, assign work to staff and alter work processes, procedures and policies. Management employees represent the employer.

Managerial Functions – A person is considered to exercise managerial functions when they supervise other workers, and when their recommendations to hire, fire, promote, demote, increase wages, or discipline workers are usually accepted.

## Procedures

The JHSC shall function according to formally documented procedures that are developed to meet or exceed the intent of the Alberta Occupational Health & Safety Act. The JHSC shall also consider all pertinent information available such as accepted industry best practices, approved standards and any other applicable legislation in the pursuit and fulfillment of its mandate.

## 1. Establishment of JHSC

### 1.1 Committees

The employer shall establish and maintain a JHSC that is representative of all groups within the organization as per section 3 of the Alberta OHS act. If there exists incongruence between the mandate of this committee as captured in the TOR and any legislative requirement, the latter will supersede the TOR.

### 1.2 Committee Representation

The JHSC shall be representative of all departments within the BTPS and contain a constituency of employees and management for which the latter shall not exceed the former in number.

Union representation shall supplement this membership and maintain a perspective to the best interests of employees' health and safety while considering the successful operation of the organization as a whole. The JHSC representatives shall be responsible to convey health and safety matters under their purview before the greater JHSC committee.

Applicable provisions in collective agreements negotiated with our employee groups will also be considered in the establishment and functioning of the committees.

### 1.3 Duties of the Committee

The duties of a joint work site health and safety committee include the following:

- the receipt, consideration and disposition of concerns and complaints respecting the health and safety of workers;
- participation in the identification of hazards to workers or other persons arising out of or in connection with activities;
- the development and promotion of measures to protect the health and safety of employees;
- the development and promotion of programs for education and information concerning workplace health and safety;
- the making of recommendations to stakeholders respecting the health and safety of workers;
- participation in the inspection process of the work place at regular intervals;
- the participation into investigations of serious injuries and incidents at the work site;
- the maintenance of records in relation to the receipt and disposition of concerns and complaints and the attendance to other matters relating to the duties of the committee; and
- any other duties as may be specified in the Alberta OHS Act, Regulations and Code.

## 2. Selection of JHSC Members

### 2.1 Membership:

Membership to the JHSC is intended to provide equity to all employees by having no more than half of the committee composed of managers and ensuring representation on the committee is complete through a relative sampling of members.

- All Employer (ER) representatives may be appointed by the employer;
- All Employee (EE) representatives are to be selected by their peers; and
- All Union representatives are to be employees selected by the union for which they represent.



## 2.2 Representative selection for JHSC

Employer representative JHSC members shall be appointed by management while Employee representative JHSC members shall be selected by workplace employees who do not exercise managerial functions, or as otherwise required by applicable legislation.

## 2.3 Resource Members:

Resource members act as subject matter experts to the committee. Resource members to the committee will include but are not be limited to Safety Advisory Services, Risk Management, Human Resources and Legal Services. Resource members may also include union executives. Resource members will not form part of quorum and will not vote on business put forward to the committee.

## 3. Composition of the JHSC

### 3. 1 Number of committee members

The total number of committee members (not including \*resource members) shall not be more than 10.

### 3.2 Balance of employer and employee members

The committee will be comprised of at least four but not more than 6 worker representatives (EE) and at least one but not more than five (5) employer (ER) representatives.

1. Co-Chair (EE)
2. Co-Chair (ER)
3. ATA (EE)
4. CUPE (EE)
5. Principal (ER)
6. Out of Scope (EE)

## 4. Representation of Committee Members

4.1 At least half but not all of the committee members will be employees who do not exercise managerial functions. Employees employed at the work site who belong to a union or worker association may be selected among the members of that group to have their presence on the JHSC be representative of the workers at the worksite who belong to that trade union or worker association.

4.2 Due to the nature of an employee's responsibilities, it may not be possible for an employee representative to attend a scheduled committee meeting. If this is the case, employee representatives must be supported and encouraged to forward any OHS concerns, via the Principal, Manager or committee chairs, in order that the concern will be included on the next committee meeting agenda for discussion.

4.3 Quorum will be attained by having at least half of the representative members present while ensuring that ER representatives do not outnumber EE representatives.

## 5. Chairing the Committee

5.1 The JHSC must have two co-chairs: one co-chair appointed by the employer and the other co-chair selected by employees.

5.2 The JHSC co-chairs will prepare the agenda and forward it to the members at least five (5) business days prior to the meeting.

