



# **STAR Catholic Schools**

## **Occupational Health & Safety (OH&S)**

### **FORMS AND RELATED INFORMATION**



**STAR Catholic Schools**  
**Occupational Health and Safety**  
**Printable Forms and Related Information**

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## **Conducting Internal Workplace Inspections**

The school based administrator or non-school based leadership personnel is accountable and must establish the timing, scope and objectives of the inspection and process through which an inspection will be conducted.

The following three factors should be considered in conducting inspections:

### **1. Environment**

- noise
- vibration
- lighting
- temperature
- ventilation

### **2. Equipment**

- materials
- tools
- apparatus that is hazardous or potentially hazardous

### **3. Processes**

- employee exposure to hazards through the procedures followed in completing a task

Planned inspections help to identify:

- Equipment problems before a loss occurs.
- Wear and abuse are two basic causes of accidents. Inspections help to determine when equipment and facilities have reached an unsafe state.
- Proper and/or unsafe/substandard employee actions.
- Employees don't always learn or remember to do work the right way. Inspections can uncover substandard practices as well as conditions. These might indicate inadequate knowledge and improper motivation.
- Any changes in the work environment, both positive and negative.
- Processes are often changed to use newer or different materials. Employee turnover leads to more change. Most changes are gradual and their cumulative effects go unnoticed until they cause major problems.
- Effective supervisors give as much attention to positive performance as they do to substandard performance. Inspections provide excellent opportunities to note and reinforce positive factors, such as good housekeeping, consistent use of personal protective equipment, adherence to proper practices, and related acts and conditions.

- Hazards that have been identified and reported have had the appropriate corrective action taken.
- If school/department action has not addressed the hazard, follow-up may be required to request action at the division level.
- Potential problems.
- Not every possible problem is recognized when planning a new facility or a modification. Hazards can even be overlooked during a safety analysis. The inspection provides a cross-check on oversights.

Planned inspections also provide supervisors with a picture of:

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

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

Planned inspections can be of the following various types:

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

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

Some elements of facility inspection are done at the school division level. Such things as elevators, stair lifts, emergency fire equipment, alarm systems, gym equipment, playground structure and hoists are inspected regularly through arrangements made by the Facilities Coordinator. Records regarding these inspections are kept by the Facilities Coordinator and are to be made available, if required, in the audit process.

## **Inspection Leader**

The school based administrator or non-school based coordinator is the inspection leader because of his/her awareness of the facility and the activities in the workplace.

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

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

## **Team Approach**

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

The school based administrator or non-school based coordinator is responsible for ensuring that team members are aware of STAR Catholic Schools Occupational Health and Safety expectations and have access to relevant information.

## **Inspection Procedure**

Past inspection records can be an important tool and should be kept in the Occupational Health and Safety Document Binder. These records have identified previous areas of concern and also show what past inspection teams have concentrated on and what areas were not inspected. The inspection report can draw attention to possible hazards, but the team

should not simply repeat or copy previous inspections. The previous inspection reports should be used to determine whether recommendations were implemented and hazards were addressed.

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

The inspection should follow these basic steps:

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

### **Inspection Follow-up**

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

A report of findings and recommendations should be reviewed by the school based administrator or non-school based coordinator and shared

with any relevant employees. Serious hazards should be dealt with immediately. It is imperative that local action be taken to reduce or eliminate the hazard, even if a maintenance request has been input to the Facilities Coordinator. Corrective action should be initiated for all identified hazards and an action plan put in place to ensure that corrective measures have been implemented.

The action plan should include:

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

Sometimes corrective actions:

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

Hazards identified as high risk, must be addressed. It is critical that school based administrators and non-school based leadership personnel appropriately classify hazards to enable limited school division resources to be focused on high priority needs.

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



## Hazard Assessment Report

### Hazard Categories and Examples:

#### **Physical**

- Aggressive student behaviour (bites, kicks, scratches, fights, throwing things, verbal abuse)
- Food preparation
- Restraining students
- Potential weapons
- Lifting and manual handling of students
- Lifting and manual handling of materials and equipment
- Pressurized systems
- UV rays
- Confined spaces
- Open ventilation units
- Broken glassware
- Outdoor studies
- Excessive noise
- Working alone
- Inadequate lighting
- Working from heights
- Power tools
- Hand tools
- Machines
- Welders
- Slipping and tripping hazards
- Electric shock
- Hoists, lifts, jacks, stands and cranes
- Vehicle usage
- Vehicle movement
- Sharp materials
- Extreme temperatures of materials
- Removal of snow and ice
- Compressed air
- Noise
- Accidental release of air bag
- Good housekeeping
- Training (WHMIS and/or TDG)
- Proper signs and labels
- Safe work practices
- Substitution to less hazardous product
- Maintenance of equipment
- Wearing appropriate personal protective equipment
- Work to be conducted in well ventilated area
- Proper use of hoists and lifts
- Wheel chocks
- Carbon monoxide monitor with alarm
- Vehicles only moved by teacher or assistant
- Localized ventilation
- Follow hazardous waste disposal procedure
- Permanent or portable screens
- Appropriate storage of chemicals
- Spill kits
- Open flame
- Staple guns

This list is intended as a sample of some types of physical hazards and is by no means exhaustive.

## Hazard Assessment Report

### Hazard Categories and Examples:

#### **Chemical**

- Exhaust from vehicles
- Dusts
- Asbestos
- ABS Cement
- Degreasers
- Chemical handling (cleaners)
- Storage of chemicals
- Flammable chemicals and oil rags
- Battery acids
- Fumes and vapours
- Mercury
- Dry ice
- Spill clean-up
- Fertilizers
- Fiberglass particles

This list is intended as a sample of some types of chemical hazards and is by no means exhaustive.

## Hazard Assessment Report

### Hazard Categories and Examples:

#### **Biological**

- Head lice
- Scabies
- Mould
- Bacteria
- Live animals
- Blood and body fluids
- Insect bites
- Sewage backflow

This list is intended as a sample of some types of biological hazards and is by no means exhaustive.

## **Hazard Assessment Report**

### **Examples of Hazard Controls:**

- Good housekeeping (organized for situation)
- Training (Back Safety, Asbestos, Lifts, WHIMIS and/or TDG)
- Safe work practices
- Use of carts or dollies
- Maintenance of equipment
- Wearing appropriate personal protective equipment
- Flashlights, trouble light
- Work to be conducted in well ventilated area
- Appropriate storage of chemicals
- Use of spill kits
- Training (Non-violent Crisis Intervention, Manual Lifting)
- Classroom management strategies: very structured, routines and positive reinforcement
- Strategic plan in place to avoid dealing with an at-risk student in isolation
- Proper hygiene
- Safe work practices
- Body placement for hand-over-hand assistance
- Use of mechanical lift
- Instruction for students in safe walking, working, public transportation
- Appropriate furniture and design for situation
- Time-out areas
- Keep inventory and control of equipment and school items
- Becoming familiar with hazards associated with programs to which you accompany students
- Defensive driving
- Ergonomics
- Follow school division field trip requirements
- Fume hoods
- Substitutions to less hazardous chemicals
- Change or alter process
- Proper signage and labeling
- Safety Guards in place
- Follow hazardous waste disposal procedure
- Work to be conducted in ventilated area
- Hiring a contractor where required

This list is intended as a sample of some types of hazard controls and is by no means exhaustive.



## STAR Catholic Schools Hazard Assessment Report

To be completed by a school based administrator or non-school based leadership personnel with relevant employee(s). Please check the list of example hazards and controls attached to assist with completion of this form.

Name: \_\_\_\_\_ Position: \_\_\_\_\_

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

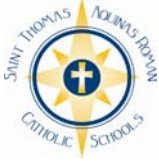
Assessment Team Members: \_\_\_\_\_

Hazard Category	Hazards	Controls
<b>Physical</b>		
<b>Chemical</b>		
<b>Biological</b>		

\_\_\_\_\_ Administrator Signature

\_\_\_\_\_ Employee Signature

Copies of this document should be reviewed and provided to the reporting employee and a copy filed in the OH&S Document Binder



## STAR Catholic Schools Hazard Report Form

Please check the list of example hazards and controls attached to assist with completion of this form.

Location: \_\_\_\_\_ Time/Date: \_\_\_\_\_

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

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

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

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

The shaded portion of this document to be completed by a school based administrator, or non-school based leadership personnel or designate.

Classification (circle one): High Medium Low  
(See classifications and Hazard Response Notation attached to this form)

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

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

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

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

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

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

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

Copy to be filed in the school's Occupational Health and Safety Document Binder.  
Report all high and medium risk classifications to Central Office.



## STAR Catholic Schools Classroom Inspection Form

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

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

Refer to Inspection Form Information for specific detail.  
Identify risk level only if previous column is shown as unsatisfactory.

For each of the Following:	<u>S</u> atisfactory or <u>U</u> nsatisfactory	Risk Level H/M/L
• Flooring	_____	_____
• Lighting	_____	_____
• Electrical Outlets	_____	_____
• Furniture and Equipment	_____	_____
• Partitions/ Dividing Walls	_____	_____
• Emergency Signage	_____	_____
• Windows	_____	_____
• Mechanical	_____	_____
• Housekeeping		
Cleanliness	_____	_____
Storage of Materials and Equipment	_____	_____
Extension Cords and Power Bars	_____	_____
Ceiling Tiles	_____	_____
Entrance/Exit Doors	_____	_____
Walls	_____	_____
Plants/animals	_____	_____
• Other	_____	_____

**Comment:** (If additional space is required, attach information to this document)

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**Corrective Action:**

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

# STAR Catholic Schools Classroom Inspection Form

## Information

### Flooring

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

### Lighting

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

### Electrical Outlets

- Plates and receptacles intact.
- Outlets functional.

### Furniture and Equipment

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

### Partitions/Dividing Walls

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

### Emergency Signage

- Fire exit route map posted and visible.

### Windows

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

## Mechanical

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

## Housekeeping

### Cleanliness:

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

### Extension Cords/Power Bars:

- Circuits not overloaded.
- Use of cords is not creating a tripping or fire hazard.
- Extension cords are grounded and in good repair.
- Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).

### Ceiling Tiles:

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

### Entrance/Exit Door:

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

### Walls:

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

### Plants/Animals:

- Must not be creating a hygiene or biological hazard.
- Scheduled cleaning and maintenance program.
- Appropriate for classroom (i.e., allergies, infection concerns).

## Other

- Please include any additional items as required.





## STAR Catholic Schools Hallways / Washrooms Inspection Form

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

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

Refer to Inspection Form Information for specific detail.  
Identify risk level only if previous column is shown as unsatisfactory.

For each of the Following:	<u>S</u> atisfactory or <u>U</u> nsatisfactory	Risk Level H/M/L
• Flooring	_____	_____
• Lighting	_____	_____
• Electrical Outlets	_____	_____
• Furniture and Equipment	_____	_____
• Emergency Systems	_____	_____
• Emergency Signage	_____	_____
• Fixtures	_____	_____
• Passage Doors	_____	_____
• Security Gates	_____	_____
• Housekeeping :		
Cleanliness	_____	_____
Lockers	_____	_____
Extension Cords and Power Bars	_____	_____
Ceiling Tiles	_____	_____
Entrance/Exit Doors	_____	_____
Walls	_____	_____
Boot Racks	_____	_____
• Other	_____	_____

**Comment:** (If additional space is required, attach information to this document)

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**Corrective Action:**

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

# STAR Catholic Schools Hallways/Washrooms Inspection Form

## Information

### Flooring

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

### Lighting

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

### Electrical Outlets

- Plates and receptacles intact.
- Outlets functional.

### Emergency Systems

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

### Fixtures

- Plumbing fixtures, dispensers, mirrors and stall partitions and doors in good repair.
- Free from obstructions which might impede emergency evacuation.
- Soap provided for hand washing.

### Passage Doors

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

## **Security Gates**

- In good working order (if present).

## **Housekeeping**

### **Cleanliness:**

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

### **Extension Cords/Power Bars:**

- Circuits not overloaded.
- Use of cords is not creating a tripping or fire hazard.
- Extension cords are grounded and in good repair.
- Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).

### **Ceiling Tiles:**

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

### **Entrance/Exit Door:**

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

### **Walls:**

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

## **Other**

- Please include any additional items as required.



## STAR Catholic Schools Stairwells / Staircases Inspection Form

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

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

Refer to Inspection Form Information for specific detail.  
Identify risk level only if previous column is shown as unsatisfactory.

For each of the Following:	<u>S</u> atisfactory or <u>U</u> nsatisfactory	Risk Level H/M/L
• Flooring	_____	_____
• Lighting	_____	_____
• Electrical Outlets	_____	_____
• Handrails	_____	_____
• Landings	_____	_____
• Stairway Lifts	_____	_____
• Movement Protocols	_____	_____
• Housekeeping :		
Cleanliness	_____	_____
Ceiling Tiles	_____	_____
Entrance/Exit Doors	_____	_____
Walls	_____	_____
• Other	_____	_____

**Comment:** (If additional space is required, attach information to this document)

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**Corrective Action:**

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

# STAR Catholic Schools Stairwells/Stairways Inspection Form

## Information

### Flooring

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

### Lighting

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

### Landings

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

### Stairway Lifts (if present)

- In good working order
- Inspected on a regular basis

### Movement Protocols

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

### Housekeeping

#### Cleanliness:

- No obvious hygiene problems.

#### Ceiling Tiles:

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

#### Walls:

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

### Other

Please include any additional items as required.



