WETASKIWIN REGIONAL PUBLIC SCHOOLS

Health and Safety Manual

Version Date: January 2021

Wetaskiwin Regional Public Schools

Inspiring students to become the best they can be.

www.wrps11.ca

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Forward

The health and safety of all Wetaskiwin Regional Public Schools (WRPS) staff, students, volunteers and contractors is of prime importance. WRPS has developed this manual to assist Site Supervisors in providing a safe and healthy environment. The manual has been developed to address the requirements of the School Act, Alberta's Health and Safety Legislation, all other relevant safety legislation and WRPS Policy and Administrative Procedures. The WRPS Health and Safety program is designed to support all staff, students, volunteers and contractors in their efforts to maintain their current state of health and wellbeing.

PublicSchoolWORKS web tools can be accessed at www.wrps11.ca. These resources provide all staff, students, volunteers and contractors with relevant information, procedures, and forms. Education, prevention and training are emphasized within the manual. Strategies and procedures to deal with hazards which cannot be eliminated are also provided. As changes occur in legislation, codes or regulations, amendments will be made and Site Supervisors will be notified of these amendments by e-mail.

Disclaimer

This manual was prepared as a guideline for the exclusive use of WRPS with specific regard to the particular needs, policies, and intended uses of sites within the Division. This manual is not a legal document and is not intended for any other purpose but to provide information and guidelines to the employees, students, volunteers and parents of WRPS. This manual is the copyrighted work product of and shall not be used in any way by anyone else without the prior written consent of the WRPS. All such requests should be directed through the Associate Superintendent: Personnel. The Division does not accept any liability or responsibility for any occurrence arising out of the use of the manual by any other person, organization or agency.

Section One - Administration

1.1 Division Commitment to Health and Safety

(a) Pursuant to the policies of the Board of Trustees and Administrative Procedures, the Wetaskiwin School Division believes that all individuals are entitled to a safe and healthy work/learning environment. The Division is committed to the safety and wellbeing of our students, employees, contract workers, and visitors. **(refer to AP 173 Health and Safety)**

(b) The Division's goal is to eliminate or minimize hazards which cause accidents or injuries by implementing a division-wide Health and Safety Program.

(c) The Division's Health and Safety Program has also been developed to comply with all legislative requirements that have relevance to the operation of a school division.

(d) The responsibility for safety and accident prevention extends through all levels of the Division. All employees must be involved in implementing and maintaining the Health and Safety Program.

(e) Employees must take reasonable care to protect themselves and others in the workplace and are expected to cooperate with the employer to create a safe work and learning environment.

1.2 Assignment of Safety Responsibilities within WRPS

Every individual must accept responsibility for his or her personal safety. All supervisory personnel must eliminate or control hazards in their work areas.

The assignment of responsibilities is to be adhered to by all personnel as listed.

Superintendent

The Superintendent has full responsibility for safety. The Superintendent will:

- Delegate authority for safety related issues to other administrators; and
- Act as a role model to others in WRPS.

Associate Superintendent: Business

The Associate Superintendent: Business has been delegated responsibility for safety by the Superintendent. The Associate Superintendent Business will:

- Review safety audits to ensure that WRPS complies with provincial legislation;
- Delegate the authority for safety related issues to key administrators;
- Support the Division's Health and Safety Coordinator in the development of safety programs and policies; and
- Act as a role model to others in WRPS.

Site Supervisors (including Associate Superintendents of Personnel and Instruction, Directors, Principals, Vice Principals, Managers, and Coordinators)

Site Supervisors have the responsibility for safety pertinent to the staff, students, volunteers, visitors, contractors and facilities under their supervision. They will:

- Ensure that all staff members and others including volunteers under their supervision are familiar with safe work practices;
- Ensure that all staff members and others including volunteers are informed of any hazards in their work area;
- Ensure that all staff members and others including volunteers are provided with training and supervision is given so that staff have the knowledge and experience to perform their work safely;
- Ensure that all staff members and others including volunteers complete and process all documentation associated with WRPS Safety Program in a timely manner.
- Train all staff members and others including volunteers under their supervision in the safe use of equipment;
- Correct any unsafe acts and whenever possible any unsafe conditions;
- Ensure injured staff members and others including volunteers receive prompt first aid;
- Conduct monthly safety meetings for all staff members and others under their supervision; file the meeting notes sign off sheets in Docushare (Operations→Health and Safety→Their Site);
- Report and investigate incidents, both personnel injury and property damage;
- Conduct quarterly health and safety site inspections (September, December, March, and June) on work areas for compliance with safe work practice and to identify and potential hazards, and file document in Docushare (Operations→Health and Safety→Their Site);
- Ensure annual inspections are completed by chemistry and shop teachers and filed in Docushare (refer to Section 4.1);
- Act as a role model to others in WRPS.

Staff, Students, Volunteers, Visitors and Contractors

Individual staff members shall accept responsibility for their personal safety. Each individual staff member will:

- Follow prescribed safety guidelines;
- Report to a supervisor any safety hazards as they appear;
- Refuse to do any work or operate any equipment that they believe will cause a danger to themselves or others in the area.
- Follow safety rules and regulations;
- Report to supervisor any and all accidents, personal and/or property, and any change in health status if it may be due to a job related activity;
- Ask for assistance or further explanation when needed; and
- Act as a role model to others in WRPS.

Alberta's Health and Safety Act, Section 2 describes the obligations of all workers. Each individual staff member shall, while engaged in an occupation:

1) *Take reasonable care to protect the health and safety of themselves and of other staff members present while the staff member is working, and*
2) *Co-operate with the staff member's employer for the purpose of protecting the health and safety of*
   - *the staff member,*
   - *other staff members engaged in the work of the employer, and*
   - *other staff members not engaged in the work of that employer but present at the worksite at which that work is being carried out.*

1.3 Accountability

If an employee deliberately or repeatedly disregards their health and safety duties and responsibilities in the workplace, under Health and Safety Act, Regulation or Code, disciplinary action may be taken, up to and including termination of employment.

Addressing a violation of the Health and Safety requirements shall be progressive and appropriate to the nature of the violation.