5.4 Meetings will be alternately chaired by an employee or management co-chair.

5.4 Co-chairs will ensure that agenda items are addressed and all members are provided an opportunity to participate.

## 6. Term of Office

- 6.1 Members of the JHSC shall hold office for a term of not less than one year and not more than 2 years; however, JHSC members may continue to hold office until their successors are elected or appointed. Members of a joint work site health and safety committee may be reelected or re-appointed for further terms.
- 6.2 Despite subsection (1), if a union exists and the union's constitution specifies a term of office for worker members of the joint work site health and safety committee or the health and safety representative, the term of office of the worker member or the health and safety representative is the term specified in the union's constitution, or if more than one union represents the workers, in accordance with an agreement among all of those unions.
- 6.3 When necessary, a member of the JHSC may be replaced at any time during that member's term of office by those persons for whom the member represents. Alternate members may be selected by the worker/union and employer as they deem appropriate so that in an event that a member is unable to attend to or fulfill their functions, the alternate may assume the role.

## 7. Meetings

- 7.1 The committee must meet a minimum of four times per year (quarterly) and although meetings without quorum are acceptable, such meetings shall not address any issues by a vote nor will they qualify as one of the four mandatory meetings per year.
- 7.2 The agenda must consist of matters relating to health and safety related concerns. Meeting agendas will include as a minimum a review of health and safety concerns and initiatives, review of action item status, and review of recent incidents.
- 7.3 Every JHSC meeting will be recorded. The meeting minutes will include records of the items discussed, actions taken and the dates completed or targeted.

## 8. Workplace Inspections

- 8.1 Workers shall have meaningful involvement and participate in all worksite inspections that are generated and made available to the greater Joint H&S Committee. Such inspections shall occur quarterly to align with JHSC meetings.
- 8.2 JHSC representatives shall participate in workplace inspections at the discretion of the committee.
- 8.3 Meaningful involvement may include the occasional participation into actual workplace inspections or the oversight into inspection outcomes from a review of available documentation such as corrective action plans that are rendered from the various inspections being performed in the workplace.
- 8.4 Copies of the A-1 inspection shall be forwarded to the JHSC with the most current posted on the Occupational Health and Safety (OHS) site.

## 9. Recording and Posting Minutes

- 9.1 The co-chair selected by employer members must ensure that minutes of each meeting are recorded and that copies of the minutes are given to the employer for review and sign off.
- 9.2 Final meeting minutes shall be posted within (10) business days of the meeting.
- 9.3 After the review of meeting minutes, workplace inspections and JHSC recommendations, management shall address issues noted in these documents as soon as reasonably practicable.
- 9.4 The Safety Advisory Services members will provide guidance, as required, to JHSC members and management in order to ensure they carry out their legislated responsibilities effectively and assist in the provision of appropriate information for JHSC members to carry out their obligations.

10. Formal Written Recommendations

- 10.1 Many recommendations made by the JHSC are simply facilitated by employing an acceptable means of communication as identified by internal process within the BTPS.
- 10.2 It is management's responsibility to implement hazard controls as soon as practicable after being advised by the JHSC of the recommended corrective action.
- 10.3 Formal recommendations are those that are expressly written by the JHSC and directed toward management for a formal response. The types of concerns included in formal recommendations may include:
- The establishment of new policies, processes, or procedures;
  - The allocation of significant funds;
  - A significant health and safety concern that comes to the attention of the JHSC;
  - Additional training and/or education of employees; and
  - A recurring item on the agenda that has not yet been resolved.
11. Pay for Committee Activities
- 11.1 Attendance at committee meetings or the time required to perform the duties prescribed by the Act will be paid at the member's current rate of pay.

## 12. Confidentiality

- 12.1 While conducting committee business, members may be privy to confidential company and/or personal information. JHSC Members have a responsibility to keep such information confidential unless required to be disclosed by law. It shall be implied that all participants in such meetings accept into agreement that any items brought forward to the committee remain confidential and are only made available to such members for the purpose of the business.