## STAR Catholic Schools General Storage Rooms Inspection Form

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

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

Refer to Inspection Form Information for specific detail.  
Identify risk level only if previous column is shown as unsatisfactory.

For each of the Following:	<u>S</u> atisfactory or <u>U</u> nsatisfactory	Risk Level H/M/L
• Flooring	_____	_____
• Lighting	_____	_____
•		
• Housekeeping :		
Cleanliness	_____	_____
Ceiling Tiles	_____	_____
Entrance/Exit Doors	_____	_____
Storage of Materials and Equipment	_____	_____
• Appropriate Usage	_____	_____
• Other	_____	_____

**Comment:** (If additional space is required, attach information to this document)

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**Corrective Action:**

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

# STAR Catholic Schools General Storage Rooms Inspection Form

## Information

### Flooring

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

### Lighting

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

### Housekeeping

#### Cleanliness:

- No obvious hygiene problems.
- No unnecessary clutter which creates a tripping hazard
- No presence of food stuffs or materials which create a biological hazard (i.e. mould, rodents, odours)

#### Ceiling Tiles:

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

#### Storage of Materials and Equipment:

- Shelving units appropriately used
- Items safely and appropriately stored
- Safe and secure storage of any hazardous products

#### Entrance/Exit Doors:

- Clear of obstructions
- Doors open and close properly

### Other

Please include any additional items as required.



## STAR Catholic Schools Office Area / Staffroom / Workroom / Infirmary Inspection Form

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

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

Refer to Inspection Form Information for specific detail.  
Identify risk level only if previous column is shown as unsatisfactory.

For each of the Following:	<u>S</u> atisfactory or <u>U</u> nsatisfactory	Risk Level H/M/L
• Flooring	_____	_____
• Lighting	_____	_____
• Electrical Outlets	_____	_____
• Furniture and Equipment	_____	_____
• Roll Down Shutters	_____	_____
• Emergency Signage	_____	_____
• Windows	_____	_____
• Mechanical	_____	_____
• Housekeeping		
Cleanliness	_____	_____
Storage of Materials and Equipment	_____	_____
Extension Cords and Power Bars	_____	_____
Ceiling Tiles	_____	_____
Entrance/Exit Doors	_____	_____
Walls	_____	_____
Plants/animals	_____	_____
• Other	_____	_____

**Comment:** (If additional space is required, attach information to this document)

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**Corrective Action:**

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



# **STAR Catholic Schools Office Area/Staffroom/Workroom/Infirmary Inspection Form**

## **Information**

### **Flooring**

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

### **Lighting**

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

### **Electrical Outlets**

- Plates and receptacles intact.
- Outlets functional.

### **Furniture and Equipment**

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

### **Roll Down Shutters**

- Operational and in good repair

### **Emergency Signage**

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

### **Windows**

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

### **Mechanical**

- Thermostat working.

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

## Housekeeping

### Cleanliness:

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

### Extension Cords/Power Bars:

- Circuits not overloaded.
- Use of cords is not creating a tripping or fire hazard.
- Extension cords are grounded and in good repair.
- Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).

### Ceiling Tiles:

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

### Entrance/Exit Door:

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

### Walls:

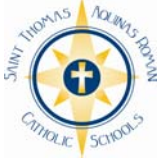
- Only 40% or less of wall surfaces can be covered in combustible materials.
- Bulletin/black boards secure on walls and in tracks.
- Free of damage that may be creating a hazard.

### Plants/Animals:

- Must not be creating a hygiene or biological hazard.
- Scheduled cleaning and maintenance program.
- Appropriate for school (i.e., allergies, infection concerns).

## Other

- Please include any additional items as required.



## STAR Catholic Schools Gyms / Change Rooms / Weight Rooms / Gym Storage Rooms / Drama Rooms / Music Rooms Inspection Form

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

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

Refer to Inspection Form Information for specific detail.  
Identify risk level only if previous column is shown as unsatisfactory.

For each of the Following:	<u>S</u> atisfactory or <u>U</u> nsatisfactory	Risk Level H/M/L
• Flooring	_____	_____
• Lighting	_____	_____
• Electrical Outlets	_____	_____
• Furniture and Equipment	_____	_____
• Dividing Walls/Curtains	_____	_____
• Emergency Signage/Equipment	_____	_____
• Windows	_____	_____
• Fixtures	_____	_____
• Mechanical	_____	_____
• Bleachers	_____	_____
• Weight Room Procedures	_____	_____
• Catwalks	_____	_____
• Housekeeping		
• Cleanliness	_____	_____
• Storage of Materials and Equipment	_____	_____
• Entrance/Exit Doors	_____	_____
• Walls	_____	_____
• Other	_____	_____

**Comment:** (If additional space is required, attach information to this document)

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**Corrective Action:**

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

# **STAR Catholic Schools Gyms/Change Rooms/Weight Rooms/Gym Storage Rooms/Drama Rooms/Music Rooms Inspection Form**

## **Information**

### **Flooring**

- Flooring intact and no tripping hazards from:
  - Torn or lifting carpet.
  - Loose or missing floor tiles.
  - Lifting sheet flooring.
  - Uneven flooring.
  - Loose or missing pieces of hardwood or parquet flooring
  - Protruding anchors, plates or covers

### **Lighting**

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

### **Electrical Outlets**

- Plates and receptacles intact.
- Outlets functional.

### **Dividing Walls/Curtains**

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

### **Roll Down Shutters**

- Operational and in good repair

### **Emergency Signage**

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

### **Windows**

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

### **Fixtures**

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

## Mechanical

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

## Bleachers

- No broken or loose parts which cause a hazard.
- In good operation – can be moved in and out without problems.

## Weight Room Procedures

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

## Catwalks

- Appropriate safety rails present and intact
- Proper signage re: restricted access to these areas

## Housekeeping

### Cleanliness:

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

### Entrance/Exit Door:

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

### Walls:

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

## Other

- Please include any additional items as required.

**NOTE: Physical Education equipment must be inspected by the school division according to the following:**

- Senior High Schools – twice per year
- Elementary and junior high schools – once per year



## STAR Catholic Schools

### Parking Lot / Sidewalks / Ramps / Exterior Sheds / Garbage Enclosures Inspection Form

School: \_\_\_\_\_

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

Refer to Inspection Form Information for specific detail.  
Identify risk level only if previous column is shown as unsatisfactory.

For each of the Following:	<u>S</u> atisfactory or <u>U</u> nsatisfactory	Risk Level H/M/L
• Surfaces	_____	_____
• Stairs/Ramps	_____	_____
• Electrical Outlets	_____	_____
• Signage	_____	_____
• Access	_____	_____
• Equipment	_____	_____
• Housekeeping		
Cleanliness	_____	_____
Storage of Materials and Equipment	_____	_____
Entrance/Exit Doors	_____	_____
Walls	_____	_____
• Other	_____	_____

**Comment:** (If additional space is required, attach information to this document)

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**Corrective Action:**

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

# **STAR Catholic Schools Parking Lot/Sidewalks/Ramps/Exterior Sheds/Garbage Enclosures Inspection Form**

## **Information**

### **Surfaces**

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

### **Stairs/Ramps**

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

### **Signage**

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

### **Access**

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

### **Electrical**

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

### **Equipment**

- Safety support arms on garbage containers functional.
- Exterior sheds secured (appropriately locked).

### **Housekeeping**

- Cleanliness
  - Free of unnecessary clutter which creates a tripping hazard.
- Storage of Materials and Equipment
  - Shelving units appropriately used (i.e., not overloaded).
  - Items safely and appropriately stored (should not be creating a fire or theft hazard).
  - Safe and secure storage of any hazardous products.

### **Entrance Door:**

- Clear of obstructions.
- Door opens and closes properly.



## STAR Catholic Schools Confectionaries/Canteens Inspection Form

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

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

Refer to Inspection Form Information for specific detail.

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

For each of the Following:	<u>S</u> atisfactory or <u>U</u> nsatisfactory	Risk Level H/M/L
• Flooring	_____	_____
• Lighting	_____	_____
• Electrical Outlets	_____	_____
• Furniture and Equipment	_____	_____
• Roll Down Shutters	_____	_____
• Emergency Signage	_____	_____
• Inspection Certificate	_____	_____
• Mechanical	_____	_____
• Housekeeping		
Cleanliness	_____	_____
Storage of Materials and Equipment	_____	_____
Extension Cords and Power Bars	_____	_____
Ceiling Tiles	_____	_____
Entrance/Exit Doors	_____	_____
Walls	_____	_____
Plants/animals	_____	_____
• Other	_____	_____

**Comment:** (If additional space is required, attach information to this document)

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**Corrective Action:**

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



# STAR Catholic Schools Confectionaries/Canteens Inspection Form

## Information

### Flooring

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

### Lighting

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

### Electrical Outlets

- Plates and receptacles intact.
- Outlets functional.

### Furniture and Equipment

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

### Roll Down Shutters

- Operational and in good repair

### Emergency Signage

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

### Inspection Certificate

- A permit from the local health authority and other permits or licenses as required, on display.

### Mechanical

- Thermostat working.
- Heat registers intact and not obstructed.

- Sink is operational and has no leaks.
- Kitchen appliances operational and in good repair

### Housekeeping

#### Cleanliness:

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

#### Extension Cords/Power Bars:

- Circuits not overloaded.
- Use of cords is not creating a tripping or fire hazard.
- Extension cords are grounded and in good repair.
- Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).

#### Ceiling Tiles:

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

#### Entrance/Exit Door:

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

### Other

- Please include any additional items as required.

**Note: High school cafeteria food preparation and service areas are the responsibility of the company providing the contracted service. They are responsible for inspecting and maintaining these areas.**



## STAR Catholic Schools **Science Lab Inspection Form**

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

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

Refer to Inspection Form Information for specific detail.

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

For each of the Following:	Satisfactory or <u>U</u> nsatisfactory	Risk Level H/M/L
• Flooring	_____	_____
• Lighting	_____	_____
• Electrical	_____	_____
• Furniture and Equipment	_____	_____
• Personal Protective Equipment	_____	_____
• Emergency Signage/Equipment	_____	_____
• Windows	_____	_____
• Mechanical	_____	_____
• Housekeeping		
Cleanliness	_____	_____
Storage of Materials and Equipment	_____	_____
Extension Cords and Power Bars	_____	_____
Ceiling Tiles	_____	_____
Entrance/Exit Doors	_____	_____
Walls	_____	_____
Plants/animals	_____	_____
• Hazardous Chemicals		
Storage	_____	_____
Labeling	_____	_____
MSDS	_____	_____
Waste	_____	_____
• Other	_____	_____

**Comment:** (If additional space is required, attach information to this document)

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**Corrective Action:**

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

# STAR Catholic Schools Science Lab Inspection Form

## Information – page one

### Flooring

Flooring intact and no tripping hazards from:

- Torn or lifting carpet.
- Loose or missing floor tiles.
- Lifting sheet flooring.
- Uneven flooring.

### Lighting

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

### Electrical

- Plates and receptacles intact.
- Outlets functional.
- Equipment shut-offs in good working order.
- Grounded Fault Interrupter(GFI) where necessary

### Furniture and Equipment

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

### Emergency Signage

- Fire exit route map posted and visible.
- First Aid kit present and appropriately supplied
- List of staff trained in First Aid posted beside First Aid kit
- Clear access to emergency equipment.
- Appropriate fire extinguisher present. Current inspection certificate displayed.
- Eye Wash Station present, clearly signed, tested weekly (log kept of dates).
- Spill Kit readily available
- Phone/intercom available in room
- Gas and electrical master shut-off clearly signed

## Science Lab Inspection Information – page two

- Emergency shower present, clearly signed, tested weekly (log kept of dates) – (High School Chemistry Lab)

### Windows

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

### Mechanical

- Thermostat working.
- Heat registers intact and not obstructed.
- Sink is operational and has no leaks.
- Special ventilation present where required and in good working order

### Housekeeping

#### Cleanliness:

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

#### Extension Cords/Power Bars:

- Circuits not overloaded.
- Use of cords is not creating a tripping or fire hazard.
- Extension cords are grounded and in good repair.
- Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).

#### Ceiling Tiles:

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

#### Entrance/Exit Door:

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

## Science Lab Inspection Information - page three

### Walls:

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

### Plants/Animals:

- Must not be creating a hygiene or biological hazard.
- Scheduled cleaning and maintenance program.
- Appropriate for school (i.e., allergies, infection concerns).

### Personal Protective Equipment

- Adequate number of appropriate goggles for eye protection.
- Adequate number of appropriate aprons and gloves for spill protection.
- Personal protective equipment cleaned on a regular basis.
- Equipment used as required.

### Hazardous Chemicals

- Storage
  - Secure storage room for chemicals (not in classroom)
  - Chemicals organized according to compatibilities
  - Liquids stored at or below eye level
  - Teacher work desk not in storage area.
  - Acetic acid stored in Flammable cabinet away from inorganic acids.
  - Nitric acid stored separately from all other acids.
  - All shelves securely fastened.
  - Vented Flammable and Acid Cabinet used as required.
  - Excess quantities of chemicals are not present.
- Labeling
  - WHMIS labels on all secondary containers (decanted).
  - Date of purchase written on WHMIS labels on containers.
- MSDS
  - MSDS binder readily available.
  - MSDS are current (no more than 3 years old) and only available for chemicals or consumer restricted products present in lab.
  - Chemical inventory list kept in MSDS binder.
- Waste
  - Waste containers labeled and securely stored.
  - Container contents inventoried.
  - Waste disposal done at regularly scheduled disposal times.