Examples of typical infractions:

a. Unsafe conduct;
b. Creating or contributing to unsafe conditions;
c. Failure to immediately report any personal injury, equipment damage or substandard equipment condition;
d. Unsafe work;
e. Intentional injury or consciously placing oneself in harm's way;
f. Coming to work under the influence of drugs or alcohol;
g. Neglect or carelessness in following safety practices;
h. Failure to report an incident in which the employee was involved;
i. Threatening or intimidating staff or students at any time;
j. Wilfully giving false information, or withholding information called for in making application for employment which may affect your ability to perform your job safely;
k. Making false claims or misrepresentations in an attempt to obtain sick benefits or WCB benefits;
l. Physical, sexual, and/or verbal assault;
m. Hazard Assessments (FLHA) not completed when required.

1.4 Joint Worksite Health and Safety

The Joint Worksite Health and Safety Committee is a group of employee and employer representatives working together to identify and solve health and safety problems within WRPS. Committee members consider the impact of health and safety issues within the Division and work to formulate and recommend solutions to management on corrective measures. No staff member can hold the committee responsible for unsafe or unhealthy situations. The committee is responsible for recommending how health and safety problems might be solved, not for carrying out the necessary remedial actions.

The Joint Worksite Health and Safety Committee is important for two reasons. First, members bring a variety of backgrounds, experiences and skills to the table. Secondly, it creates a forum to which staff members can submit health and safety concerns. It also creates an opportunity for members to come together to resolve any issues that are brought before them and develop the procedures to provide a safe and healthy environment within WRPS. It also builds trust and mutual respect, which are additional benefits.

WRPS Health and Safety Advisory Committee Representatives

- Superintendent
- Associate Superintendent: Business
- Director of Facilities
- Health and Safety Coordinator
- Health and Safety Site Leaders

If you have any Health or Safety Concerns notify your Site Health and Safety Leader, the Health and Safety Coordinator, HR Coordinator or the Associate Superintendent; Business.

1.5 Employee Supervision

New employees are at a greater risk for accidents than more experienced staff members. Site supervisors, or in the case of Division Office, the direct supervisor, are responsible for providing orientations for all staff new to the site to ensure clarity of written role expectations, safety requirements, applicable personnel procedures as prescribed in legislation, policy, administrative procedures and contracts.

Supervisors must provide all new employees with appropriate training and ongoing supervision appropriate to their position. At the Division level, this is accomplished and reported as part of the WRPS new employee orientation process and involves completion of PublicSchoolWORKS relevant training modules for all new staff. At the site, the employee's supervisor will provide a relevant job specific and site-specific safety orientation and report it on the employee's orientation checklist. New employees will be observed and assistance provided for a specific period by the supervisor or a competent worker. A competent worker is defined as one who is "*adequately qualified, suitably trained and with sufficient experience to safely perform work without supervision or with only a minimal degree of supervision.*" The degree of supervision will depend on the new employee's experience and previous training as well as the hazards related to his/her job. Online safety training will be assigned periodically.

Where an employee works from another location or is working alone, special arrangements for his/her supervision must be made. These arrangements could include periodic monitoring, pre-arranged phone calls (e.g. cell phone), a buddy system and/or visits by the supervisor. Employees **MUST** have written work procedure to follow, including how to summon assistance in an emergency. They must also have reviewed the appropriate hazard assessment for their position.

If a staff member deliberately or repeatedly disregards his/her health and safety duties and responsibilities, or endangers or injures another staff member, disciplinary action may be taken.

1.6 Record Keeping

The retention of all Health and Safety related records is essential to satisfy legislative requirements and to allow for the analysis of trends. Good documentation will demonstrate that all elements of the Safety Program are being implemented. Periodic review allows the evaluation of progress being made and the degree to which the program is effective and areas requiring additional attention. The Division has implemented this handbook and PublicSchoolWORKS as its main way of maintaining relevant documentation.

1.7 Information Posting

WRPS recognizes the need to make information available to all staff members. The Health and Safety Coordinator will provide all relevant information which will be made publicly available using a of combination of Health and Safety board, email, online training courses, online safety manual and written notices to inform staff of information pertinent to their safety and occupational health.

All Sites must ensure the following are posted on the Health and Safety board at the worksite:

1. Any safety notice sent out;
2. WRPS Administrative Procedure 173;
3. The most recent Joint Worksite Health and Safety Committee meeting notes;
4. Joint Worksite Health and Safety Committee names and contact information;
5. (HSR) names
6. Any compliance order or decision from Alberta Immigration and Employment;
7. WRPS Health and Safety Manual;
8. Names of all first aid qualified staff members.

All Schools must post, in every classroom, the following:

1. An evacuation plan showing two (2) different evacuation routes from every classroom;
2. Classroom emergency procedures (HourZero Quick Reference Guide found in red classroom folder).

The following must be filed in Docushare in the site's Health and Safety file and made available for examination when requested (H and S Coordinator, Auditors etc.):

1. Fire Alarm Verifications (submitted by Plant Facilities);
2. A record of all fire emergency equipment checks (submitted by Plant Facilities);
3. Quarterly completed site inspection forms (submitted by Site Supervisor);
4. Annual inspection forms from chemistry teachers and CTS shop teachers.

The following must be recorded in HourZero:

1. All fire drills;
2. All other emergency safety drills.

The following is to be updated and filed in Docushare Health and Safety file prior to September 30th annually:

1. A full chemical inventory.

1.8 Program Monitoring

The Health and Safety program will be reviewed annually by the Health and Safety Coordinator and recommendations forwarded to the Joint Workplace Health and Safety Committee for discussion and review.

Section Two – Health and Safety (OHS) Standards

2.1 Reporting Workplace Hazards or Unsafe Conditions (OHS Standard – 01)

All employees have a legal duty to report workplace hazards and unsafe conditions to their supervisor. The *Health and Safety Act* section 2(2) requires that every worker take reasonable care to protect the health and safety of themselves and other workers present. They must also co-operate with the employer for the purpose of protecting the health and safety of themselves and others. Site Supervisors are expected to follow up and take appropriate corrective action when they are notified of hazards or unsafe conditions.