## 13. Responsibility Overview

### 13.1 Management

- 13.1.1 Ensure that a JHSC is established, maintained and carries out the activities required by provincial legislation and this standard.
- 13.1.2 Ensure that JHSC members are provided with the necessary time to perform committee functions
- 13.1.3 Review and sign-off on monthly minutes and workplace inspections
- 13.1.4 Review formal recommendations of the JHSC and respond in writing within (15) business days.
- 13.1.5 Communicate high impact items arising from JHSC minutes, inspections and recommendations to the District committee
- 13.1.6 Ensure that action items are completed as reasonably as possible

### 13.2 Joint Health & Safety Committee (JHSC)

- 13.2.1 Identify workplace hazards and unsafe work practices through regular inspections, discussions with workers, and review of information on procedures, equipment, materials, or hazards in the workplace
- 13.2.2 Act as an advisory body and recommend to management, practical ways to improve the workplace health and safety program and eliminate or reduce the risks associated with hazards and work practices. Assist with implementation of recommendations as required.
- 13.2.3 Consider health and safety recommendations or concerns received from co-workers and inform co-workers of the committee's actions/decisions
- 13.2.4 Assist in the investigation of any workplace incident that may result in medical attention

- 13.2.5 Review incident investigation reports to analyze causes of the incident and to consider recommendations for further corrective actions
- 13.2.6 Participate in the investigation of health and safety related work refusals in accordance with provincial legislation
- 13.2.7 Co-operate with anyone exercising a duty imposed under OHS legislation

### 13.3 JHSC Co-Chairs

- 13.3.1 Chair and guide the meetings to ensure that the JHSC fulfills its legislative requirements
- 13.3.2 Ensure that all committee members have the opportunity to contribute to discussions, decisions and recommendations
- 13.3.3 Follow-up on management responses to formal recommendations
- 13.3.4 Record proceedings of meetings using the JHSC Meeting Minutes document
- 13.3.5 Post the signed copies of both the JHSC Meeting Minutes and other pertinent information on the OHS communication forum.

### 13.4 Safety Advisory Services (SAS) Department

- 13.4.1 Ensure that JHSC members receive appropriate training as required.
- 13.4.2 Support JHSC and act as an advisory body to solve Occupational Health and Safety (OHS) issues.

### 13.5 Resource Members

- 13.5.1 Attend meetings at their discretion and provide subject matter expertise as required.
- 13.5.2 The workers at each specific school site will be empowered with selecting the Safety Contact for their particular school / site. These members will be selected by the workers from either the Alberta Teachers Association (ATA), or the Canadian Union of Provincial Employees (CUPE). These Safety Contacts act as resource members to the greater JHSC. This position shall not be held by an administrator, or manager.

## 14. Required Records

- 14.1 JHSC meeting minutes, inspection and investigations documented for a minimum of 3 years
- 14.2 JHSC written recommendations documented for a minimum of 3 years.
- 14.3 JHSC training records documented for a minimum of 3 years

15. Endorsed By

15.1 This 'Terms of Reference' is endorsed by the employee groups within the BTPS. The following signatures are evidence of this support among those groups entrusted to represent the interests of all employees. All amendments to this Terms of Reference shall be met with similar endorsement requirement from these groups for every such iteration, prior to being approved.

Name & Union / Employee Group	Signature
Don Doherty Occupational Health & Safety Coordinator	
Christopher Tuckey Past President ATA local # 31	
Gail Koroluk President CUPE Local # 1606	
Darren Grosky Principal – Irma School Chairperson – BTPS Leadership Team	

Reference: Section 18, 20, 45, 45.1, 60, 61, 113  
Alberta Education Act  
Alberta Health Act  
Emergency Medical Aid Act  
Freedom of Information and Protection of Privacy Act  
Health Information Act  
Personal Information Protection Act Public Health Act  
Workers' Compensation Act  
Alberta Provincial Fire Commissioner's Regulation  
Communicable Disease Regulation 238/1985  
Alberta Occupational Health and Safety Act, Code & Regulations  
Alberta Safety School Kit  
Safety Guidelines for Physical Activities in Alberta schools  
Canadian Standards Association (CSA) Standards  
Occupational Health and Safety Manual  
WHMIS 20



# Section 8

Infectious Disease Protocols

Occupational Health and Safety Manual 2023





# Infectious Disease Protocols

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## Introduction

School superintendents/designates are responsible to protect the health of students under their care and staff working in their facilities. Alberta Health Services (AHS) seeks to work collaboratively with schools to prevent disease transmission. This includes preventing the spread of respiratory, gastrointestinal (GI), rash, and any other unusual illness identified within the school. Schools should take the following measures to help prevent outbreaks and keep students and staff safe:

Implement practices to minimize the risk of disease transmission such as those outlined in the [General Outbreak Prevention Practices](#) section.