### Other

- Please include any additional items as required.



## STAR Catholic Schools CTS Shop/Lab Inspection Form - page one

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

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

Refer to Inspection Form Information for specific detail.  
Identify risk level only if previous column is shown as unsatisfactory.

For each of the Following:	<u>S</u> atisfactory or <u>U</u> nsatisfactory	Risk Level H/M/L
• Flooring	_____	_____
• Lighting	_____	_____
• Electrical	_____	_____
• Personal Protective Equipment	_____	_____
• Emergency Signage/Equipment	_____	_____
• Windows	_____	_____
• Mechanical	_____	_____
• Housekeeping		
Cleanliness	_____	_____
Storage of Materials and Equipment	_____	_____
Extension Cords and Power Bars	_____	_____
Ceiling Tiles	_____	_____
Entrance/Exit Doors	_____	_____
Walls	_____	_____
• Hazardous Chemical	_____	_____
• Compressed Air	_____	_____
• CONSTRUCTION:		
○ Equipment Guards	_____	_____
○ Dust Collection	_____	_____
○ Safety Screens	_____	_____
○ <u>Equipment and Machinery:</u>		
○ Portable Circular Saw	_____	_____
○ Table Saw	_____	_____
○ Scroll Saw	_____	_____
○ Mitre Saw	_____	_____
○ Band Saw	_____	_____
○ Air Nailer	_____	_____
○ Hand Sander	_____	_____
○ Thickness Planer	_____	_____
○ Jointer	_____	_____

**CTS Shop/Lab Inspection Form - page two**

- Wood Lathe \_\_\_\_\_
- Belt Sander \_\_\_\_\_
- Bench Grinder \_\_\_\_\_
- Clamps \_\_\_\_\_
- Vices \_\_\_\_\_
- Power Hand Tools \_\_\_\_\_
- Hand Tools \_\_\_\_\_
- Router Table \_\_\_\_\_
- Router \_\_\_\_\_
- Oscillating Fan \_\_\_\_\_
- Stationary Shaper \_\_\_\_\_
- Mortise Machine \_\_\_\_\_
- **MECHANICS**
- Exhaust Outlets \_\_\_\_\_
- CO Monitor \_\_\_\_\_
- Parts Cleaner \_\_\_\_\_
- **Equipment and Machinery:**
- Hoist \_\_\_\_\_
- Chalk Blocks \_\_\_\_\_
- Tire Machine \_\_\_\_\_
- Brake Lathe \_\_\_\_\_
- Bench Grinders \_\_\_\_\_
- Valve Grinder \_\_\_\_\_
- Car Jacks \_\_\_\_\_
- Car Stands \_\_\_\_\_
- **WELDING**
- Flashback Arrester Hoses \_\_\_\_\_
- Ventilation \_\_\_\_\_
- UV Curtains \_\_\_\_\_
- Compressed Gas Cylinders \_\_\_\_\_
- Valves and Regulators \_\_\_\_\_
- Local Ventilation \_\_\_\_\_
- **Equipment and Machinery:**
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- **(attach list of all)** \_\_\_\_\_
- **Other** \_\_\_\_\_



## CTS Shop/Lab Inspection Form - page three

**Comment:** (If additional space is required, attach information to this document)

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**Corrective Action:**

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



# STAR Catholic Schools CTS Shop/Lab Inspection Form

## Information – page one

### Flooring

Flooring intact and no tripping hazards from:

- Torn or lifting carpet.
- Loose or missing floor tiles.
- Lifting sheet flooring.
- Uneven flooring.

### Lighting

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

### Electrical

- Boxes, Plates and receptacles intact.
- Outlets functional.
- Equipment shut-offs in good working order.
- Grounded Fault Interrupter(GFI) where necessary
- Magnetic switches for large wood working equipment.
- All equipment cords in good working order

### Emergency Signage/Equipment

- Fire exit route map posted and visible.
- First Aid kit present and appropriately supplied
- List of staff trained in First Aid posted beside First Aid kit
- Clear access to emergency equipment.
- Appropriate fire extinguisher present. Current inspection certificate displayed.
- Eye Wash Station present, clearly signed, tested weekly (log kept of dates).
- Spill Kit readily available
- Phone/intercom available in room
- Gas and electrical master shut-off clearly signed
- Safety posters displayed in visible areas
- Fire blanket available (if required)
- CO monitor in place - (Mechanics Lab)
- Emergency shower present, clearly signed, tested weekly (log kept of dates) – (Mechanics Lab)

## **Information - CTS Shop/Lab Inspection - page two**

### **Windows**

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

### **Mechanical**

- Thermostat working.
- Heat registers intact and not obstructed.
- Sink is operational and has no leaks.
- Special ventilation present where required and in good working order

### **Housekeeping**

#### **Cleanliness:**

- Unnecessary clutter which does not provide adequate work space.
- No obvious hygiene problems.
- Hand wash facility and appropriate cleaning supplies.
- Storage of Materials and Equipment:
- Shelving units and filing cabinets are appropriately used (not overloaded).
- Items safely and appropriately stored.
- Cupboards are reasonably organized.
- No unused and unnecessary materials in room.
- Safe and secure storage of any hazardous products.
- Kick plates in place on mezzanines.
- Appropriate storage of oily rags and other combustible materials.

#### **Extension Cords/Power Bars:**

- Circuits not overloaded.
- Use of cords is not creating a tripping or fire hazard.
- Extension cords are grounded and in good repair.
- Appropriate use of power bars (eliminate or minimize situations where one power bar is plugged into another).

#### **Ceiling Tiles:**

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

#### **Entrance/Exit Door:**

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

#### **Walls:**

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

## **Information - CTS Shop/Lab Inspection - page three**

### **Personal Protective Equipment**

Equipment is of proper size, in good condition and is being used.

- Eye protection (glasses, goggles or face shields).
- Dust masks.
- Gloves.
- Welding aprons/jackets.
- Welding helmets and goggles.
- Hearing protection (if needed).

### **Compressed Air**

- Labels on lines.
- Hoses in good condition.

### **General Equipment**

- Guards installed on equipment to protect operator (at no time should guards be removed).
- Grinder guards in place and tool rest no more than three millimeters from the stone.
- Complete enclosures around belts and pulleys.
- Equipment properly secured.
- Spring loaded chuck on drill press in good working order.
- Safety screens available where required (e.g., wood lathe).
- Appropriate operational procedure signs in place for each machine.

### **Hazardous Chemicals**

- MSDS binder readily available.
- MSDS are current (no more than 3 years old) and only available for chemicals or consumer restricted products present in lab.
- Chemical inventory list kept in MSDS binder.
- WHMIS (workplace) labels on all secondary containers (decanted).
- Safe and secure storage in Flammable cabinets.
- Waste containers labeled.
- Waste disposed of at regularly scheduled disposal times.

### **Welding**

- Flashback arrestors in place and located at the regulator.
- Hoses in good condition.
- Ventilation in area appropriate for tasks being performed.
- UV curtains available, in good condition and used appropriately.

## Information - CTS Shop/Lab Inspection - page four

- Compressed Gas cylinders secured and stored appropriately.
- Different gas cylinders should be stored separately.
- Valves and regulators in good condition.
- Local ventilation available and used for welding tasks.
- Equipment or machinery in good working condition and guarded appropriately.
- Sheet Metal Shear.
- Metal notcher.
- Milling machine.
- Arc Welder.
- Mig Welder.
- Metal lathe.
- Drill press.

### Mechanics

- Exhaust outlets operational.
- CO monitor in place and inspected yearly.
- Compressed Air - only used for appropriate purposes (not for cleaning).
- Parts Cleaners - if varsol, ensure lid is closed when not in use (safety lid is in good working order).
- Equipment or machinery.
  - Hoist in excellent working order and inspected yearly.
  - Chalk blocks available and used appropriately.
  - Tire Machine in good working order and safety guards in place.
  - Brake lathe in good working order and safety guards in place.
  - Bench Grinders - guards in place, wheels inspected regularly for cracks, dressed, stone maximum 3mm from tool rest.
  - Valve Grinder is guarded appropriately.
  - Car Jacks are in good working condition and used appropriately.
  - Car Stands are in good working condition and used appropriately.

### Construction

- Guards in place on all equipment as required.
- Dust collector connected to all high dust capacity equipment. Collector regularly inspected and emptied.
- Safety screens available where required (wood lathe).
- Compressed Air is only used for appropriate purposes (not for general cleaning).

## Information - CTS Shop/Lab Inspection - page five

- **Equipment or machinery.**
  - **Table Saw - splitter guard must be in place unless blade is not attached to saw.**
  - **Anti-kick back fingers and dust collection also present (no Junior High students permitted to use this piece of equipment).**
  - **Portable Circular Saw.**
  - **Scroll Saw.**
  - **Mitre Saw.**
  - **Band Saw.**
  - **Air Nailer.**
  - **Hand Sander.**
  - **Thickness Planer.**
  - **Jointer (no Junior High students permitted to use this piece of equipment).**
  - **Wood Lathe.**
  - **Belt Sander.**
  - **Bench Grinder.**
  - **Clamps.**
  - **Vices.**
  - **Power Hand Tools.**
  - **Hand Tools.**
  - **Router Table.**
  - **Router.**
  - **Oscillating Sander.**
  - **Stationary Shaper.**
  - **Mortise Machine.**

### Other

- **Please include any additional items as required.**

## **Emergency Response System Inspections**

### **Fire Alarm**

The annual inspection of the fire alarms at each school division site will be coordinated and initiated by the facilities coordinator. An inspection tag will be documented on the fire panel.

### **Smoke/Heat Detector**

The annual inspection of the smoke/heat detectors at each school division site will be coordinated and initiated by facilities coordinator. An inspection tag will be documented on fire panel.

### **Fire Suppression System**

The annual inspection of all fire suppression systems in school division cafeterias and designated CTS food labs will be coordinated and initiated by the facilities coordinator.

### **Fire Hydrant**

The annual inspection of all fire hydrants at school division sites will be coordinated and initiated by the facilities coordinator.

### **Fire Extinguisher Maintenance**

The annual inspections at each school division site will be coordinated and initiated by the facilities coordinator. Inspection date is documented and attached to fire extinguisher.

Complete a monthly inspection of all fire extinguishers on site and log the inspection on tag attached to fire extinguisher.

### **Exit/Emergency Lighting**

The site caretaker is to complete a weekly inspection of all exit and emergency lights at each school division site.





## **Emergency Preparedness Development Tool**

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal Name:** \_\_\_\_\_

**Administrator Accountable:** \_\_\_\_\_

- 1. Mark primary and secondary evacuation routes on site map and post in each occupied room. Ensure floor plan room numbers correspond with actual room numbers.**
- 2. Identify, and share, primary assembly locations for all classrooms at the site.**
- 3. Identify, and make formal written arrangements for, secondary off-site assembly location.**
- 4. Have Emergency Response Classroom Flipchart available in each occupied room. Verify presence periodically throughout the year.**
- 5. Assemble and Maintain Emergency Response Kit. Maintain in office in a secure location to protect confidential information enclosed.**
- 6. Ensure a Safety Drill is completed and documented each month. Alarm MUST be activated during fire/evacuation drill and the security company must be notified.**
- 7. Establish a special provision plan for individuals with compromised mobility.**



8. Ensure Field Trip kit is assembled and maintained in secure location to protect confidential information enclosed. Ensure emergency contact numbers are provided.
9. Conduct an annual orientation at the start of the school year with staff regarding roles and responsibilities during each of the four Emergency Responses.
10. Assign staff to ensure all rooms are checked to ensure clearance of all occupants during evacuation/room clear procedures.
11. Ensure fire extinguishers and emergency exit lighting are inspected as required.
12. Assign appropriate staff to complete school responsibilities for each of the four emergency response procedures.
13. Conduct ongoing orientation of temporary staff/volunteers.
14. Ensure office administration is provided with a Bomb Threat Phone Checklist to be kept by office phone (see Forms - Bomb Threat Phone Checklist).
15. Review Emergency Preparedness Action Plan on a monthly basis following monthly safety drill and complete debrief with staff.





## **Emergency Preparedness Plan Template**

**School:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Principal:** \_\_\_\_\_

The principal of each school shall develop the site's Emergency Preparedness Plan prior to the start of each school year. The Emergency Preparedness Plan is to be reviewed annually with staff at the beginning of each school year and with new staff on an on-going basis.

The Emergency Preparedness Plan is organized into the following sections:

1. School Division Rationale
2. Contagious Health Emergencies
3. Off-site Emergencies
4. Preparation
5. Facility Evacuation
6. Resources
7. Training

### **School Division Rationale**

All organizations are required to establish an emergency preparedness plan to mitigate the effects of a wide variety of potential disasters. Emergency preparedness is designed to ensure the health, safety and welfare of all occupants in the facility, at the time of the occurrence. This planning shall be comprehensive enough to cope with a variety of emergencies.

While many emergency procedures may be common among division schools, each facility is responsible for developing a site specific Emergency Preparedness Program that meets legislative and school division requirements and guidelines. The school division has developed procedures that provide schools with direction on how to respond to a variety of events with each site having the opportunity to address situations unique to its location or circumstance.

## **Contagious Health Emergencies**

In the event of the worksite experiencing a contagious health emergency, each worksite will be provided direction from the central office and/or the local health authority.

## **Off-site Emergencies**

During off-site emergencies each worksite shall:

- Move from the area of risk to maintain student/staff safety.
- Keep students together.
- Call 911. Look after any injured individuals.
- Call the principal if the situation occurs during school hours from Monday to Friday.