Hazard and Unsafe Condition reporting guidelines:

1. Wherever possible, Site Supervisors shall first consider strategies to eliminate hazard or unsafe condition. The hazard or unsafe condition must be handled immediately and if possible dealt with onsite.
2. Whenever the hazard or unsafe condition cannot be resolved on site the Site Supervisor shall direct the complaint to the appropriate person immediately. Generally, the complaint will route from the local site to maintenance, or the Health and Safety Coordinator, for attention.
3. The *Hazard Report Form* (found in PublicSchoolWORKS) shall be used for reporting all hazards or unsafe conditions. On completion of corrective action, the complainant shall receive notification through PublicSchoolWORKS.
4. Site Supervisors shall:
   a. Deal with the complaint immediately. If it is necessary to pass the complaint to the Health and Safety Coordinator for resolution, it must be sent by the fastest means possible (a work order submitted to Plant Facilities) and a phone call to explain the situation.
   b. Ensure that the employee affected participates in completing the Hazard Report Form.
   c. Ensure that the **hazard assessment is communicated** to all employees affected by the assessment.
   d. Take all reasonable and practicable steps to **eliminate and/or control the hazards** identified by the hazard assessment. Employees affected by the hazard should participate in the elimination or control of identified hazards.
   e. If the steps necessary to **eliminate and /or control the hazards** cannot be immediately put in place, then administrative action must be taken to ensure that all workers are aware of the hazard or unsafe condition.
   f. **Educate and train** employees regarding the reporting of Workplace Hazards or Unsafe Conditions.

2.2 Reporting Work Related Injury and Illness (OHS Standard – 02)

All employees have a legal duty to report work related injury or illness to their supervisor. The *Health and Safety Code* section 182 requires that every worker report every work-related injury or acute illness to their employer. Prompt reporting ensures complete and accurate information and allows the injury or illness to be assessed and treated as necessary. Such information is also useful in injury surveillance in case of future complications with the injury. Similar, recurrent injuries reported by several workers may suggest the need to change some aspect of the work site or the tasks performed by the workers. Site Supervisors are expected to investigate and take appropriate corrective action when they are notified of work related injury or acute illness.

Work related injury and illness reporting guidelines:

1. All employees who are injured or succumb to an acute illness shall complete an Accident Report located in PublicSchoolWORKS, (see link on www.wrps11.ca).
2. The Health and Safety Coordinator must:
   a. Investigate the injury or illness, getting a full description of the circumstances and listing all corrective actions required to eliminate or reduce the chance or recurrence. The Health and Safety Coordinator must complete the Investigation Report in conjunction with the injured person and where possible, a member of the Joint Worksite Health and Safety Committee, and the site supervisor.
   b. The investigation shall follow the guidelines (Section Five "Accident Investigations")
   c. **Educate and train** employees regarding the reporting of Workplace Hazards or Unsafe Conditions.
3. A death, an injury or accident that results in a hospital stay greater than 2 days, explosion, fire or flood that causes serious injury, or has the potential to cause serious injury or lost time must be reported to Workplace Health and Safety at 1-866-415-8690 by WRPS Human Resources.

Definitions:
Work-related injury – any injury that occurs at work and requires professional medical treatment. (I.e. cuts, strain, and sprains.)
Work-related illness – any abnormal conditions or disorder caused by exposure to environmental factors associated with employment. It includes acute and chronic illnesses or diseases that may be caused by inhalation, absorption, ingestion, or direct contact. (Accident Prevention Manual, 12th Ed., P. 265)

2.3 Stoppage of Unsafe Work (OHS Standard – 03)

WRPS is responsible for ensuring the health and safety of every worker present at their worksite. (OHandS Act 2(1)). Every worker must take reasonable care to protect the health and safety of themselves and other workers present where they are working. Workers must also cooperate with WRPS for the purposes of protecting the health and safety of all workers present at the worksite. (OHandS Act 2(2)). Site Supervisors are expected to stop any unsafe work they note, and take appropriate corrective action to make the work safe.

Stoppage of Unsafe Work guidelines:

1. Wherever a Site Supervisor notes or is notified of a worker performing unsafe work, or working unsafely they shall immediately stop the work.
2. Once the unsafe work has stopped, the situation must be investigated and action taken to eliminate the danger.
3. If the worker does not agree with the recommended corrective actions, the Health and Safety Coordinator shall be notified immediately.
4. A hazard assessment may be required to completely assess the unsafe condition and identify appropriate controls to eliminate the unsafe condition.
5. When a hazard assessment is required, Site Supervisors shall:
   a. Complete a **written hazard assessment in PublicSchoolWORKS** to identify the existing hazards arising from the unsafe conditions and circumstances of the unsafe condition. The employee(s) affected by the hazard or unsafe condition shall participate in the hazard assessment.
   b. The **hazard assessment must be communicated** to all employees affected by the assessment.
   c. Take all reasonable and practicable steps to **eliminate and/or control the hazards** identified by the hazard assessment. Employees affected by the hazard should participate in the elimination or control of identified hazards.
   d. If the steps necessary to **eliminate and /or control the hazards** cannot be immediately put in place action must be taken to ensure that all workers are aware of the hazard or unsafe condition and work must not be recommenced until the hazard or unsafe condition has been rectified.
6. All workers must take reasonable care to protect themselves and those around them. Every worker has the right and responsibility to refuse unsafe work. Whenever this happens this procedure shall also be used to investigate and correct the situation.

2.4 Right to Refuse Unsafe Work

Belief

WRPS is responsible for ensuring the health and safety of every worker present at their worksite. (OHandS Act Part 1(3)). Every worker must take reasonable care to protect the health and safety of themselves and other workers present where they are working. Workers must also cooperate with WRPS for the purposes of protecting the health and safety of all workers present at the worksite. (OHandS Act Part 1(5)). Site Supervisors are expected to stop any unsafe work they note and take appropriate corrective action to make the work safe.

There may be work situations you encounter involving safety and health risks that are not normal for the job. Hazardous and dangerous situations should immediately be reported to your supervisor in order to prevent an injury or illness. In most cases, the situation can be resolved immediately by eliminating the hazard. If the situation is not rectified, you have a legal responsibility to refuse the work. Site Supervisors must respect the workers right to be safe and take any steps necessary to achieve that goal.

Worker Guidelines:

1. Whenever you encounter a health or safety danger which is not normal for your job, or for which you have not been trained, you must immediately stop that job, or refuse to start it. (This type of danger is called an imminent danger)
2. Report, as soon as possible, to your supervisor, or the Health and Safety Representative at the worksite, telling them of your refusal and giving your reasons for refusing the work.
3. Complete the *Refusal to Work* report found in PublicSchoolWORKS with your supervisor.
4. The Health and Safety Coordinator will review the *Refusal to Work* form and resolve the safety concern.
5. If you are still not satisfied that the danger has been eliminated, you have the right to contact Workplace Health and Safety at 1-866-415-8690. A Workplace Health and Safety Officer will investigate and give both you and your supervisor a copy of the report.