Develop policies and protocols to rapidly identify and manage individuals with symptoms of illness.

Promote high levels of environmental cleaning and personal hygiene.

Comply, to the extent possible, with AHS recommendations.

## Scope

This guide is for the prevention, identification, reporting, assessment, control, and management of common communicable disease outbreaks in schools in Alberta.

The term schools will be used throughout the guide to describe roles and responsibilities of administrators and staff. This guide provides general reporting processes and outbreak prevention measures for schools. The AHS Public Health Outbreak Team (zone Medical Officers of Health, Communicable Disease Control, and Environmental Public Health) may recommend further measures to be implemented if required by an unusual outbreak.

The notification of outbreaks and other infectious disease threats in Alberta is mandated under Section 26 of the Alberta *Public Health Act*.

Schools and families have an important role in helping control the spread of illness in schools. Immunization is an important public health measure, and all families, students and staff are encouraged to complete their routine immunizations, as well as COVID-19 and influenza immunizations. Both Influenza and COVID-19 vaccines are safe, effective and offer the best defense from serious illness. In Alberta, these vaccines are provided free of charge, and it is recommended for all children 6 months and older.

General outbreak prevention practices are important to prevent the spread of all communicable diseases. Schools are strongly encouraged to implement the general outbreak prevention practices listed in this guidance.

### General Outbreak Prevention Practices

Parents/guardians should assess their children daily for new symptoms of illness.

Students and staff should not attend school if they are ill.

Encourage hand hygiene for students and staff.

Encourage staff and students to practice [respiratory etiquette](#).

Ensure frequent cleaning and disinfection of high touch surfaces using an appropriate product(s) – see [Public Health Recommendations for Environmental Cleaning of Public Facilities \(albertahealthservices.ca\)](#).

[Optimize indoor air quality](#) and ensure ventilation systems are maintained in accordance with manufacturer operational guidelines.

Water fountains should be cleaned and disinfected frequently.

For student transportation, have a plan that outlines cleaning and disinfecting protocols.

Wearing a well-fitting, high-quality mask is encouraged, especially in crowded indoor settings. Wearing a mask helps to reduce the risk of becoming sick and helps protect others from being exposed. Face masks are not required; however, students and staff can decide based on their own risk whether they want to wear a face mask.

Schools are encouraged to have a plan in place if a student/staff member develops any symptoms of illness while at school.

Ill students or staff should be sent home, where possible by private transportation.

Ill students or staff should remain isolated in an area away from others while waiting to go home and may be provided with a face mask to wear (if appropriate).

Use of face masks by school staff is recommended for interactions with symptomatic students.

It is recommended that symptomatic individuals stay at home until they are feeling well, are able to fully participate in all normal school activities and have reached the end of the recommended isolation period (as applicable):

Respiratory Illness - Isolation recommendations can be found [here](#)

Gastrointestinal Illness - 48 hours after symptoms resolve

Rash Illness – depends on the type of rash that is present

Cases with rash illness do not need to be excluded if others at the school were already exposed to the case while infectious and the case is feeling well enough to fully participate in all normal school activities unless exclusion is specifically recommended by the AHS Public Health Outbreak Team.

It is recommended that all staff:

Be aware of the school policy regarding illness and attendance.

Monitor for and report additional cases of illness to the school designate.

Be familiar with any applicable policies or procedures related to preventing transmission of illness including hand hygiene, respiratory etiquette, cleaning and disinfecting etc.

Have access to hand sanitizer or hand washing stations, as available.

Reporting Illness to the AHS Public Health Outbreak Team

## Illness Surveillance

Schools are responsible for identifying and reporting unusual occurrence of similar symptoms (see [Table A](#)). Schools are asked to track the number of ill students as well as the symptoms reported by parents/guardians.

## How to Report Illness

If the reporting criteria below are met, the school should call the AHS Coordinated Early Identification and Response (CEIR) team, a provincial, centralized outbreak reporting and response resource. CEIR is available to schools at 1-844-343-0971. A school that *does not already have an outbreak identified must* contact CEIR as soon as illness is identified as per [Table A](#). CEIR will provide initial guidance and decision-making support to the school.

If an outbreak is identified, the AHS Public Health Outbreak Team will review initial outbreak control measures with the school to help reduce the spread of illness and will advise about how subsequent case reporting should be submitted based on the type of outbreak.