## **Preparation**

Roles and Responsibilities - Please identify and list below:

- The alternate classroom/area assigned to each classroom to re-locate students in the event of a room clear.
- The specific staff and rooms they are assigned to check to ensure all occupants are cleared from the room, in case of evacuation.
- The staff person that is responsible for assembling and maintain the Emergency Response Kit.

## **Facility Evacuation**

1. Evacuation Routes - Please identify and list below:

- The primary and secondary evacuation routes for each room in the site.
- Include copies of the evacuation room maps for each room.

2. Assembly Locations - Please identify and list below:

- The primary and secondary assembly locations for room in the site.
- Include a copy of the signed agreement letter between the site and the secondary assembly location.

3. Special Provisions Plan

- Detail the plan for any staff, student or visitor on site that has compromised mobility in the event of an emergency response being initiated.

## **Resources**

1. Emergency Preparedness Plan

- Indicate when each classroom was provided with a copy of the Emergency Preparedness Plan.
- Indicate when the specific details of the Emergency Preparedness Plan was/will be provided to the site staff.

## 2. Emergency Response Kit

- Indicate where the Emergency Response Kit will be located.
- See OH&S Manual for contents of Emergency Response Kit.

## Training

### 1. Safety Drills

- Indicate the tentative schedule of which type of safety drill will be completed each month.





**Safety Drill Record Form**

School: \_\_\_\_\_ Year: \_\_\_\_\_

Principal Name: \_\_\_\_\_

- Each school site is required to complete one safety drill per month from September to June.
- The Alberta Fire Code requires each school site to complete a minimum of 6 fire/evacuation drills per school year (3 drills in the fall and 3 drills in the spring).
- The remaining four safety drills to be completed within the school year are of the school’s choice (i.e., Lockdown, Evacuation, Room Clear, Directed Response)\*. This allows the school the option of completing a safety drill that does not require evacuation of the school during inclement weather.

Safety Drill Records should be retained in the OH&S Document Binder.

<u>Month</u>	<u>Type of Drill*</u>	<u>Date</u>	<u>Time of Drill</u>	<u>Time to Complete Drill</u>
September	_____	_____	_____	_____
October	_____	_____	_____	_____
November	_____	_____	_____	_____
December	_____	_____	_____	_____
January	_____	_____	_____	_____
February	_____	_____	_____	_____
March	_____	_____	_____	_____
April	_____	_____	_____	_____
May	_____	_____	_____	_____
June	_____	_____	_____	_____
<b>Comments/Issues:</b> _____				
_____				



**Emergency Call Card**

**Emergency Services, Ambulance, Police, Fire Department**    9-1-1

**School Division Contact Phone Number**    780-986-2500    1-800-583-0688

**Security Monitoring Company:** \_\_\_\_\_

**Principal's Cell Number:** \_\_\_\_\_

**Utilities Phone Numbers**

**Gas (24 Hour Emergency):** \_\_\_\_\_

**Electric:** \_\_\_\_\_

**Water:** \_\_\_\_\_

**Other Emergency Resources:** \_\_\_\_\_

**Health Authority Phone Number:** \_\_\_\_\_

**Hospital:** \_\_\_\_\_

**Poison and Drug Information Services:** \_\_\_\_\_

**Health Link (24 hour advice & health services info):** \_\_\_\_\_

**Weather Information (Environment Canada):** \_\_\_\_\_

**Roads Maintenance (Street Lights & Sewer):** \_\_\_\_\_

**Child Abuse Hot Line**    1-800-387-5437

**Child Protection/Children Services** \_\_\_\_\_



## **Bomb Threat Phone Call**

### **Bomb Threat Procedures**

**When a bomb threat is received:**

- 1. Listen carefully and remain calm.**
- 2. Do not interrupt the caller.**
- 3. Attempt to keep the caller talking.**
- 4. Obtain as much information as possible Ask as many questions as possible and take down the information.**
- 5. Contact your immediate supervisor who will:**
  - Call 9-1-1 and report everything to the Police.**
  - Call the Superintendent of Schools**
- 6. Wait for further instructions. Do not leave your desk. Continue to make notes and comments/observations on the Bomb Threat Checklist.**

**Remain calm and do not cause panic by alarming anyone else.**

## **Bomb Threat Phone Checklist**

### **Caller's Voice (circle all appropriate)**

- **Calm - Crying - Deep**
- **Angry - Normal - Ragged**
- **Excited - Distinct - Clearing Throat**
- **Slow – Slurred - Deep Breathing**
- **Rapid - Nasal - Cracking Voice**
- **Soft - Stutter - Disguised**
- **Loud - Lisp - Accent**
- **Laughter - Raspy - Familiar**

**If voice is familiar, whom did it sound like?**

---

**Background Sounds (circle all appropriate)**

- Street Noises - Household Noises Clear
  - Children - Motors - Static
  - Voices - Office Machinery - Local
  - PA System - Factory Machinery - Long Distance
  - Music - Animal Noises - Both
  - Other
- 

**Questions to Ask**

When is the bomb going to explode?

---

Where is it right now?

---

What does it look like?

---

What will cause it to explode?

---

Did you place this bomb?

---

Why?

---

What is your name?

---

**Exact Wording of Threat (circle all appropriate)**

- Well spoken/educated - Incoherent - Taped
- Message read by threat maker - Irrational - Foul

Sex of Caller: \_\_\_\_\_ Approximate Age: \_\_\_\_\_

Length of Call (minutes): \_\_\_\_\_

Phone # where call was received: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Comments

---



## **Required Contents of First Aid Kits**

A **No. 1 Kit** consists of the following:

- a. 10 - antiseptic cleansing towelettes, individually packaged
- b. 25 - sterile adhesive dressings, individually packaged
- c. 10 - 10 cm x 10 cm sterile gauze pads, individually packaged
- d. 2 - 10 cm x 10 cm sterile compress dressings, with ties, individually packaged
- e. 2 - 15 cm x 15 cm sterile compress dressings, with ties, individually packaged
- f. 2 - conform gauze bandages - 7.5 cm
- g. 3 - cotton triangular bandages
- h. 5 - safety pins - assorted sizes
- i. 1 - pair of scissors
- j. 1 - pair of tweezers
- k. 1 - 25 mm x 4.5 m roll of adhesive tape
- l. 1 - crepe tension bandage - 75 mm
- m. 1 - artificial resuscitation barrier device with a one-way valve
- n. 4 - pairs of disposable surgical gloves
- o. 1 - first aid instruction manual (condensed)
- p. 1 - inventory of kit contents
- q. 1 - waterproof waste bag

A **No. 2 Kit** consists of the following:

- a. 10 - antiseptic cleansing towelettes, individually packaged
- b. 50 - sterile adhesive dressings, individually packaged
- c. 20 - 10 cm x 10 cm sterile gauze pads, individually packaged
- d. 3 - 10 cm x 10 cm sterile compress dressings, with ties, individually packaged
- e. 3 - 15 cm x 15 cm sterile compress dressings, with ties, individually packaged
- f. 1 - 20 cm x 25 cm sterile abdominal dressing
- g. 2 - conform gauze bandages - 7.5 cm
- h. 4 - cotton triangular bandages
- i. 8 - safety pins - assorted sizes
- j. 1 - pair of scissors
- k. 1 - pair of tweezers
- l. 1 - 25 mm x 4.5 m roll of adhesive tape
- m. 2 - crepe tension bandages - 75 mm
- n. 1 - artificial resuscitation barrier device with a one-way valve
- o. 6 - pairs of disposable surgical gloves
- p. 1 - sterile, dry eye dressing
- q. 1 - first aid instruction manual (condensed)
- r. 1 - inventory of kit contents
- s. 1 - waterproof waste bag

A **No. 3 Kit** consists of the following:

- a. 24 - antiseptic cleansing towelettes, individually packaged
- b. 100 - sterile adhesive dressings, individually packaged
- c. 50 - 10 cm x 10 cm sterile gauze pads, individually packaged
- d. 6 - 10 cm x 10 cm sterile compress dressings, with ties, individually packaged
- e. 6 - 15 cm x 15 cm sterile compress dressings, with ties, individually packaged
- f. 4 - 20 cm x 25 cm sterile abdominal dressings, individually packaged
- g. 6 - conform gauze bandages - 7.5 cm
- h. 12 - cotton triangular bandages
- i. 12 - safety pins - assorted sizes
- j. 1 - pair of scissors
- k. 1 - pair of tweezers
- l. 2 - 25 mm x 4.5 m rolls of adhesive tape
- m. 4 - crepe tension bandages - 75 mm
- n. 1 - artificial resuscitation barrier device with a one-way valve
- o. 12 - pairs of disposable surgical gloves
- p. 2 - sterile, dry eye dressings, individually packaged
- q. 1 - tubular finger bandage with applicator
- r. 1 - first aid instruction manual (condensed)
- s. 1 - inventory of kit contents
- t. 2 - waterproof waste bags

A **Type P Kit** consists of the following:

- a. 10 - sterile adhesive dressings, assorted sizes, individually packaged
- b. 5 - 10 cm x 10 cm sterile gauze pads, individually packaged
- c. 1 - 10 cm x 10 cm sterile compress dressing, with ties
- d. 5 - antiseptic cleansing towelettes, individually packaged
- e. 1 - cotton triangular bandage
- f. 1 - waterproof waste bag
- g. 1 - pair of disposable surgical gloves



## First Aid Checklist for Schools

### Training and Supplies:

- Ensure the appropriate number of personnel with valid certificates for first aid training are available at the school or worksite.
- First aid training is provided by approved agencies that meet the standards adopted by the Joint First Aid Training Standards Board. Ensure training is current and renewed at least every three (3) years.
- Ensure the required first aid services, equipment and supplies are quickly and easily accessible when required.
- Ensure first aid equipment, supplies, and Accident/Incident Report and First Aid Record forms are kept in a designated area where first aid services can be administered. A hard copy must be maintained at the school for the balance of the school year.
- Ensure first aid equipment is stored in protective containers that are clearly marked to indicate they are intended for first aid.
- Assign a designated person to routinely maintain first aid supplies and equipment as required by District standards (see Appendix I).
- Ensure signs are posted that indicate the trained first aid personnel. These signs should be located in immediate proximity to the first aid kits.
- Ensure that first aid kits do not contain any prescribed or over the counter medications. **Note: Medications stored for student use should be kept separately from the first aid kits and only used for those students as per the directions provided by the parents/guardians.**

### Equipment:

- Ensure portable eye wash stations are available in all areas where corrosive chemicals are used (e.g., boiler rooms, science and CTS labs).
- Ensure fixed eyewash stations are unobstructed and located on the same floor level, near the work area that creates the hazard (e.g., science and CTS labs).
- Ensure eyewash stations are located away from electrical sources.
- Ensure eyewash stations are marked with clear signage to flag their location.
- Ensure fixed emergency showers are unobstructed and located where severe chemical hazards exist.

### First Aid Records:

- Ensure a written record of employees with valid first aid training certificates is maintained and available on request.

- **Blank Accident/Incident Report and First Aid Record forms may be kept with the first aid kit for convenience; and hard copies retained in the Accident/ Incident Reports binder until the end of each school year.**

**Comments:**

**Only the injured person and those involved in medical treatment, work site inspections, accident investigations, maintaining records for the health and safety program or the Workers' Compensation Board may review first aid records.**





**STAR Catholic Schools      Persons Trained in First Aid**

Enter the name of all employees who have valid first aid training certificates. Qualifications and expiry dates should also be entered. A designated person must maintain this log sheet and building occupants must be kept informed of who is trained in first aid.

School or Site: \_\_\_\_\_

School Year: \_\_\_\_\_ Principal: \_\_\_\_\_

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

Name: _____
Courses and Certificates: _____
Expires: _____
Location in Facility: _____

Name: _____
Courses and Certificates: _____
Expires: _____
Location in Facility: _____

Name: _____
Courses and Certificates: _____
Expires: _____
Location in Facility: _____

Name: _____
Courses and Certificates: _____
Expires: _____
Location in Facility: _____



**STAR Catholic Schools**

**Chemical Inventory List**

**School/Site:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Department** \_\_\_\_\_ **Room/Location:** \_\_\_\_\_

**Chemical**

**Quantity**

**Supplier**

**Manufacturer**

**MSDS Mo/Yr**

**Purchase Date(s)**

**Storage Group If applicable**

**WHMIS Hazards Classification(s)**



## STAR Catholic Schools

### Annual WHMIS / TDG Site Evaluation - page one

Worksite: \_\_\_\_\_ Date: \_\_\_\_\_

For all questions, indicate:

Evaluation Questions Yes No N/A

Action Taken

Indicate Employee Responsible

Completion Date

#### 1. WHMIS/TDG Employee Training

**a.** Are all employees who may use, handle, store and dispose of hazardous chemical products or those who work in proximity to hazardous chemical products where there is any potential for any adverse health and safety effect as a result of exposure trained in WHMIS?

**b.** Do all relevant employees know:

**i)** how to tell whether a product is a controlled product or a consumer restricted product?

**ii)** the procedures for receiving or bringing into the workplace a controlled product or consumer restricted product?

**iii)** how to interpret the hazard symbols on the labels?

**iv)** how to interpret and use the information on the supplier label and the workplace label?

**v)** where the MSDS are located?

**vi)** how to reference the MSDS?

**vii)** how to interpret an MSDS?

**viii)** how to handle safely all controlled and consumer restricted products that they use, store, handle, or dispose of in the workplace.