Site Supervisor/Health and Safety Representative (HSR) Guidelines:

Upon being notified of a work refusal, the Site Supervisor and the HSR must:

1. Notify the Health and Safety Coordinator;
2. Inspect the dangerous condition in conjunction with the affected employee immediately when it is reasonably practicable to do so and when it does not create a danger to any person.
3. Investigate and take action to eliminate the imminent danger, ensuring that no worker is assigned to use or operate the tool, appliance or equipment or to perform the work for which a worker has made a notification of a refusal of unsafe work and the reason for that refusal, unless
   - the worker to be so assigned is not exposed to the imminent danger, or
   - the imminent danger has been eliminated.

   Where the employer assigned another worker to do the work, the employer shall advise the worker in writing of the refusal and reasons for refusal, the reason why the

work does not constitute a danger to the employee, and the worker's right to reuse dangerous work. (AB OHS Act Part 4 (7))

4. With the affected employee, submit a Refusal to Work Report regarding the work stoppage including the reason for the work stoppage, findings of the investigation and corrective action taken. The report can be found in the Hazard and Near Miss Reporting tab on PublicSchoolWORKS.
5. Give the worker who gave notification of the work stoppage, and the Health and Safety Coordinator, a copy of the report.

Health and Safety Coordinator guidelines

1. Assist with completing the Refusal to Work report as needed
2. Review the Refusal to Work Report and perform investigation.
3. Prepare final report ensuring worker confidentiality as per AB OHS Part 4 (8) and distribute the report to:
   - The worker who refused the work
   - The JWSHSC and HSR

Additional Guidelines

No person shall dismiss or take any other disciplinary action against a worker by reason of a worker acting in compliance with this Safety Standard. If a worker has refused to work or to do particular work the worker is entitled to be paid and may be reassigned temporarily.

2.5 Workplace Hazard Assessments (OHS Standard – 07)

All employers have a legal duty to conduct workplace hazard assessments for all positions within their area of responsibility. The *Health and Safety Code* Part 2 requires that every Site Supervisor must assess their worksite and identify existing or potential hazards. A report must be prepared reporting the results of the hazard assessment and the methods used to control or eliminate the hazards.

Hazard Assessment Guidelines:

1. Whenever possible, a worker must be involved in the identification, assessment and control of the hazards in their work area.
2. The Site Supervisor must ensure that workers affected by the hazards identified in the hazard assessment report are informed of the hazards and the methods used to control or eliminate the hazards.
3. A **hazard assessment** completed in PublicSchoolWORKS may be required to identify the existing hazards arising from the conditions and circumstances of the employee's complaint. The employee(s) affected by the hazard or unsafe condition shall participate in the hazard assessment.
   a. Ensure that the **hazard assessment is communicated** to all employees affected by the assessment.
   b. Take all reasonable and practicable steps to **eliminate and/or control the hazards** identified by the hazard assessment. Employees affected by the hazard should participate in the elimination or control of identified hazards.
   c. If the steps necessary to **eliminate and /or control the hazards** cannot immediately be put in place, then administrative action must be taken to ensure that all workers are aware of the hazard or unsafe condition.
   d. **Educate and train** employees regarding the reporting of Workplace Hazards or Unsafe Conditions.

2.6 Worksite Inspections (OHS Standard – 08)

WRPS must ensure that everyone is safe in our workplace. The inspection process is one proactive approach used by WRPS to ensure our facilities are safe. Site Supervisors are expected to complete four (4) inspections of their facility per school year. They must also follow up and take appropriate corrective action when they notice hazards, unsafe conditions or unsafe acts.

Workplace Inspection Guidelines:

1. The Site Supervisor shall ensure that the site inspections happen in their workplace 4 times a year in September, December, March and June.
2. The inspection team must consist of Principal or Vice principal and two HSR representatives consisting of one Teacher and one Support staff.
3. A copy of the Health and Safety Site Inspection Report Form is located in Public School Works Safety Document Library.
4. Site Supervisors shall:
   a. Ensure the Health and Safety Site Inspection Report Form has the date, location and team members listed.
   b. Ensure the Health and Safety Site Inspection Report is completed correctly with Hazard identification, recommendations, persons assigned, ticket numbers and completion dates.
   c. Ensure the comments/ positive items field is filled out.
   d. Ensure that all unsafe conditions or practices which have been noted on the Health and Safety site inspection report, which cannot be immediately corrected, be communicated to all staff. Input a Maintenance request via the Maintenance Ticket System or a hazard report from PublicSchoolWORKS identifying the hazard.
   e. Continue to monitor the inspection report until all items have been corrected.
   f. File the completed form in docushare : ***Home*** » ***Schools/Sites*** » ***YOUR FACILITY*** » ***YOUR FACILITY H and S*** » ***Site Inspections***

2.7 Working Alone (OHS Standard – 09)

Part 28 of the Alberta Health and Safety (OHS) Code establishes requirements for employers and employees to follow if employees work alone. Working alone means to work alone at a worksite in circumstances where assistance is not readily available (e.g. visible or audible contact with person(s) capable of providing assistance) in the event of an injury, illness or emergency. A worksite also includes a vehicle used by an employee as part of their job.

Working Alone Protocol:

1. **Administrative Procedure 409 Working Alone** establishes guideline for WRPS considered to be working alone.

2. Wherever possible, Site Supervisors shall first consider strategies to eliminate situations where employees work alone. If employees do not work alone, then the requirements of the Code do not apply.

If employees work alone, Site Supervisors shall:

a. **Identify** all employees that work alone.

b. Provide and review a copy of **AP 409 Working Alone.**

c. If required, ensure a **written hazard assessment** is conducted to identify existing or potential hazards arising from the conditions and circumstances of the employee's work. The employee(s) affected by the hazard shall participate in the hazard assessment.

d. Ensure that the **hazard assessment is communicated** to all employees affected by the assessment and that further hazard assessments are conducted at intervals of time appropriate to the conditions and circumstances of the work.

e. Take all reasonable and practicable steps to **eliminate and/or control the hazards** identified by the hazard assessment. Employees affected by the hazard should participate in the elimination or control of identified hazards.

f. Establish an **effective communication system** between the employee and person(s) capable of responding to their needs in the event of injury, illness or emergency. This may include mechanical or electronic communications systems and/or a check in procedure at intervals appropriate to the nature of the hazard.

g. **Educate or train** employees regarding working alone requirements, and the safe work procedures or practices in place to protect them from hazards identified during the assessment.