Table A – Reporting Illness to CEIR

Report to **CEIR at 1-844-343-0971** when the Reporting Criteria is met for these illnesses:

Type of Illness	Reporting Criteria (must be from different households)
<b>Respiratory or Gastrointestinal (GI) Illness</b>	10% student absenteeism due to illness OR an unusual amount of individuals with similar symptoms:  <i>Symptoms: cough, shortness of breath, sore throat, loss or altered sense of taste/smell, runny nose/nasal congestion, fever, fatigue (significant and unusual), muscle ache/joint pain, headache, nausea, vomiting, diarrhea</i>  <i>Note: If there is an unusual increase in illness amongst staff (above the baseline of what would be expected), whether they were present at work with symptoms or not, it should be reported to CEIR as this could be an indicator of a potential outbreak</i>
<b>Rash Illness</b>	3 or more students with a rash illness within a 10-day period

Report to CEIR if there are questions or concerns about other unusual illnesses:

<b>Other Unusual Illness</b>	Schools may call CEIR regarding diseases that may benefit from further advice and/or investigation, including Measles, Mumps, Pertussis (Whooping Cough), Meningitis, Hepatitis A, and any other illnesses of concern.
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## Outbreak Measures

When CEIR is notified as per the *Reporting Criteria* in Table A, the AHS Public Health Outbreak Team will:  
 Contact the school to review details about the type of illness reported to CEIR. After this assessment, they will advise whether the outbreak definition has been met.

Review General Outbreak Prevention Measures that are already in place in the school.

Provide information and recommendations to assist school staff in preventing further spread of illness in the school.

Provide an information letter to the school for dissemination to parents/guardians if deemed appropriate. The letter can make parents/guardians aware of the increased illness in the school and provide recommendations to prevent the spread of illness, including keeping ill students at home. Schools should not send out their own information letters informing parents of increased illness or communicable diseases in the school without consulting the AHS Public Health Outbreak Team.

## Additional Outbreak Measures

The AHS Public Health Outbreak Team will assess and monitor the outbreak. Symptomatic individuals should not participate in off-site activities where there is potential to expose new people/places to illness. Depending on their assessment and the type of outbreak occurring, additional outbreak measures may be recommended, in collaboration with school leadership.

### General

The AHS Public Health Outbreak Team will provide guidance to the schools including information that can be shared with the school community regarding how to identify and prevent illness.

Depending on their assessment, the AHS Public Health Outbreak Team may recommend some or all of the following for affected groups:

Minimize the use of common or shared equipment. If shared use is necessary, clean and disinfect between groups.

Postpone special events, performances or celebrations that involve bringing in family members/visitors (these events may lead to new exposures).

Postpone high-risk field trips and consider postponing other off-site activities during the outbreak. Higher risk activities might involve:

Crowded indoor venues

Overnight trips

Hands on activities with shared items

Multiple classes attending

Shared transport

Vulnerable populations (e.g., congregate care, hospital)

Move some classes outdoors where possible (e.g., physical education).

Minimize mixing of different classrooms.

Distance in common areas, if possible (e.g., hallways, washrooms).

### Cleaning and Disinfecting

Increase frequency of daily cleaning and disinfection of common areas and surfaces. Pay particular attention to doorknobs, light switches, washrooms and other high-touch surfaces.

Stress hand hygiene for students and staff both at home and at school.

Items such as books and puzzles that cannot be cleaned and disinfected between uses should stay within each classroom only.

Water fountains can remain open and should be cleaned and disinfected frequently.

### Transportation

If a student becomes symptomatic with respiratory illness during on a trip, a face mask may be made available as per site policy and worn by the student as tolerated. The driver should contact the school to make the appropriate arrangements for the student to be picked up.

Drivers should consider wearing a face mask.

Increase frequency of cleaning and disinfection of applicable high-touch surfaces, such as door handles, rails, steering wheel, mobile devices, and GPS prior to each run.

## Closing an Outbreak

- The AHS Public Health Outbreak Team will continue to monitor illness at the school regularly to determine the extent/duration of outbreak as needed.
- The AHS Public Health Outbreak Team will advise schools when the control measures can be lifted, and the outbreak can be closed.