**c.** Are all employees who will be shipping or receiving dangerous goods at the school or workplace or transporting dangerous goods between workplaces trained in TDG?

**d.** Has at least one employee been delegated as the workplace shipper/receiver for dangerous goods?

## **Annual WHMIS / TDG Site Evaluation - page two**

- e. Do all employees involved in shipping know:**
- i) how to classify the dangerous goods?**
  - ii) how to correctly mark and label the packaged dangerous goods?**
  - iii) how to prepare the shipping document?**
  - iv) when to provide placards to the carrier?**
  - v) what to do with documentation?**
- f. Do all employees involved in receiving know:**
- i) how to interpret and use the information on the TDG label and markings?**
  - ii) how to check packaging against shipping document upon receipt of shipment?**
  - iii) what to do with the documentation and how long to keep it?**
- g. Do all employees involved in transporting dangerous goods know:**
- i) how to make sure the shipper has fulfilled all his responsibilities before accepting shipment?**
  - ii) when placards are needed on vehicle used in transport and when they can be removed?**
  - iii) how to securely load cargo?**
  - iv) what documentation must accompany the driver?**
  - v) how to mark shipping document after last shipment is unloaded?**
- h. Do all employees involved in handling dangerous goods know the emergency response to a leak or spill, what constitutes a dangerous occurrence and the reporting requirements for dangerous occurrences?**
- i. Do all employees have their TDG Certificate of Training available for inspection at all times?**
- j. Is there a system in place that provides for the required retraining of employees, as well as the communication of updated information?**
- k. Is there a current list of employees who have WHMIS and TDG training on file?**

## **2. Material Safety Data Sheets**

- a. Are Material Safety Data Sheets (MSDS) in a clearly identified binder(s) for all controlled products or consumer restricted products that are used, handled or stored in the workplace?**
- b. Are all MSDS binders located in close proximity to area of product use?**
- c. Are all MSDS current (within 3 years)?**
- d. Does the MSDS binder contain an up-to-date inventory list of all hazardous chemicals?**



**Annual WHMIS / TDG Site Evaluation - page three**

**e.** Is there a copy of all hazardous chemical inventory list on file in the OH&S Documentation binder?

**f.** Is there a WHMIS chart posted containing hazard symbols and label requirements?

**g.** If faced with an emergency situation do the employees know:

- i)** where to look for first aid kits and emergency equipment, e.g., leaks and spills kit?
- ii)** how to initiate response plan and who to notify?
- iii)** what reporting procedures to follow?
- iv)** how to clean up leaks and spills?

**3. Labeling**

**a.** Do all original containers of controlled hazardous products whether empty or still containing the controlled product display a proper WHMIS supplier label?

**b.** Do all original containers of consumer restricted products display a proper consumer restricted product label?

**c.** Do all secondary containers of controlled products, or consumer restricted products that have been decanted from their original containers, display a proper workplace label?

**d.** Whenever a label is damaged, missing or defaced has it been replaced with a proper WHMIS workplace label?

**4. Chemical Storage**

**a.** Are all chemicals stored in a safe and orderly manner in a secured area?

**b.** Has a current inventory of hazardous chemicals been established?

**5. Disposal**

**Are waste hazardous chemicals grouped according to TDG classes and stored in a safe and orderly manner in a secured area?**

A copy of this form should be filed in the Occupational Health and Safety Document Binder.



## **STAR Catholic Schools Confined Space Code of Practice**

### **Confined Spaces**

**Confined spaces have a history of being potentially dangerous places to work, as hazards within them are often magnified. Confined spaces are not intended for human occupancy and ongoing regular work activity. Typically they are entered for cleaning, inspection, maintenance, repair or construction.**

**Confined spaces typically have a restricted means of access making it difficult to initiate a rescue or retrieve an injured worker. A worker may not be able to easily walk into the confined space, and the confined space may have to be accessed by ladders, stairways with a steep slope, narrow width or extreme length. There may also be physical obstructions such as bulk heads, collapsed material or machinery. A confined space may have poor ventilation and contain a hazardous atmosphere or energized equipment. Although a confined space may be safe to enter initially, the work activities may create a hazardous atmosphere.**

### **Regulations and Guidelines**

**In the province of Alberta the Occupational Health and Safety Act, Regulation and Code is enforced by Alberta Human Resources and Employment - Workplace Health and Safety. This legislation establishes the rights and obligations of employers, workers and the government, outlines the general requirements for employers, outlines administrative and policy issues and contains detailed technical requirements that support the Occupational Health and Safety Act, Regulation and Code.**

**The Occupational Health and Safety Code (Part 5) defines a confined space as an enclosed or partially enclosed space that is not designed or intended for continuous human occupancy, with a restricted means of entry or exit. It may become hazardous to a worker entering it because of:**

- Design, construction, location or atmosphere.**
- Work activities, materials or substances in it.**

- Compromised provision of first aid, evacuation, rescue or other emergency response service.
- Other hazards related to it.

For confined spaces, the Occupational Health and Safety Code requires employers to have a Confined Space Code of Practice that provides a process for identifying all existing confined spaces in and around school division facilities. Confined Space Code of Practice governs the practices and procedures for employees entering and working in confined spaces and must be maintained and periodically reviewed.

A Confined Space Code of Practice must address the following:

- Hazard Assessment
- Worker Training
- Entry Permit System
- Safety Precautions
- Protection from Hazardous Substances, Energy and Conditions
- Hot Work
- Unauthorized Entry
- Engine Exhaust Hazards
- Testing the Atmosphere
- Ventilation, Purging and Inerting
- Emergency Response
- Requiring a Tending Worker
- Retaining Records

The Occupational Health and Safety Act requires that the Confined Space Code of Practice be readily available to employees at the worksite and that individuals who have to enter confined spaces receive appropriate training.

## **Confined Space Entry and Work Requirements**

### **1. Hazard Assessment**

The Occupational Health and Safety Code (Part 2) requires employers to assess a work site and identify existing or potential hazards before work begins. A hazard assessment must be thorough and comprehensive and must ensure that the hazards have not been missed or their importance underestimated. The employer must prepare a written hazard assessment that provides the results of the assessment and specify methods that will be used to eliminate or control the hazards. When practical, the workers shall be involved in this process.

Hazards shall be eliminated whenever it is reasonably practicable. If they cannot be eliminated, then either engineering controls, administrative

**controls, or personal protective equipment must be used to control the hazards identified.**

**Engineering controls include such things as the use of mechanical ventilation, installing a temporary work platform, substitution of a less toxic substance and installation of guardrails.**

**Administrative controls include such things as establishing practice and procedures, entry permits and worker training.**

**Personal Protective Equipment includes the use of such things as respiratory protection, safety glasses and hearing protection.**

**Hazard assessments of confined spaces should be periodically reviewed to ensure that the working conditions have not changed to create additional hazards. Workers must also realize that the nature of the work to be conducted in the confined space may introduce additional hazards. When this occurs, a hazard assessment must be completed to address these issues and establish appropriate controls. This can be done using a Task Hazard Analysis Form.**

## **2. Worker Training**

**All school division employees who are required to work within a confined space must receive training on the school division's Confined Space Code of Practice and specific practices and procedures related to confined spaces in each facility (see Attachment II: Training Requirements). Employees must be able to demonstrate a satisfactory level of understanding of these requirements prior to entering and working in confined spaces.**

**Contractors shall have their own confined space code of practice and have developed safe work practices and procedures for their employees when performing work in a confined space. As part of the contract process contractors shall provide copies of their confined space code of practice and employee safe work practices and procedures for working in confined spaces. They must also be familiar with the school division's Confined Space Code of Practice and applicable Health and Safety legislation. If there is variance between contractor and school division expectations the most stringent shall apply.**

**All confined space training records will be retained for as long as the employee is expected to perform work within confined spaces. Training records for school division employees will be maintained by the Facilities Coordinator.**

### **3. Entry Permit System**

STAR Catholic Schools has developed a confined space entry permit system. An entry permit is a document that sets out the work to be done and the precautions to be taken. Copies of the school division's Confined Space Entry Permits can be found in this section under Forms.

Level I Permits are site specific, while Level II Permits are provided to individuals who work in multiple school division facilities and have received advanced levels of training.

Entry permits to perform inspections or minor maintenance are issued on a yearly basis for caretaking and maintenance staff who must enter confined spaces as part of their regular work routine. The Facilities Coordinator will issue the permits to caretaking staff, maintenance staff. Caretaking and maintenance staff does not normally perform tasks in a confined space that would introduce additional hazards to the area. If they are going to perform any work in a confined space which could create additional hazards (e.g., soldering, welding), they must first obtain authorization from the Facilities Coordinator. The Facilities Coordinator will determine if a new hazard assessment needs to be completed and a new entry permit issued.

Contractors working in school division facilities are responsible for issuing entry permits to their employees who are required to perform work in confined spaces. The contractor must maintain a record of these permits and is required to produce them for inspection.

An integral part of the permit issuing process is to ensure the worker is familiar with the hazard analysis that has been completed for the relevant confined space. The school division has completed a hazard analysis for all confined spaces in light of the work normally performed in these areas by school division staff. Following is a list of the types of confined spaces found in school division facilities and the type of work typically performed in these areas by caretaking, maintenance and contract staff:

- Service Tunnels - for inspections and repairs.
- Air Handling Units - for inspections, repairs or to replace filters.
- Cubbyholes - to service or repair pumps or access equipment.
- Spaces Above Fixed Ceilings - to access pipes, ducts or wiring.
- Storage Areas Under Stages - to store or remove furniture or equipment.
- Cooling Towers - for inspections, servicing or repairs.
- Sump Pits - to clean out debris or repair motors.
- Catch Basins - to clean out debris.

## **Safety Precautions**

Work safety is of paramount importance to the District. Only those workers who have received a valid permit are allowed to enter confined spaces. Before entering a specific confined space the worker must ensure that all of the controls outlined in the Task Hazard Analysis for that confined space are addressed. Such things as the use of appropriate personal protective equipment, a communication process (the presence of a tending worker or the informing of administrative staff or the use of the man-down lanyard) or a lock-out tag-out system are essential to the safety of the worker.

A worker should never enter a confined space if there is a hazard present that is not identified on the Task Hazard Analysis or entry permit. Under these circumstances a new Task Hazard Analysis must be completed and a new entry permit obtained.

If the type of work to be performed in the confined space introduces additional hazards, extra precautions must be taken. The worker must obtain an amended entry permit which identifies any new hazards and also identifies the controls needed to address the new hazards.

## **Protection from Hazardous Substances, Energy and Conditions**

The worker must be protected from hazardous substances, uncontrolled energy sources and hazardous conditions. The Task Hazard Analysis identifies the controls that need to be implemented to address these hazards. Examples of appropriate controls include such things as blanking or blinding, double blocking and bleeding, locking out sources of energy, de-energizing equipment and immobilizing or disconnecting all mechanical linkages.

Blanking involves inserting a physical barrier through the cross-section of pipe so that materials are prevented from blowing past that point.

Blinding involves disconnecting a pipe and attaching a physical barrier to the end, so that materials are prevented from flowing out the pipe.

Double blocking and bleeding involves the use of a three-valve system where a pipe has two closed valves and an open drain valve positioned between them. This prevents the material from flowing and re-directs it in case of a valve leak. The valves of a double block and bleed system need to be locked to ensure an acceptable level of safety.

Energized or pressurized equipment may move unexpectedly. Individuals working on or around energized equipment may be required to lock-out and tag-out the equipment.

Excessive noise may be produced based on the activities occurring within the confined space. Appropriate hearing protection should be worn if this is the case.

Objects from outside of the confined space may fall into the work area and injure the worker. If there is a potential of material falling into the confined space, controls must be implemented to prevent this from happening. This may include moving the material, installing guard rails, or any other means suitable to protect the worker.

Extreme temperatures may be hazardous to the worker. Based on the school division's assessment, it is likely that the only task that may be susceptible to elevated temperatures would be removing insulation from live steam lines. Workers performing this task should be alert for signs of heat stress. Appropriate clothing should be worn when working in extremely cold environments.

Slippery walking surfaces may be present in a confined space if water or other liquids are present. Workers need to be made aware of this danger in the Task Hazard Analysis and should work with caution in these areas.

Confined spaces may be difficult to enter or exit. In some cases a ladder may be required to enter and exit the confined space. In an emergency, workers may not be able to exit quickly. Workers need to be made aware of this problem.

Some confined spaces may be dark and additional lighting may be required to perform certain tasks.

### **Hot Work**

Hot work refers to work where a flame, spark or other source of ignition may be produced during:

- Cutting, welding, burning, air gouging, riveting, drilling, grinding, or chipping.
- Using electrical equipment not classified for use in a hazardous location.
- The introduction of a combustion engine to a work process.

Hot work cannot be performed if one of the following conditions exists:

- A flammable substance is or may be in the atmosphere of the work area.
- A flammable substance is or may be stored, handled, or used in the location.
- The hot work is on or in an item of equipment that contains a flammable substance or its residue.



- The hot work is on a vessel that contains residue that may release a flammable gas or vapor when exposed to heat. If cutting, welding, burning, air gouging, riveting, drilling, grinding, or chipping is to occur in a confined space, specific Safe Work Procedures must be prepared and controls implemented to ensure compliance with Section 169 (Hot Work) of the Occupational Health and Safety Code. Under no circumstances should hot work occur in a confined space until procedures are implemented to ensure that the hot work is completed safely.