2.8 Visitors, Volunteers, Contracted and Temporary Workers (OHS Standard – 10)

Visitors, volunteers, contracted and temporary workers that perform work for WRPS sites meet the definition of "workers" under the OHS Act. Anyone that conducts work at a worksite including volunteers is subject to the same regulatory requirements of the Alberta Health and Safety Act, Regulation and Code that apply to district employees.

Site Supervisors shall ensure:

1. That division and site specific health and safety requirements are communicated to all visitors, tenants, volunteers, temporary or contracted workers and students that occupy their worksite;
2. That only persons authorized by the Site Supervisors may serve as volunteers, visitors or contracted workers;
3. That the potential or inherent risks associated with the planned activity and applicable worksite hazards are explained to the prospective volunteer, visitor or contracted worker;
4. That the appropriate orientation, training and supervision are provided for all volunteers, visitors and contracted workers prior to commencement of their planned activity or service work;
5. That the Health and Safety Coordinator is consulted prior to the start of work of volunteer, visitor or contracted worker activities that may involve unusual health and safety risks; and
6. That work-related injuries and illness are reported.

Prime Contractor Requirements:

If there are two or more employers at a worksite (e.g. a painting contractor is hired, or during a renovation or construction project) the **Director: Facilities is responsible for ensuring that a *prime contractor* for health and safety is designated in writing**. The prime contractor is responsible for establishing and maintaining an effective health and safety system while the work is being conducted.

Site Supervisors shall first consult with the Director: Facilities and or the Health and Safety Coordinator regarding the requirements for a *prime contractor* prior to engaging the services of a contractor.

2.9 Shop and Science Related Safety and Maintenance Directives (OHS Standard – 11)

The *Health and Safety Act* section 2(2) requires that every worker take reasonable care to protect the health and safety of themselves and other workers present. They must also co-operate with the employer for the purpose of protecting the health and safety of themselves and others.

Annual Inspections

The Site Supervisors, chemistry teachers and shop teachers are responsible for conducting regularly scheduled, annual, inspections and follow-ups for the purpose of identifying conditions and/or practices that are potential safety hazards. Completed Building Inspection Checklists and Follow-up documents will be filed electronically with a retention date of three (3) years. The Maintenance Department will be notified of any hazards found and a work order will be submitted to the Maintenance Department by the Site Supervisor or designate to correct any hazard.

Site Inspection Guidelines

1. Site Supervisors shall ensure that one annual site inspections is made of CTS (Career and Technology Studies) and science classrooms. They may participate in the inspection, or delegate the responsibility to another staff member.

2. The inspection team must consist of at least two persons, and preferably three. If the Site Supervisor of the facility is not part of the team, a team leader must be appointed. The Health and Safety Coordinator can be part of your inspection team.

3. A copy of the Health and Safety Site Inspection Report Form is located on PublicSchoolWORKS.

4. The Health and Safety Coordinator is available to answer questions and assist you.

Personal Protective Equipment Guidelines

Personal Protective Equipment (PPE) is judged from an adequate protection standard for all actual or potential work hazards to which employees, students, visitors and volunteers could be exposed. Site Supervisors and employees are responsible for ensuring that:

1. Appropriate PPE is available for employees, students, visitors and volunteers when needed.
2. Employees, students, visitors and volunteers wear the required PPE.
3. Employees have been competently trained and know when to wear the appropriate PPE and how to wear it correctly. Employees are competently trained if they know:
   - Their responsibility in following related codes of practice.
   - When to wear personal protective equipment (PPE).
   - How to select PPE appropriate to the hazard.
   - How to fit, clean and maintain their PPE.
   - The necessity to remove sub-standard or damaged PPE from service.
   - Their responsibility to replace any PPE loaned to them if they lose it.
4. Violations of failing to wear required PPE are investigated to determine their causes.

Noise guidelines

1. **Educate and train employees regarding:**
   a. Use and care of hearing protection;
   b. Effects of noise on hearing;
   c. Their responsibility to wear the hearing protection provided;
   d. The requirement for everyone in the shop to wear hearing protection whenever a stationary tool is running;
   e. The requirement for those using portable tools to use hearing protection, along with everybody within a 2-meter radius of that portable tool.
2. **Post** "Hearing Protection must be worn" signs at every entrance to the shop area.
3. **Replace** hearing protection as required to ensure that all shop staff and students have a well-maintained set of hearing protection available. This will be a school related expense.
4. **Enforce** this directive to ensure universal compliance of all staff and students in the shop area(s).

Additional Shop Guidelines

1. Emptying of dust collection systems and sumps are a site responsibility.
2. Disposal of used oil, stains, or other finishing supplies is the responsibility of the site.
3. The Principal is to review these guidelines with their shop teachers.

Section Three – Hazard Control and Identification

3.1 The Hazard Identification System

Protecting workers from occupational hazards requires that every hazard be recognized, assessed and controlled. Control means eliminating the hazard or reducing it to a level that does not cause health effects.

A careful examination of work practices provides information that is essential for building an effective health and safety program. Using the Hazard identification System, identify high-risk tasks, break down each task into steps, identify potential hazards in each step and suggest ways to control or eliminate the hazard. For this process to be effective, it is critical that the people doing the work contribute what they know.

List All Tasks
Identify and list each part of the work to be completed. If some of the work will be contracted out, the contractors can be responsible for their work analysis, but you are responsible to ensure that the hazard analysis is completed for their work.

Identify "Critical" Tasks
Critical tasks are the high-risk tasks. It is not always practical to break down every job. Identify which tasks have a high risk by using your experience, accident history and estimated potential for serious consequences if something goes wrong. Ask the people who do the job for their input.

Break the Critical Tasks into Steps
Break the job into its parts in the correct sequence. Do this by watching the job as it is being done. Consult with the person doing the job. Review each step.

- Are they all necessary?
- Can they be simplified?
- Can they be combined?
- Can they be substituted?

This can contribute to better productivity as well as improve health and safety.

Identify Potential Hazards in Each Step
Use accident experience, near-miss information, observation of the worker and equipment, as well as discussion with the workers doing the job. List the things that could go wrong. Assess the work environment. What hazardous materials are being used? Do the seasons or conditions affect the way work is to be done?