## Other Resources

- [AHS IPC Hand Hygiene Resources](#)
- [COVID-19: School Indoor Air Quality \(IAQ\)- Mechanical Ventilation in Schools](#)

### Reference Source:

Guide for Outbreak Prevention and Control in Schools  
Includes Respiratory, Gastrointestinal and Rash Illnesses  
November 2022



Provincial Population and Public Health



**Do you have feedback about the guide?**

We welcome your feedback for the following:

- Incorrect information
- Spelling errors
- Inconsistencies

Submit feedback in an email to: [CDCResourceFeedback@share.albertahealthservices.ca](mailto:CDCResourceFeedback@share.albertahealthservices.ca).

Note: If you have questions about a specific outbreak, or site-specific processes, always direct your questions to

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Alberta Health Services  
Guide for Outbreak Prevention and Control in Schools  
Last revised: September 1, 2023

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Alberta Health Services  
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## Introduction

School superintendents/designates are responsible to protect the health of students under their care, and staff working in their schools. Schools are required to report outbreaks<sup>1</sup> and other communicable diseases<sup>2</sup> under Section 26 of the Alberta [Public Health Act](#).

Alberta Health Services (AHS) collaborates with schools to prevent an outbreak of disease and responds when notified of potential outbreaks. This includes preventing the spread of respiratory, gastrointestinal (GI), rash, and any other unusual illnesses identified within a school.

Schools are recommended to take the following measures to prevent outbreaks and keep students and staff safe:

- Implement practices to stop the spread of illness, such as those outlined in the [general outbreak prevention practices](#) section.
- Develop policies to rapidly identify and manage students and staff with symptoms of illness.
- Promote high levels of environmental cleaning, respiratory etiquette, and hand hygiene.
- Notify PPHST as outlined in [reporting illness to PPHST](#).
- Comply, wherever possible, with all AHS recommendations.

### Land Acknowledgement

Our work takes place on historical and contemporary Indigenous lands, including the territories of Treaty 6, Treaty 7 & Treaty 8 and the homeland of the Métis Nation of Alberta and eight Metis Settlements. We also acknowledge the many Indigenous communities that have been forged in urban centres across Alberta.

Schools and families have an important role in helping to stop the spread of illness. [Immunization](#) is an important public health measure, and all families, students and staff are encouraged to complete their routine immunizations, including COVID-19 and influenza. Both Influenza and COVID-19 vaccines are safe, effective and offer the best defense against serious illness. These vaccines are recommended for all individuals six months of age and older.

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## Scope

This guide is for the prevention, identification, reporting, and management of common communicable disease outbreaks in schools. If an outbreak is identified, the AHS Public Health Outbreak Team will recommend measures to manage the outbreak. This team includes zone Medical Officers of Health, Communicable Disease Control, and Environmental Public Health.

The term school is used throughout the guide when referring to roles and responsibilities of school administrators and staff.

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<sup>1</sup> An outbreak occurs when there are more cases of a communicable disease than are normally expected in a specific time and place.

<sup>2</sup> A communicable disease is an illness caused by an organism or micro-organism or its toxic products that is transmitted directly or indirectly from an infected person or animal or the environment.

## General outbreak prevention practices

General outbreak prevention practices are important to stop the spread of all communicable diseases. Schools are recommended to routinely use the following prevention practices before, during and after an outbreak.

### Support a healthy environment

- Ensure frequent cleaning and disinfection of high touch surfaces. When cleaning and disinfecting, use appropriate products. Follow the [Public Health Recommendations for Environmental Cleaning of Public Facilities](#).
- Provide easy access to hand sanitizer and hand washing stations.
- Encourage [hand washing](#) for students and staff.
  - For more information see the [AHS IPC Hand Hygiene Resources](#).
- Encourage students and staff to practice [respiratory etiquette](#).
- Support students and staff who choose to wear a face mask.
- Improve the air quality in the school by optimizing ventilation systems.

### Prepare for illness

- Have a plan in place if a student or staff develops symptoms of illness at the school.
  - Send symptomatic staff home.
  - Contact parents/guardians to pick up symptomatic students as soon as possible using private transportation.
    - Keep symptomatic students in an area away from others while they wait to be picked up.
    - Students with respiratory symptoms are recommended to wear a face mask (if tolerated) to protect others.
    - Students with GI symptoms are recommended to use a dedicated washroom (if possible).
  - Have staff interacting with symptomatic students wear appropriate personal protective equipment (PPE) such as a face mask and/or gloves.
- Have a plan that outlines cleaning and disinfection measures for group transportation.
- Familiarize staff with school policies regarding:
  - Attendance and illness
  - Monitoring and reporting students with symptoms of illness
  - [Hand washing](#), [respiratory etiquette](#), and [cleaning and disinfection](#).