### **Unauthorized Entry**

Only those individuals who have received an entry permit and have reviewed the relevant Task Hazard Analysis are allowed to enter confined spaces in school division facilities. No one else should be allowed to enter these areas.

All confined spaces in school facilities are to be identified and clearly signed.

### **Engine Exhaust Hazards**

Workers within a confined space must be protected from the hazard created by engine exhaust (e.g., idling vehicles, generators). The exhaust from an idling engine can enter a confined space and compromise the atmosphere. As part of the preliminary inspection of a confined space, the worker must ensure there is no danger of engine exhaust entering the work area.

### **Testing the Atmosphere**

Potential atmospheric hazards are identified through the task hazard analysis process or on the entry permit and consider the work activity to be performed. Atmospheric testing in a confined space should be conducted when the worker has reasonable concerns about the air quality of the area. When this occurs, the worker should not enter the confined space until given clearance by their supervisor or until testing is completed by a competent person. A competent person will have equipment capable of identifying and monitoring the potential atmospheric hazards and understand the manufacturer's specifications for the safe use, handling and care of the monitor as well as the limitations of the testing equipment. Continual testing is required when the type of work being performed in the confined space may compromise the air quality (e.g., hot work).

Common atmospheric hazards in confined spaces include:



- Oxygen deficiency due to chemical (rusting of steel) or biological (microbiological growth) reactions that consume oxygen.
- Oxygen enrichment due to certain welding tasks.
- Flammable atmospheres due to the presence of acetylene, propane, or methane.
- Toxic atmospheres due to the production of carbon monoxide or other vapours or dusts generated during the work activities.

The following limits, as measured by the testing equipment, shall be used to determine when it is safe to work in a confined space:

- Oxygen content less than 20% or greater than 23%.
- Greater than 5% of the Lower Explosive Limit (LEL).
- Greater than 50% of the 8-hour Occupational Exposure Limit (OEL) for the substance present.

Work in a confined space must not commence or continue until testing indicates an acceptable atmosphere or until controls are implemented which protect the worker from exposure to the hazardous atmosphere (e.g., respirator).

All test results must be recorded on an Atmospheric Testing Record Form which should be attached to the current entry permit.

### **Ventilation, Purging and Inerting**

Ventilating means the use of mechanical ventilation to force outside air into the confined space while workers are working. The amount of ventilation required will be based on the volume of the confined space and the generation rate of the hazardous substance. The volume of the confined space is determined by the formula: volume (ft<sup>3</sup>) = length (ft) x width (ft) x height (ft). Since it will be difficult to determine the generation rate of the hazardous substance, a minimum of four air changes per hour of outside air must be introduced throughout the confined space. Care should be taken to ensure that all areas of the confined space are ventilated and that no dead spots remain.

If 50% of the 8-hour OEL is still exceeded, then additional ventilation may be required. If additional ventilation is not practical then appropriate personal protective equipment will be required. Work procedures should also be reviewed and revised and an additional Task Hazard Analysis completed to reflect the change in work procedures.

Purging means the introduction of a substance such as steam or water into a confined space to displace or flush out contaminants prior to entering the space.

Inerting refers to the introduction of an inert (unreactive) gas, such as nitrogen, into a confined space to completely displace oxygen. If entering an inert confined space, special safety precautions are required (e.g., self contained breathing apparatus).

Inerting is used in vessels that previously contained flammable materials. By introducing an inert gas, like nitrogen, into the vessel the oxygen is displaced and a flammable mixture cannot be created. For a flammable mixture to burn or explode a source of oxygen and a source of ignition are required.

### **Emergency Response**

In the event of an emergency situation involving an employee working in a confined space, the emergency response protocol is to call 911. The individual calling for 911 emergency services should specify that the emergency is related to a worker in a confined space. Ensure that someone is available outside of the facility to meet the emergency responders to direct them to the exact location of the injured worker.

Contractors are expected, as a minimum, to meet Alberta Workplace Health and Safety and/or District requirements regarding the establishment of emergency procedures for their employees. This shall include details regarding the use of appropriate safety/rescue equipment for the work being performed.

See Attachment III Emergency Response Guide for further detail.

### **Requiring a Tending Worker**

Based on a review of the normal type of work activities (inspection and minor maintenance) performed by school division employees (caretaking and maintenance staff) in confined spaces, a tending worker is not usually required. However, prior to entering a confined space that is isolated from regular staff traffic patterns, an employee should inform administrative staff of:

- The location of the confined space that they are about to enter.
- The duration of time they expect to spend in the confined space.

If the employee has not returned in the specific time, administrative staff can initiate a search for the individual. They should not enter the confined space while conducting this search. If an injury has occurred emergency services may need to be called.

If an employee has concerns regarding the atmospheric quality of a confined space, he/she should not enter the area and should inform their

supervisor of the concern. The supervisor will determine if atmospheric testing is required. The supervisor's primary concern should be one of worker safety.

If atmospheric testing is conducted and it is found that one of the following conditions exist:

1. The oxygen content of the atmosphere inside the confined space is less than 20% by volume,
2. The oxygen content inside the confined space is greater than 23% by volume,
3. The concentration of a substance is greater than 5% of the Lower Explosive Limit
4. The concentration of a substance is greater than 50% of the 8-hour Occupational Exposure Limit, then the supervisor will arrange for a contractor to address the situation. Contractor employees who are required to enter a confined space under these conditions are required to wear appropriate personal protective equipment and will require the presence of a tending worker (safety-watch).

A tending worker is also required when a hazard is identified during the hazard assessment process where the hazard cannot be effectively eliminated or controlled.

The tending worker is responsible to:

- Ensure that the Entry Permit and Task Hazard Analysis have been completed.
- Know the potential hazards of the confined space.
- Document the time of entry and exit for all worker(s) in the confined space.
- Ensure unauthorized personnel stay clear of the area and do not enter the confined space.
- Remain in communication with the worker(s) in the confined space.
- Order the evacuation of the confined space if there is a concern of an unsafe condition.
- Stay in the area of the confined space until all workers, who are able to, have left the confined space.
- Refrain from entering the confined space under any circumstances.
- Summon 911 assistance in serious situations (e.g., injury accident, loss of communication).
- Remain available to direct emergency services to the accident scene.

Contractor employees who are required to work in confined spaces, within the school division, should have a tending worker present as required by Section 56 of Occupational Health and Safety Code. This is especially critical when the type of work being performed introduces additional

hazards to the area or when the work is being performed during times when school division employees are not normally in the facility.

### **Retaining of Records**

The Facilities Coordinator will retain records of entry permits, atmospheric testing data and other applicable information related to confined space entry. All records will be retained for a minimum of three years.

### **Confined Space Entry Summary**

A summary of many of the requirements outlined in the preceding sections is provided in Attachment IV: Confined Space Entry Summary.

### **Identifying Confined Spaces**

Confined spaces at each worksite shall:

- Be identified and recorded on a floor plan of the facility and kept in the
- Occupational Health and Safety Document Binder at each site.
- Be clearly identified with appropriate signage.
- A floor plan of each District facility, identifying confined spaces, shall be kept by the Facilities Coordinator.

A Confined Space Assessment Checklist is used to identify school division confined spaces (see Attachment I). The checklist is based on the definition and explanation guidelines provided by Alberta Workplace Health and Safety.

The school division periodically makes changes to existing facilities and constructs new facilities. When this occurs the Facilities Coordinator shall:

- Identify any new confined spaces that have been created.
- Ensure that relevant staff is informed.
- Ensure that copies of facility floor plans are adjusted to reflect these changes.
- Ensure that updated copies of the floor plans are provided to the principal or non-school based coordinator as well as all confined space manual holders. If a school division employee evaluates an area with this checklist and perceives the area to be a confined space, this should be brought to the attention of the principal or non-school based coordinator and in turn to the Facilities Coordinator.

### **Types of Confined Spaces**

Although confined spaces come in many shapes and sizes, most can be classified in one of two ways:

1. Spaces that are open-topped and have depth such as pits and catch basins.
2. Spaces with narrow openings such as tunnels, crawl spaces, utility vaults and cubbyholes. Some confined spaces are inherently dangerous, while others become dangerous as a result of the work that is performed inside.

*Examples of confined spaces that are inherently dangerous are:*

- *Manholes in contaminated ground (e.g., near leaking underground gasoline storage tanks).*
- *Manholes, pits or trenches connected to sewers, in which there can be a build up of flammable and/or poisonous gasses and/or insufficient oxygen in the air.*
- *Tanks or pits containing sludges and other residues which, if disturbed, may partially fill the confined spaces with gases.*
- *Confined spaces that contain rotting vegetation, rusting metal work, and similar natural oxidation processes that may create an oxygen-deficient atmosphere.*

*Some examples of the work performed that may make a confined space dangerous are:*

- *Some painting work or application of certain adhesives and liquids such as paint thinners. These can produce dangerous amounts of solvent vapour, which can cause dizziness and impair judgement. Such solvents are often flammable which may produce a risk of fire and/or explosion.*
- *Welding activities may generate toxic gases or vapours.*
- *The use of gasoline or diesel engines may lead to a build up of carbon monoxide gas.*

### **Confined Spaces in the School Division and Associated Hazards**

STAR Catholic School Division has very few confined spaces that are inherently dangerous. Based on the assessment process the following areas are considered to be confined spaces in school division facilities:

#### **1. Service Tunnels**

The service tunnels in school division facilities are primarily designed for mechanical services such as steam, water and electrical lines. Lighting is provided in these tunnels. Some tunnels have a restricted means of access and may require the use of a ladder. Some tunnels may have piping or equipment obstructing the entrance.

Service tunnels are confined spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could

compromise the provision of first aid, evacuation or rescue. School division employees are required to enter these areas for inspection and minor maintenance purposes from time to time. The risk of a hazardous atmosphere in tunnels is minimal unless created by the nature of the work activity. However, a worker may become injured in the tunnel due to slips, trips, falls, or impact injuries. Depending on the age of the school, some tunnels may have insulation containing asbestos present on mechanical fittings or cement pipes which contain asbestos. There is also a potential for rodent nests in these areas which could produce various bio-hazardous concerns such as hantavirus. Some tunnels are quite long and many of them have numerous turns preventing a tending worker (if required) from maintaining visual contact.

## **2. Air Handling Units**

An air handling unit is primarily designed for the distribution of fresh air to all occupied spaces in a facility. School division employees are required to enter these spaces routinely for inspection purposes and to change filters. If other maintenance or repairs are required then a contractor would be used to perform the work.

Air handling units are confined spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

The risk of a dangerous atmosphere is minimal, unless created by the nature of the work activity. However, a worker may become injured in the air handling unit due to energized equipment, slips, trips, falls, or impact injuries. Depending on where the work is being performed, the air handling unit may accidentally energize and seriously injure the worker. It is essential that a lock-out tag-out system be used when completing this task.

## **3. Cubbyholes**

Cubbyholes are enclosed areas under stairways. School division employees typically enter these areas to store or retrieve materials or equipment. Some of these areas may contain mechanical equipment and if maintenance or repairs are required then a contractor would be used to perform the work.

The cubbyholes under stairs are confined spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

The risk of a dangerous atmosphere in cubbyholes is minimal unless created by the nature of the work activity. However, a worker may become injured in the cubbyhole due to slips, trips, falls or impact injuries.

#### **4. Spaces Above Fixed Ceilings**

The spaces above fixed ceilings are primarily designed for electrical and mechanical equipment and return air plenums. District employees do not normally enter these areas, but may look into these areas to perform a visual inspection.

The ceiling spaces above hard ceilings are confined spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

The risk of a dangerous atmosphere is minimal unless created by the nature of the work activity. Depending on the age of the facility, some spaces may have asbestos-containing materials such as insulation on mechanical fittings, cement pipes, sprayed-on insulation or stippled coatings. There is also a potential for rodent nests in these areas which could produce bio-hazardous concerns such as hantavirus. A worker may also become injured due to trips, falls, or impact injuries.

#### **5. Storage Areas Under Stages**

Under stage areas are typically used to store chairs and gym equipment on movable carts. School division employees do not normally enter these areas since the equipment is typically on rolling carts that can be reached from outside of the area. However, school division employees may be required to enter these areas if the carts become jammed or equipment falls off of a cart.

The storage areas under stages are confined spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

The risk of a dangerous atmosphere is minimal since there are no natural gas lines or hazardous materials in the area. However, a worker may become injured due to trips, falls, or impact injuries.

#### **6. Cooling Tower**

The cooling towers in school division facilities are mechanical systems primarily designed for cooling the air in the facility. School division



employees are required to enter these areas routinely for inspection purposes. If maintenance or repairs are required then a contractor would be used to perform the work.

Cooling towers are confined spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

The risk of a dangerous atmosphere is minimal unless created by the nature of the work activity. However, a worker may become injured in the cooling tower due to energized equipment, slips, trips, falls or impact injuries. Depending on where the work is being performed, the cooling tower may accidentally energize and seriously injure the worker. It is essential that a lock-out tag-out system be used when completing this task.

## **7. Sump Pits**

Sump pits are drainage systems that are designed to collect excess water that may accumulate due to seepage or drainage problems. These systems include pumps which are used to expel the excess water. School division employees typically do not enter these areas. If maintenance or repairs are required then a contractor would be used to perform the work.

Sump pits are confined spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.

There may be a risk of a dangerous atmosphere in a sump pit due to:

- The drainage and collection of other fluids such as gasoline, oil, solvents etc.
- Stagnant water with biological growth.
- Gases or vehicle exhaust that may collect as the sump pit is below grade.