Find Ways to Control or Eliminate the Hazards in Each Step
List what must be done to make the task safer and more efficient. Is there a way to substitute or eliminate the task? Can it be altered to reduce or remove the risk?

3.2 Responsibilities and Functions

Health and Safety Coordinator

- General responsibility to ensure the hazard identification system is implemented;
- Identify training needs and provide training opportunities;
- Ensures Hazard Assessment checklists are completed and are provided to the Joint Workplace Health and Safety Committee;
- Assists persons carrying out hazard assessments on request;
- Reviews and maintains hazard assessments;
- Review work sites periodically and assess for effectiveness;
- Reviews the hazard identification systems' effectiveness on an annual basis, and;
- Reports on the Hazard Assessment System's effectiveness annually to the Associate Superintendent: Personnel.

Employees

- Cooperate in hazard assessments;
- Complete annual review of job Hazard Assessments and sign off or file a hazard assessment for safety hazards

Site Supervisors

- Ensure Hazard Assessments are reviewed by staff.
- Control hazards through administrative, engineering, safe work practice/procedures and personal protective equipment solutions.

3.3 Concern and Complaint Process

1. The employee must address the issue using the Hazard Report Form from PublicSchoolWORKS.
2. The supervisor must investigate the concern/complaint and respond to the employee.
3. If the employee believes that the response is unsatisfactory, he/she shall forward the concern/complaint in writing to the Health and Safety Coordinator.
4. The Health and Safety Coordinator will investigate and respond to the employee and the Site Supervisor with recommendations.
5. If the employee is still not satisfied with the response, he/she has the right to appeal to the Associate Superintendent: Personnel.

3.4 Field Level Hazard Assessments

A site-specific hazard assessment (also called field-level) is performed before work starts at a site and at a site where conditions change or when non-routine work is added. This flags hazards identified at the location (e.g. overhead powerlines, poor lighting, wet surfaces, extreme temperatures, the presence of wildlife), or introduced by a change at the work site (e.g. scaffolding, unfamiliar chemicals, introduction of new equipment). Any hazards identified are to be eliminated or controlled right away, before work begins or continues. The Division calls these documents *Field Level Hazard Assessments (FLHA)*.

Field level hazard assessments will be completed as per the following requirements:

1. When new activity has been temporarily introduced at the work site. This includes all maintenance work performed by Plant Facilities and technology employees.
2. Work is conducted at a temporary/mobile work site (whether owned by the division or not).
3. Before work begins on the day of the job. FLHAs shall be completed for each work site and each task.
4. Repeated if changes are introduced. Changes may include the addition of another employee to the task or if an emergency scenario/drill occurs.
5. Controls will be implemented for all identified controls.
6. Affected employees will participate in the FLHA activity.

Steps to complete the site-specific hazard assessment.

1. Identify the tasks to be completed.
2. Assess the work site and identify any hazards.
3. Eliminate or control hazards.
4. Communicate the hazards and implement the controls.
5. Repeat if there are changes to the work site or to the task.

Field Level Hazard Assessments are submitted in real time and stored in a shared folder. They are reviewed by Director of Plant Facilities.

Section Four – Incident Investigation

5.1 Incident Investigation

An Incident is defined as any event that results in a serious (requires medical attention) injury or a near-miss (near-miss: an event that has the potential to result in serious injury).

The purpose of an incident investigation is to determine the root cause of an incident and make the necessary changes to prevent it from happening again.

The following is a set of procedures to follow in conducting an incident investigation:

- Ensure there is no further potential for harm;
- Ensure first aid is provided, if required.
- Secure the scene with barrier tape, if necessary.
- Lock out any machinery involved.
- Get names of witnesses. Interview them as soon as possible.
- Take pictures of the incident scene
- Inform the Health and Safety Coordinator
- Compete an Accident Report or a Hazards/ Suggestions on the Public School Works system as required

5.2 Incident Reporting

An Incident report must be completed online as soon after the incident as possible *(http://www.theworks-intl-ca.com/Pages/actMgr1.asp?di=50030anddia=hvvaw)*

Section Five – Training

The most effective components of a health and safety program are training and supervision. Health and safety training produces improved work performance and reduces human misery and expenditures that result from accidents and occupational illnesses. It is the obligation of employing authorities to provide training programs appropriate for the safety hazards particular to the work conducted in their workplaces.

WRPS provides an online training tool and employee orientation through the use of the PublicSchoolWORKS web tool and is specific to each occupation within the Division. All employees are registered and annual training plans are established and set up by the Health and Safety Coordinator. Training tools and additional information provided include:

a. Safe work practices and procedures
b. Use of safety equipment
c. Maintenance of equipment
d. Emergency procedures
e. Ergonomics
f. Workplace Hazardous Materials Information System (WHMIS)
g. Plans and Policy
h. Government regulations
i. General information

For further information, refer to the WRPS website (*http://www.theworks-intl-ca.com/LMS/lmsPersonCourses.php?di=50030anddia=hvvaw*)

Section Six – Emergency Protocols

Administrative Procedure 137 Emergency Response Planning outlines the Division's procedures in the event of an emergency.

The Wetaskiwin School Division uses the HourZero School Emergency Program.

Preamble

Protocols provide guidelines for staff to follow in response to an emergency. Although the protocols have been established as standard procedures and apply industry best practices, good judgement must be exercised before applying the various steps of any protocol to the specific incident. No two incidents are the same: every situation is unique.

- Always maintain situational awareness.
- Exercise good judgment.
- Adapt the protocol as needed to address the specific situation.

Protocols are immediate actions and are limited in scope. Protocols do not supersede the legal authority of law enforcement, fire or emergency medical responders, nor do they cover all the procedures required to deal with an incident. First responders are trained to deal with emergencies, criminal activities and other extenuating circumstances. School personnel must work in cooperation and consultation with these agencies to ensure the safety of students, staff and responders. As such, it is critical all parties operate from the same Incident Action Plan and protocols are executed in a consistent manner.

The School Emergency Response Plan utilizes both functional and incident-specific protocols. Schools must adapt these procedures to meet the specific needs of their facility and/or staff and students. Adaptations should be based on the school's risk assessment.

6.1 Drills

School sites are expected to complete six emergency evacuations and one Lock-Down annually. Plant Facilities and the Administration Office are expected to complete one emergency evacuation annually. All drills are to be recorded in HourZero. At the conclusion of the school year, Plant Facilities will Docushare each site's drill report.