### Monitor for illness

- Ask parents/guardians to watch their children daily for new symptoms of illness and keep them home if they are symptomatic.
- Ask staff to watch students for new symptoms of illness and follow the school illness plan if symptoms are identified.

### Plan a safe return

Share the following recommendations with staff and parents/guardians about when it is safe to return:

- **Respiratory Illness:** Stay home until all symptoms have improved, feeling well enough to resume normal activities, and be fever-free for 24 hours without using fever-reducing medications.
- **Gastrointestinal Illness:** Stay home until 48 hours after all symptoms have resolved.
- **Rash Illness:** Stay home for the length of time recommended by the AHS Public Health Outbreak Team. How long to stay home depends on the cause of the rash.

## Reporting illness to PPHST

### Illness surveillance

The AHS Public Health Outbreak Team identifies outbreaks by assessing symptoms and patterns of illness. Schools are responsible to:

- Monitor the number of ill students and their symptoms. This is called illness surveillance.
- Report to AHS Population Public Health Support Team (PPHST). See [Table A](#).

**Contact PPHST at 1-844-343-0971** to receive initial guidance and decision-making support. PPHST is a provincial, centralized outbreak reporting and response resource (formerly known as CEIR).

### Table A – Reporting illness to PPHST

Schools notify PPHST at **1-844-343-0971** when the Reporting Criteria are met.

Type of Illness	Reporting Criteria
<p><b>Respiratory Illness</b></p> <p style="text-align: center;"><b>or</b></p> <p><b>Gastrointestinal Illness</b></p>	<p><b>10% student absenteeism</b> due to illness <b>OR</b> an unusual amount of students with similar symptoms</p> <p><b>Symptoms:</b> cough, shortness of breath, sore throat, loss or altered sense of taste/smell, runny nose/nasal congestion, fever, fatigue (significant and unusual), muscle ache/joint pain, headache, nausea, vomiting, diarrhea</p> <p><b>Note:</b> Report an unusual increase in staff with GI illness (above the baseline of what would be expected) to PPHST, whether or not they were present at the school with symptoms. This could be an indicator of a GI outbreak.</p>
<p><b>Rash Illness</b></p>	<p><b>Three or more</b> students with a similar rash illness within a <b>10-day period</b></p>
<p><b>Other Unusual Illness</b></p>	<p>Report to PPHST if there are questions or concerns about other unusual illnesses.</p> <p>Schools are recommended to call regarding diseases that may benefit from further advice and/or investigation. This includes measles, mumps, pertussis (whooping cough), meningitis, hepatitis, and any other illnesses of concern.</p>

## Outbreak control measures

### Universal outbreak measures

PPHST will notify the AHS Public Health Outbreak Team if the **reporting criteria** in [Table A](#) are met. The AHS Public Health Outbreak Team will contact the school to discuss the illness details and determine if there is an outbreak.

**For respiratory illness outbreaks:** once the outbreak is open schools may direct questions to **1-833-592-2029** or email [CD\\_Outbreak\\_School\\_DayCare@albertahealthservices.ca](mailto:CD_Outbreak_School_DayCare@albertahealthservices.ca).

**For all other types of outbreaks,** use the contact information provided by the AHS Public Health Outbreak Team.

If an outbreak is declared, the AHS Public Health Outbreak Team will:

- Review the [general outbreak prevention practices](#).
- Provide information and recommendations to identify and prevent further spread of illness.
- Direct school to start [enhanced cleaning and disinfection](#).
- Discuss modifications for [shared transportation](#).

### Enhanced cleaning and disinfection

When an outbreak is declared, the school will enhance cleaning and disinfection. Below are some of the practices that will help reduce germs and prevent spread of illness.

- Increase frequency of daily cleaning and disinfection of common areas and surfaces. Pay particular attention to doorknobs, light switches, desktops, washrooms and other high-touch surfaces.
- Provide consistent reminders to students and staff about hand hygiene.
- Minimize the use of common or shared items (such as computers).
  - If shared use is necessary, clean and disinfect between groups.
- Allow water fountains to remain open only if they can be cleaned and disinfected frequently.