## **8. Catch Basins**

Catch basins are collection areas at the entrance to a sewer designed to keep out large or obstructive matter. School division employees may have to reach into these areas to remove debris which is obstructing the drainage.

Catch basins are confined spaces not designed for continuous human occupancy. They often have a restricted means of entry or exit which could compromise the provision of first aid, evacuation or rescue.



There may be a risk of a dangerous atmosphere in a catch basin due to the collection of:

- Organic matter that may rot or decompose.
- Other fluids that may have spilled such as oils, antifreeze, paints, solvent, etc.
- Gases or vehicle exhaust that may collect as the catch basin is below grade.

### **Areas Not Considered to be Confined Spaces in School Division Facilities**

The following spaces are not considered to be confined spaces as they are designed to accommodate regular work activity:

- Gas Meter Rooms
- Boiler Rooms
- Photography Labs
- Chemical Storage Rooms
- General Storage Rooms



Facility: \_\_\_\_\_ Date: \_\_\_\_\_

Location in Facility: \_\_\_\_\_

Originator: \_\_\_\_\_

**Criteria for Identifying a Confined Space:**

1. The area is enclosed or partially enclosed (e.g., service tunnel, air handling unit, cubbyhole, space above fixed ceiling, storage area under stage, cooling tower, sump pit, catch basin). Yes/No

Describe: \_\_\_\_\_

2. Area is not designed or intended for continuous human occupancy. Yes/No

The area is only entered for such activities as cleaning, inspection, maintenance, repair or construction activities. Yes/No

3. The area has a restricted means of entry or access (e.g., access by ladders stairways, sloped walkway, narrow entrance, bulkheads, and/or collapsed materials). Yes/No

Describe: \_\_\_\_\_

4. The area is hazardous to the worker due to:

- Location (e.g., below grade, restricted height, isolated). Yes/No
- Compromised emergency response service. Yes/No
- Materials or substances present (e.g., stored items, low level pipes). Yes/No

Describe: \_\_\_\_\_

- Hazardous atmosphere (e.g., poor natural ventilation, oxidation). Yes/No

Describe: \_\_\_\_\_

- Hazardous atmosphere due to work activities (e.g., hot work, paint supplies) Yes/No

Describe: \_\_\_\_\_

- Construction of the area (e.g., unstable soil or materials, depth) Yes/No

5. Additional information:

\_\_\_\_\_

If there was a positive (yes) response in each of the four sections above, the area would be considered a confined space. The principal or non-school based coordinator should be notified and they in turn should notify the Facilities Coordinator.

## **Training Requirements**

All individuals involved with working in a confined space area must receive training related to their roles and responsibilities.

### **Employees**

All school division employees involved with working in a confined space must receive training with respect to the school division's Confined Space Code of Practice and applicable Health and Safety Legislation. The following areas shall be addressed in this training:

- Confined space definition.
- Types of confined spaces in the school division.
- Hazards within confined spaces.
- School division's Task Hazard Analysis for confined spaces.
- Entry Permit System.
- Atmospheric testing equipment.
- Worker role and responsibilities.
- Required record keeping.
- Man-down System.
- Emergency response.

### **Supervisors**

School division employees who supervise contractors or issue entry permits must receive additional training with respect to their specific role and responsibilities. The following areas shall be addressed in this training:

- Entry Permit Issuing.
- Ensuring contractors have appropriate confined space procedures in place.
- Confined space hazard assessment process (identifying and controlling hazards).

### **Contractors**

The school division has an obligation to ensure that contractors who perform work in confined spaces meet or exceed applicable Health and Safety Legislation requirements. This requires that they have developed a written Confined Space Code of Practice that addresses the following areas:

- Hazard Assessment
- Worker Training
- Entry Permit System
- Safety Precautions

- **Protection from Hazardous Substances, Energy and Conditions**
- **Hot Work**
- **Unauthorized Entry**
- **Engine Exhaust Hazards**
- **Testing the Atmosphere**
- **Ventilation, Purging and Inerting**
- **Emergency Response**
- **Requiring a Tending Worker**
- **Entry and Exit Documentation**
- **Retaining Records**

**Depending upon the nature of the work being performed, contractors shall be required to provide other documentation, such as:**

- **Respiratory Protection Code of Practice**
- **Hearing Protection Code of Practice**
- **Personal Protective Equipment Code of Practice**



## Emergency Response Guide

The school division has established a protocol for responding to an emergency that involves the rescue or evacuation of a worker from a confined space. This protocol will be reviewed with all school division employees. The school division protocol for emergency situations where an employee working in a confined space is injured is as follows:

- Call 911 for Emergency Service response.
- Specify that the emergency is related to a worker injured in a confined space.
- Remain available to direct the Emergency Service responders to the exact location of the injured worker.
- Other employees should not enter the confined space to attempt rescue.
- Complete an Accident Report and First Aid Record Form. Contractors working in school division facilities are required to have developed their own emergency response protocol in relationship to confined spaces. This protocol must meet Alberta Occupational Health and Safety requirements and address the following areas:
  1. Identification of potential emergencies based on hazards assessed.
  2. Specific responses to identified potential emergencies.
  3. Location of emergency equipment (fire extinguishers, first aid, etc.).
  4. List of workers trained in protocol and use of emergency equipment.
  5. Location and access to emergency facilities (fire station, ambulance, hospital, etc.).
  6. Alarm and emergency communication requirements.
  7. Procedures for rescue and evacuation.
  8. Designated rescue and evacuation workers.



## **Confined Space Entry Summary**

### **Supervisor's Responsibilities:**

1. Ensure that employees who are required to work in confined spaces are appropriately trained.
2. Issue Entry Permits to employees required to work in confined spaces and maintain a record of entry permit holders.
3. Ensure that appropriate personal protective equipment and safety equipment is available for workers entering confined spaces.
4. Ensure that the school division's Code of Practice for Confined Spaces is followed by those entering confined spaces.
5. Respond to concerns expressed by employees regarding atmospheric conditions in a confined space. This may or may not involve atmospheric testing.

### **Worker's Responsibilities:**

#### **Pre-Entry Planning:**

1. Review the Entry Permit.
2. Review the type of work and required tasks.
3. Identify the tools and equipment required for the task prior to entering the confined space. Ensure all tools and equipment are operating according to manufacturer's specifications.
4. Review the existing Task Hazard Analysis for the confined space and understand the potential hazards.
5. Complete a new Task Hazard Analysis if a new hazard will be introduced due to the work being performed.
6. Identify and acquire appropriate personal protective equipment.
7. Collect and obtain all Material Safety Data Sheets (MSDS) for products that are going to be used within the confined space.
8. Review established communication procedures.
9. Review emergency response procedures.
10. Ensure a properly trained tending worker is available at the entrance if required by the conditions and the type of work identified in the Confined Space Code of Practice.

#### **Entry and Work:**

1. Ensure that appropriate controls are implemented (e.g., inform proper authority of entry, wear appropriate personal protective equipment, use man-down system, etc.).
2. Leave the confined space if conditions change or if symptoms of overexposure to atmospheric hazards are experienced.
3. Complete a new Task Hazard Analysis if a new hazard(s) is identified.

### **Tending Worker Responsibilities:**

Contractor employees required to enter confined spaces may require a tending worker depending on conditions.

1. Ensure that the Entry Permit and Task Hazard Analysis have been completed.
2. Know the potential hazards of the confined space.
3. Document the time of entry and exit for all worker(s) in the confined space.
4. Ensure unauthorized personnel stay clear of the area and do not enter the confined space.
5. Remain in communication with the worker(s) in the confined space.
6. Order the evacuation of the confined space if there is a concern of an unsafe condition.
7. Stay in the area of the confined space until all workers, who are able to, have left the confined space.
8. Refrain from entering the confined space under any circumstances.
9. Summon 911 assistance in serious situations (e.g., accident injury, loss of communication).
10. Remain available to direct emergency services to the accident scene.

### **Summoning Emergency Assistance**

All staff should be aware of the protocol for summoning emergency assistance in situations involving confined spaces.

- Call 911 for Emergency Service response.
- Specify that the emergency is related to a worker injured in a confined space.
- Remain available to direct the Emergency Service responders to the exact location of the injured worker.
- Other employees should not enter the confined space to attempt rescue.
- Complete an Accident Report and First Aid Record Form and submit it





**STAR Catholic Schools Confined Space Entry Permit (Level I)**

Name: \_\_\_\_\_

School or Facility: \_\_\_\_\_

**Duration of Permit**

Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_  
day/month/year day/month/year

Permit No.: \_\_\_\_\_

Permit Issuer: \_\_\_\_\_

This entry permit is specific to the individual and facility identified above. Entry is authorized only for inspection purposes or to perform minor maintenance. By definition, minor maintenance activities do not introduce additional hazards to the confined space.

Confined spaces in the facility are identified on the floor plan map provided to the school by the school division (on file in the Occupational Health and Safety Document Binder).

**Type of Confined Space**

**Safety Precautions/Equipment Required**

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| _____ 1. Service Tunnel            | _____ 5. Storage Area Under Stage |
| _____ 2. Air Handling Unit         | _____ 6. Cooling Tower            |
| _____ 3. Cubbyhole                 | _____ 7. Sump Pit                 |
| _____ 4. Space Above Fixed Ceiling | _____ 8. Catch Basin              |

Relevant Task Hazard Analysis provided: Yes/No

Safety Precautions/Personal Protective Equipment: (Circle all that apply)

- |                        |                               |
|------------------------|-------------------------------|
| A. Protective Gloves   | G. Fire Extinguisher          |
| B. Safety Glasses      | H. Flashlight                 |
| C. Dust Mask           | I. Signs Posted               |
| D. Hard Hat            | J. Lock-Out Tag-Out Procedure |
| E. Hearing Protection  | K. Communications Process     |
| F. Protective Footwear | L. Man-down System            |

If permit holder has concerns regarding atmospheric conditions when entering a confined space, he/she should consult with their supervisor for direction before entry.

Signature of Permit Holder: \_\_\_\_\_





**STAR Catholic Schools Confined Space Entry Permit (Level II)**

**Name:** \_\_\_\_\_

**Valid for all school division facilities**

**Duration of Permit**

**Start Date:** \_\_\_\_\_ **Finish Date:** \_\_\_\_\_  
day/month/year day/month/year

**Permit No.:** \_\_\_\_\_

**Permit Issuer:** \_\_\_\_\_

Permit holders are required to have received advanced levels of school division training related to confined space entry. This entry permit allows the above named individual to enter confined spaces identified below in any school division facility. Entry is authorized only for inspection purposes or to perform minor maintenance. By definition, minor maintenance activities do not introduce additional hazards to the confined space. Confined spaces in the facility are identified on the floor plan map provided to the school by the school division (on file in the Occupational Health and Safety Document Binder).

**Type of Confined Space:**

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| ____ 1. Service Tunnel            | ____ 5. Storage Area Under Stage |
| ____ 2. Air Handling Unit         | ____ 6. Cooling Tower            |
| ____ 3. Cubbyhole                 | ____ 7. Sump Pit                 |
| ____ 4. Space Above Fixed Ceiling | ____ 8. Catch Basin              |

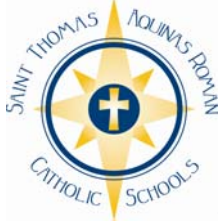
**Relevant Task Hazard Analysis provided: Yes / No**

**Safety Precautions/Personal Protective Equipment Required:**

- |                        |                               |
|------------------------|-------------------------------|
| A. Protective Gloves   | G. Fire Extinguisher          |
| B. Safety Glasses      | H. Flashlight                 |
| C. Dust Mask           | I. Signs Posted               |
| D. Hard Hat            | J. Lock-Out Tag-Out Procedure |
| E. Hearing Protection  | K. Communications Process     |
| F. Protective Footwear | L. Man-down System            |

If permit holder has concerns regarding atmospheric conditions when entering a confined space, he/she should consult with their supervisor for direction before entry.

**Signature of Permit Holder:** \_\_\_\_\_



**Star Catholic Schools Atmospheric Testing Record Form**

School or Facility: \_\_\_\_\_ Date and Time: \_\_\_\_\_

Type of Confined Space: \_\_\_\_\_

Location of Confined Space: \_\_\_\_\_

Reason for Testing: \_\_\_\_\_

Person Conducting Testing: \_\_\_\_\_

Testing Instrument Used: \_\_\_\_\_

<b>SUBSTANCE</b>	<b>TEST CONDUCTED</b>	<b>RESULTS</b>	<b>ACTION</b>
Oxygen	Percentage Level		Entry Okay Do Not Enter Retest Before Entry
	Lower Explosive Limit (LEL)		Entry Okay Do Not Enter Retest Before Entry
	Occupational Exposure Limit (OEL)		Entry Okay Do Not Enter Retest Before Entry

If recommended action above is for retesting, record retesting data below.

Date and Time: \_\_\_\_\_

Person Conducting Testing: \_\_\_\_\_

Testing Instrument Used: \_\_\_\_\_

<b>SUBSTANCE</b>	<b>TEST CONDUCTED</b>	<b>RESULTS</b>	<b>ACTION</b>
Oxygen	Percentage Level		Entry Okay Do Not Enter Retest Before Entry
	Lower Explosive Limit (LEL)		Entry Okay Do Not Enter Retest Before Entry
	Occupational Exposure Limit (OEL)		Entry Okay Do Not Enter Retest Before Entry

If the results of the testing are less than or exceed acceptable limits (see Code of Practice for Confined Spaces - Testing the Atmosphere), then no school division employee shall enter the area and a contractor should be brought in to address the issue. If the initial results are borderline, retesting should occur before any entry is attempted by an employee. If retesting results are still borderline or exceed acceptable limits, a contractor should be employed.