6.2 Functional Protocols

Functional protocols are procedures that are implemented when a specific action is required, such as a Lock-Down and may be used to address a variety of situations.

All staff should be prepared to execute any of the functional protocols. Function Protocols include:

- All-Clear
- Emergency Evacuations
- Lock-Down
- On-Alert
- Buddy Team
- Hit-the-Floor
- Off-site Emergencies
- Shelter-In-Place
- Drop-Cover-Hold
- Hold and Secure
- Stay-Put

Basic Principles

1. Always use the fastest safe method of communication to notify others.
2. Do not use codes to communicate protocols – use protocol names.
3. Keep communications brief, clear and succinct.
   a. Always announce the protocol first, e.g. Shelter-in-Place.
   b. Follow with additional instructions, if needed.
   c. Use inclusive phrases for staff.

      It is too lengthy to announce specific instructions that reference the various types of personnel working in the facility. Therefore, it is assumed phrases such as "Staff…report to your classroom" means faculty/teachers to their classrooms, admin support staff, custodians, librarians, etc., to their respective work locations.

   d. If school is multi-language or non-English, announce the protocol in English first, followed by the protocol in the second language, e.g., in French schools announce Lock-Down: Barricade.
4. Minimize number of people who are potentially at risk as soon as possible.
   a. Clear students and non-essential staff away from areas of danger, e.g., if someone is in the office issuing threats, clear students out of the office.
5. Maintain situational awareness at all times.
6. Always use good judgement.
7. Never put yourself at risk.

6.3 All-Clear

All-Clear is the term used to advise all staff and students that an incident has been brought to closure. Only the Incident Commander can issue an All-Clear.

How to Execute an All-Clear

1. Incident Commander announces over the PA system or other communications systems used by the school: All-Clear

2. Staff resume normal activities, unless otherwise instructed by the Incident Commander.
   a. During Lock-Down: In addition to hearing All-Clear, wait for the door to be UNLOCKED and OPENED before leaving your Lock-Down zone or releasing students from same. See Lock-Down for more details.

3. If uncertain about an incident being over, continue protocol until reassured that the threat has been resolved or the incident is concluded.

6.4 On-Alert

On-alert is an early warning procedure for staff and students. The protocol instructs staff to direct students to classrooms for a status check as a pre-emptive step in dealing with a possible emergency or the need for a heightened state of vigilance. On-Alert can help reduce chaos and account for students and staff prior to facing anticipated danger.

Doors can remain in their current state (locked or unlocked) during an On-Alert.

On-Alert can be used when the Incident Commander believes a situation has the potential of escalating into a more serious event, e.g., a suspicious person/vehicle is in the vicinity, sever weather or tornado watch, etc. It can also be used as an advisory tool to inform staff of a situation affecting the broader community, e.g., reports of a person trolling community playgrounds. While the school has not been directly impacted by the situation, it is prudent for staff to receive this information. When On-Alert is used as an advisory tool, it is important to provide staff with adequate information and instructions so they can take appropriate action based on that information.

How to Execute On-Alert

1. Incident Commander or designate announces over PA system or other communications systems used by school: On-Alert, followed by extra information, e.g., On-Alert, go to your classroom – incident being investigated.

2. All persons return to their classrooms, offices or normal work location. If outside, return to building.

3. Staff direct students and visitors to appropriate classrooms or offices.

4. Account for all students, staff, and visitors.
   a. Teachers take attendance of all students.
   b. Designated SERT members account for support staff and visitors.

5. Report attendance using Status Cards.
   a. Designated SERT members reconcile attendance.
   b. Designated SERT members report status/missing persons to Incident Commander.

6. Wait for instructions from Incident Commander before allowing movement.
   a. If someone needs to leave a room, e.g., person needs to go to the washroom, seek permission from the Incident Commander before permitting anyone to leave.

7. Prepare for possible execution of other protocols, e.g., Lock-Down, Evacuate.

8. Continue On-Alert until Incident Commander issues additional instructions or All-Clear.

6.5 Shelter-In-Place

Shelter-In-Place directs students/staff to classrooms/work spaces or other designated safe areas **to seek immediate shelter indoors** when the option to evacuate the area is not prudent and there is NO THREAT OF VIOLENCE. Staff are not required to lock doors during a Shelter-In-Place.

Designated Shelter-In-Place locations within a building may vary depending on the reason for the protocol being issued, e.g., it may be suitable to remain in a well-sealed classroom during a hazardous material spill, while it may be more suitable to retreat to a designated hallway during severe weather.

Shelter-In-Place is most often used during severe climatic situations, such as a tornado, or during an environmental emergency, such as a hazardous material spill outside the building that may affect air quality.

Shelter-In-Place can also be used during times when it is desirable to clear the school grounds and keep people indoors, e.g., wild animal on school ground, severe thunderstorm, or an air ambulance landing in the school field.

Even when an incident is occurring inside the school, Shelter-In-Place can be used to direct building occupants to safe locations within the facility or as a means of restricting movement for the purpose of assisting with a response effort, e.g., clearing hallways so First-Aid personnel and/or first responders can assist a student who had a seizure in the hallway, staff/police are conducting a locker search, etc.

How to Execute Shelter-In-Place

1. Incident Commander or designate announces over PA system or other communications systems used by school: Shelter-In-Place, followed by incident-specific information, e.g., Shelter-In-Place: severe weather.
   a. The reason for protocol will dictate where to shelter in the building.
   b. Refer to Emergency Maps for designated Shelter In Place: Severe Weather locations.

2. Staff direct students and visitors to designated Shelter-In-Place location.
   a. If outside, return to building.

3. Account for all students, staff and visitors.
   a. Teachers take attendance of all students.
   b. Designated SERT members account for support staff and visitors.

4. Report attendance using Status Cards.
   a. Designated SERT members reconcile attendance.
   b. Designated SERT members report status/missing persons to Incident Commander.

5. Staff close all windows and doors to their respective areas/rooms.

6. SERT Team
   a. Close outside air vents, as needed.
   b. Turn off cooling, heating or ventilating systems, as needed.

7. Remain in Shelter in Place location until Incident Commander issues All-Clear or provided with new instructions.

Additional Shelter-In-Place Precautions

Certain types of environmental emergencies can pose serious threat to the health and well-being of students and staff, e.g., carcinogenic materials spills. These emergencies may require additional Shelter in Place precautions to be taken by the school.