### Shared transportation

If a student becomes symptomatic on a trip using shared transportation, the school can:

- Recommend that the driver wear a face mask when driving a symptomatic student.
- Recommend that the driver contact the school.
- Provide a face mask for the symptomatic student if it is available and will be tolerated.
- Make arrangements for the symptomatic student to go home.
- If GI symptoms such as vomiting are present, recommend appropriate supplies to contain vomit and appropriate PPE and supplies to manage cleaning.
- Increase the frequency of cleaning and disinfection of the shared transport vehicle. This includes high-touch surfaces, such as door handles, rails, steering wheel, mobile devices, and GPS.

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## Additional outbreak measures

The AHS Public Health Outbreak Team will assess and monitor the outbreak in collaboration with school leadership. Depending on their assessment and the type of outbreak, additional outbreak measures may be recommended.

### General school measures

The AHS Public Health Outbreak Team may provide a letter for parents/guardians. This letter provides information about the outbreak and how to prevent the spread of illness.

- Schools are to use this letter to communicate with parents/guardians to ensure that accurate and up-to-date information is provided.

In collaboration with school leadership, the following additional measures may be recommended:

- Clean and disinfect shared items between students.
  - If shared items cannot be cleaned and disinfected (such as paper books and puzzles), they are recommended to be removed until the outbreak has ended.
- Postpone special events, performances or celebrations that involve bringing in family members and visitors.
- Postpone high-risk field trips and activities such as:
  - Crowded indoor venues
  - Overnight trips
  - Hands on activities with shared items
  - Multiple classes attending
  - Shared transport
  - Visits involving vulnerable populations (such as congregate care, hospital)
- Consider postponing other off-site activities.
- Move classes outdoors where possible (such as physical education).
- Minimize mixing different classes.
- Stay apart from others in common areas, if possible (such as hallways, washrooms).

## Ending an outbreak

The AHS Public Health Outbreak Team will determine when an outbreak is over and will advise when the control measures can be discontinued. The school is recommended to conduct a thorough enhanced cleaning and disinfection in all areas prior to returning to regular operations.

Schools are to resume [general outbreak prevention practices](#).

Alberta Health Services  
Guide for Outbreak Prevention and Control in Schools  
Last revised: September 1, 2023

August 30, 2023

Ms. Michelle Webb, Superintendent  
Buffalo Trail Public Schools Public Schools Regional Division No. 28  
1041 - 10A Street  
Wainwright, AB T9W 2R4

**Subject: Public Health Nursing in Central Zone Schools**

Thank you for working with Alberta Health Services (AHS) Public Health in schools to ensure that students whose routine immunizations were delayed by the COVID-19 Pandemic receive their vaccines this year and will continue to complete this work into the next school year. We value the partnership between school jurisdictions and AHS and would like to share our plans for support to schools through Public Health Nursing staff for the 2023-24 school year.

- Nurses will be connecting with school principals to collaborate on developing a plan for the delivery of school immunizations for the 2023/24 school year.
  - Our priority will be offering routine immunizations in target grades of 1, 6 and 9.
- Up to date student demographics are not always available to school nurses through AHS electronic databases. Subsequently, immunization nurses may reach out to schools to obtain contact information.
  - Public Health will be moving in to align their data management system with all of AHS in the spring of 2024. Nurses will work with schools to schedule immunization dates to have both doses of a vaccine series for grade six students completed by early May as much as possible.
- Students for whom AHS Public Health have obtained consent (signed or verbal) from a parent or guardian in a previous school year will receive in-school immunizations. Immunization days for these students will be organized with school principals.
  - We will be encouraging parents of children in kindergarten to come to public health to receive vaccine prior to starting grade one.
  - Children who receive education through an Alternative Learning Environment (home school and online learners) will be offered immunization opportunities.
- Health promotion priorities will focus on immunizations, pain and fear management around immunizations, vaccine hesitancy and health navigation support. For the best immunization experience we need to prepare students with a plan, provide privacy, choice, time, and use positive language from both nursing and education staff in relation to immunization.

For further assistance, please contact your local Community Health Centre and ask to speak with a Public Health School Nurse.



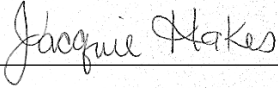
Red Deer, Alberta  
T4P 0G8

Thank you for continuing to work with us to protect the health of all Albertans.


Dr. Ifeoma Achebe, MD, FACPM

Lead Medical Officer of Health, Central Zone Alberta Health Services [ifeoma.achebe@ahs.ca](mailto:ifeoma.achebe@ahs.ca)

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M.Schools



# Section 8

Safe Work Guidelines

Occupational Health and Safety Manual 2023