**STAR Catholic Schools Task Hazard Analysis**

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

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

\_\_\_\_\_

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

**Task**

<u>HAZARDS</u>	<u>Specifics</u>	<u>Possible Consequences</u>
Physical		
Chemical		
Biological		

**CONTROLS:**

**Do:**

**Don't:**



**STAR Catholic Schools**  
**Visual Mould Inspection Checklist - page one**

**School or Facility:** \_\_\_\_\_

**Room # (if any):** \_\_\_\_\_

**Inspection Date:** \_\_\_\_\_

**Inspector (name/title):** \_\_\_\_\_

**Instructions:** Visually inspect all areas of the building which may include the inside, outside and, where applicable, underneath. If answering yes to a question, provide a brief explanation. Visually inspect all of the applicable items below and upon completion attach to a Hazard Report.

**Inside Room or Above Ceiling**                      **Respond Yes/No to the following:**

1. Is water damage visible on ceiling surface?
2. Is water damage visible on floor surface?
3. Is water damage visible on walls?
4. Is there an odour or smell?
5. Is water damage visible at surface edges?
6. Is water damage visible around windows?
7. Is there water damage or mould above suspended ceiling?
8. Is there visible mould on surfaces?

**Additional comments/recommended action:** If yes to any of the above and/or the material is wet beyond 24 hours, complete a Hazard Report. If inside, indicate a high hazard, if outside or underneath, indicate medium hazard.

**Outside**                      **Respond Yes/No to the following:**

1. Is water damage visible on skirting?
2. Is rotting of skirting evident?

**Visual Mould Inspection Checklist - page two**

3. Are any holes visible on exterior walls?
4. Is water damage visible on eaves?
5. Is water damage visible around windows?
6. Is water damage visible around doors?
7. Is damage to the roof surface visible?
8. Are all drains functional?

**Additional comments/recommended action:**

**Underneath (PPE must be worn). Respond Yes/No to the following:**

1. Is water damage visible on floor/ceiling joists?
2. Is water damage visible on insulation?
3. Is the ground surface wet or damp?
4. Is water damage visible on the skirting
5. Is water damage visible at edges?
6. Are vents blocked or non-existent?
7. Is the crawlspace clean, dry and odour free?

**Additional comments/recommended action:**



## **STAR Catholic Schools**

### **Information Resource Handout on Violence in the Workplace (For all employees):**

#### **INFORMATION FOR EMPLOYEES: WORKPLACE SAFETY AND SECURITY** page one

STAR Catholic Schools is committed to providing a safe, healthy and supportive work environment. Workplace behaviour that may involve violence or be construed as harassment or intimidation shall not be tolerated. Persons who work for or who act on behalf of the school division have a duty to promote the behaviours that contribute to high standards of personal and professional conduct and are consistent with the values of a Catholic school environment.

This handout has been designed to address the recognition, reporting, investigation and documentation of discrimination, harassment and workplace violence.

In addition, a worksite checklist has been provided to all worksite managers to assist in implementation. The checklist is also contained in under Employee Safety and Security (Section 12) of the STAR Catholic Schools Occupational Health and Safety (OH&S) Handbook.

#### **The Alberta Occupational Health and Safety Act, Regulation and Code Violence in the Workplace**

The Province of Alberta (Human Resources and Employment) Occupational Health and Safety Act, Regulation and Code indicates that violence in the workplace is to be considered a hazard and that an employer must have policy and procedures in place respecting potential situations involving violence. Employees in STAR Catholic School Division should feel free to discuss workplace health and safety issues with his/her supervisor.

#### **Employee obligations:**

- Follow safe work procedures
- Address issues of workplace safety through the appropriate channels

- Hazard identification
- Participation in employee orientations
- General diligence in his/her work practices

The STAR Catholic School Division will make every attempt to support employees in working together toward a safe work environment. A healthy and safe workplace is in the best interests of all.

### **Recognizing Discrimination, Harassment and Violence in the Workplace**

Discrimination, harassment and violence in the workplace can take many forms:

- Employee to employee
- Student to employee
- Employee to student
- Parent to employee

As well, there are other interactions that may occur.

STAR Catholic Schools will ensure that employees are instructed in:

- How to recognize workplace violence.
- The policy, procedures and workplace arrangements that are designed to effectively minimize or eliminate workplace violence.
- The appropriate response to workplace violence, including how to obtain assistance.
- Procedures for reporting, investigating and documenting incidents.

In addition, each employee is responsible for taking all reasonable measures to ensure his/her personal health and safety, and the health and safety of others, by working in compliance with safe work practices and the regulations and procedures established by the school division.

### **Definitions:**

- Discrimination and harassment – unwelcome and/or offensive communication, conduct or behaviour
- Violence – aggressive behaviour involving physical contact, intimidation or threat of bodily harm

### **Reporting and Investigating**

#### **Procedure for an employee:**

1. Do not ignore any act of discrimination, harassment or violence.
2. Make it known to the offender that his/her action is unacceptable.
3. Take reasonable steps for protection.
4. Seek assistance from an immediate supervisor.
5. File a formal complaint with the Superintendent of Schools.

**Procedure for the Superintendent of Schools:**

If the Superintendent of Schools determines that reasonable grounds exist for the complaint and it is within the school division's jurisdiction, the superintendent will promptly appoint an investigation team to address the complaint. The team's role is to be impartial and objective during the investigation.

Following investigation, the team will provide a written report to the Superintendent of Schools detailing the facts determined, indicating:

- Sufficient evidence to support that an act of discrimination, harassment or violence occurred.
- Insufficient evidence to support that an act of discrimination, harassment or violence occurred.
- Sufficient evidence to support that NO act of discrimination, harassment or violence occurred.

The Superintendent of Schools will then take appropriate action to resolve the matter.







## **STAR Catholic Schools** **Safety and Security**

The STAR Catholic School Division supports the safety and security of all individuals at school division worksites and promotes a Catholic community of caring, where the dignity and worth of all individuals is respected.

To this end, the school division encourages all school division worksite locations, to post signage which clearly articulates that abuse, harassment or bullying of students, school division employees, parents or anyone else will not be tolerated.

This signage will ensure that individuals entering school worksites understand that acts of this nature are unacceptable in the school division and will be dealt with in a serious manner.

Additionally, new Occupational Health and Safety legislation requires that employers develop policies, procedures and strategies to address potential workplace violence and threats to workplace safety and security.

### Treatment of Individuals

**The St. Thomas Aquinas Regional Catholic School Division  
(STAR Catholic Schools)  
believes in the dignity and worth of the individual.**

**Abuse, harassment or bullying of  
students, school division employees,  
volunteers, parents or anyone else,  
will not be tolerated.**

**Thank You.**

**- Occupational Health and Safety Act,  
Regulation and Code - Part 27**



## Employee Safety and Security - Workplace Checklist

**School:** \_\_\_\_\_

Refer to Employee Safety and Security Information, on the following pages, for specific detail. The following must be reviewed each year at school division worksites and an action plan developed (if not applicable indicate N/A).

<u>CATEGORIES FOR REVIEW</u>	<u>ADDRESSED (X)</u>	<u>NOTE:</u>
1. Student Code of Conduct and Discipline Policy	_____	_____
2. Student Dress Code	_____	_____
3. Locker Procedures	_____	_____
4. Meeting Procedures	_____	_____
5. Violence Response Plan	_____	_____
6. Security	_____	_____
7. Supervision	_____	_____
8. Catholic Community of Caring Program	_____	_____
9. Police	_____	_____
10. Signage	_____	_____
11. Picture ID	_____	_____
12. Parking Lot Procedures	_____	_____
13. Cell Phone/Pager Policy	_____	_____
14. Youth Gathering Procedures	_____	_____
15. Discrimination, Harassment and Violence Reporting	_____	_____
16. Difficult Telephone Calls	_____	_____
17. Conflict Management Training (school division provides)	_____	_____
18. Administering Medications	_____	_____

**Principal or non-school based coordinator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

When completed this form should be filed in the OH&S Document Binder.

## **Employee Safety and Security - Workplace Information - Page One**

It is the responsibility of the principal or non-school based coordinator to ensure that each area of the checklist is addressed (if applicable) in a manner appropriate to the worksite, in order to provide safeguards against the abuse of employees. Review the relevant references that are provided with most of the items on the checklist.

### **1. Student Code of Conduct and Discipline Policy**

**refer to: STAR Catholic Schools School Administrative Procedures Manual and The School Act (Section 12):**

- A progressive student discipline plan will be in place.
- Be consistently applied and monitored.
- Be regularly communicated to students, parents and employees.

### **2. Student Dress Code**

- The Student Dress Code should be consistently applied to all students.
- Be monitored by all certified employees.
- Be regularly communicated to students, parents and employees.

### **3. Locker Procedures**

- Locker Procedures should address assignment, use, and access by students, periodic inspections and searches as required.
- Be regularly communicated to students, parents and employees.
- Unused lockers should be secured.

### **4. Meeting Procedures**

- Procedures shall be developed to ensure the safety and security of employees when they are involved in meeting situations which have the potential for conflict to arise (student/teacher, parent/teacher, student/administration, parent/administration, employee/administration, etc.).
- These procedures should address such issues as location, availability of assistance and tolerance levels for anger and conflict.

### **5. Violence Response Plan**

**refer to: The School Act (Section 27):**

- Outlines the immediate response to acts of violence.
- Ensures the availability of communication devices to report serious issues demanding response (e.g., walkie-talkie).
- Follows the school division reporting and investigation process for dealing with acts of violence.

## Employee Safety and Security - Workplace Information - Page Two

6. **Security**
  - Should address access to the building and the monitoring of people in the building.
  - The responsibilities of employees for the security of persons and assets.
  - A visitor policy and identification requirements (should include parents, volunteers, outside agency staff, contractors, etc.).
  - That school keys are closely monitored and secured.
7. **Supervision**
  - A school supervision plan must be in place and ensure that all areas are monitored.
9. **Police**
  - Guidelines should be established as to when police should be called and by whom.
  - Procedure for meeting with and/or directing police assistance.
10. **Signage**
  - Signage should be posted at all entrances “directing visitors to report to the main office”.
  - Signage regarding “treatment of employees” is to be posted at the main entrance of the facility and in the main office area.
11. **Picture Identification**
  - Principals or non-school based coordinators may consider picture ID of students and employees if necessary for safety and security.
12. **Parking Lot Procedures**
  - Procedures should address such issues as parking assignments, rules regarding access, use of lots by students and supervision of parking areas.
  - Be regularly communicated to students, parents, employees.
13. **Cell Phone/Pager Policy**
  - Expectations should be regularly communicated to students, parents and employees.
18. **Youth Gathering Procedures (Physical Confrontation)**  
refer to: **The School Act (Section 27)**:
  - The procedures should address both on-site and off-site situations.
  - Establish communication procedures when intervention is required.
  - Articulate accountability of participants and spectators (part of school discipline policy).
  - Be regularly communicated to students, parents and employees.

## Employee Safety and Security - Workplace Information - Page Three

15. **Discrimination, Harassment and Violence Reporting**
  - Clearly communicated to all employees, including where to obtain forms and follow-up procedures.
16. **Difficult telephone calls**
  - Develop progressive procedures, including tolerance levels, for employees to use when confronted with inappropriate or abusive language by a caller.
  - Establish reporting procedure for these types of calls.
17. **Conflict Management**
  - School division provided conflict management training for administrators.
  - Principals or non-school based coordinators may arrange for training of employees as they deem necessary.
18. **Administering Medications**
  - Review school division procedures with all employees and relevant students and parents.



## **TIPS FOR ACCIDENT INVESTIGATION INTERVIEWS**

### **The interviewer should:**

- **Maintain an accurate written record of all interviews.**
- **Verify witness credibility by ensuring that they were in a position to contribute meaningful observations.**
- **Interview at the location of the accident if possible. This allows both the interviewer and the witness to more accurately relate circumstances and details involved.**
- **Interview the witnesses separately so that the statement of one witness will not be influenced by overhearing the statement of another witness.**
- **Try to put the person being interviewed at ease. Remind the witness of the constructive purpose of the investigation and that the primary purpose of the investigation is to determine facts and not to fix blame.**
- **Be objective.**
- **Try to obtain all relevant information regardless of how insignificant it may seem.**
- **When interviewing a witness do not discuss the testimony provided by other witness(es).**
- **Have the witness tell their story with minimal interruptions. Review their version of the events, step-by-step, asking questions to clarify details. Ask open-ended questions like “what happened?”. Avoid the use of leading questions, which simply require a yes or no response (e.g., rather than asking “Was there oil on the floor?” say “Describe the condition of the work area.”).**
- **Summarize your understanding of what the witness said at the end of the interview to ensure that you have an accurate understanding of their statement.**
- **Thank witness for his/her cooperation.**
- **When necessary, re-interview to clarify details.**

### **Investigation Kit**

**It is advisable that an investigation kit be kept accessible and ready for use. A basic kit could include:**

- **A clipboard with paper and accident/incident reports.**
- **Blank copy of an Accident Report and First Aid Record Form.**
- **Blank paper for Witness(es) Statement(s).**
- **Pen/pencil.**
- **Measuring tape.**
- **Roll of “DO NOT ENTER” tape to secure accident or hazard site.**
- **Access to a Digital or video camera could also be useful.**