If instructed to do so by Incident Commander:

1. Place pre-cut plastic sheeting (or garbage bags) over windows, and tape in place.
2. Seal gaps around doors with towels or pieces of clothing.
3. Tape over cracks and other openings, e.g., electrical outlets, for extra protection.
4. Move all persons away from window and doors. Close all shades and drapes.
5. Prepare for possible Drop Cover Hold or Emergency Evacuation.

6.6 Lock-Down

Lock-Down is a process for securing students and staff in designated areas/zones (classrooms/offices) during incidents when there is a THREAT OF VIOLENCE, where the threat is inside the building or campus and when it may be more dangerous to evacuate than to stay inside.

Lock-Down scenarios can be extremely volatile and require extremely quick action. It is imperative that staff maintain situational awareness at all times, constantly thinking about what their next steps may be to adjust to the evolving situation. Depending on individual circumstances, it may be necessary to take further action such as run-hide-fight.

The main objective of a Lock-Down is to protect the safety of the maximum number of people by getting them behind locked doors. A secondary objective of Lock-Down is to hide the identities of people in a particular room. This is accomplished by staying out of window sight lines and by not identifying who is in a particular room.

In conducting a risk assessment, schools need to establish effective Lock-Down zones and strategies for their facility. Lock-Down zones consider the suitability of a room too enter into a Lock-Down: with particular attention to the relative physical security of the room, the number of entrances to the room needing to be secured and the direction of door locks on interconnected rooms are taken into account.

The Lock-Down map is an excellent tool to capture site-specific Lock-Down spaces.

Green Spaces – indicate suitable zones with a single door.

Yellow Spaces – indicate suitable spaces with multiple doors.
Yellow Dots – indicate doors that need to be locked.

Red Spaces – indicate spaces that are not suitable for Lock-Down.

In addition to analyzing where appropriate spaces are, zones should be considered during different times of day, e.g., a cafeteria may Lock-Down differently during lunch hours and non-lunch hours/a gym may Lock-Down differently during an assembly.

By taking advantage of lock-down spaces, the school impedes the ease of access a perpetrator has to its intended target(s). There are, however, limits on the amount of security any given lock-down space will have during a dedicated attack. To this end, it is imperative to initiate contact with police through 9-1-1 immediately so police can initiate their response to the cause of the Lock-Down.

There is a wide spectrum of scenarios that might cause a school to use Lock-Down. Depending on the specific scenario and the relative danger posed by the threat of violence, a designated school Incident Commander may choose to have SERT actively respond to the incident, rather than immediately retreating to Lock-Down spaces, e.g., child abduction incident. In doing so,

SERT members must be extremely careful not to jeopardize their own safety or that of any team members while executing any assigned tasks. At any point during the response, SERT members need to be prepared to abandon a task and Lock-Down. Calling a Lock-Down: Stay-Put would signal to responding SERT members that they must also get to a safe Lock-Down space immediately and execute all the necessary steps.

Unlike other protocols, Lock-Downs use a combination of two elements signifying its closure. Lock-Downs remain in effect until All-Clear is issued AND doors are unlocked by the Incident Commander and/or police.

How to Execute Lock-Down

1. Any staff member realizing threat and danger is imminent announces over PA system or other communications systems used by school: Lock-Down.
   a. If no communication system is available or accessible, shout out Lock-Down.

2. Staff direct students and visitors to closest designated Lock-Down zone.

3. Staff lock and secure ALL doors and windows in their zone.
   a. If possible and safe to do so, cover all windows. Turn off lights.

4. Keep away from windows and doors and out of sight lines.

5. Account for all students, staff and visitors.
   a. Teachers take attendance of all students in their zone.
   b. Designated SERT members account for support staff and visitors in their zone.
   c. Do not use Status Cards unless instructed by Incident Commander.

6. Stay quiet.

7. Barricade door(s) and take cover, as appropriate.

8. Do not allow anyone in or out of room, under any circumstance, until Incident Commander issues All-Clear AND doors are unlocked by Incident Commander and/or police.

9. Be ready to execute other protocols.

10. If fire alarm sounds during Lock-Down: assess situation, then decide best course of action.

11. Maintain situational awareness and be prepared to execute further action, e.g., run-hide-fight, as good judgement dictates.

6.7 Hold and Secure

Hold and Secure is a process used to lock all exit/entrance (exterior) doors of the school when there is an emergency situation in close proximity to the school, outside the school on school grounds and/or unrelated to school.

Hold and Secure means all exterior doors are locked; interior doors may remain in their normal state. Movement is permitted within the building and school activities can continue inside. (*This is in contrast to Shelter-In-Place, where students and staff may need to move to a specific area of the school or be confined to their classrooms*.) However, as the problem is outside, no one is allowed out of the building.

The main objective of a Hold and Secure is to protect students and staff by preventing unwanted individuals from entering the school and keeping the problem outside.

The protocol is generally initiated in response to criminal activity involving police pursuits; however, it could be used for other emergencies if need be.

Hold and Secure remains in effect until the All-Clear is issued.

How to Execute Hold and Secure

1. Incident Commander or designate announces over PA system or other communications systems used by school: Hold and Secure.

2. Staff direct students and visitors to normal classrooms or work locations.
   a. Call students or staff who are outside the building back into the building.

3. Account for all students, staff and visitors.
   a. Teachers take attendance of all students.
   b. Designated SERT members account for support staff and visitors.

4. Report attendance using Status Cards.
   a. Designated SERT members reconcile attendance.
   b. Designated SERT members report status/missing persons to Incident Commander.

5. Staff close all windows and doors to their respective areas/rooms.
   a. Close blinds, if available.

6. Security Team (Exterior Door Lock) check and lock all exit/entrance doors and public exterior windows.
   a. Security Team (Exterior Door Lock) should concentrate their initial efforts on locking doors that are known to be open, e.g., main entrances. Any doors that should normally be locked, e.g., gym doors leading to outdoors, need to be checked to ensure they are in fact locked, haven't been propped open or that a latch did not catch. Vacant rooms should be checked to ensure there are no open windows, particularly

when warmer weather prevails. Any special keys, e.g., hex keys, required to lock exterior doors need to be made available to the Security Team. Where possible, put in place redundant coverage of door lock responsibilities.

b. Security Team should always maintain communications with Incident Commander, i.e., carry a two-way radio and/or cell phone, when dooring door/window checks.
c. In the event that a Lock-Down: Stay-Put (see Stay-Put) command is given, abort attempts to secure exterior doors. Immediately proceed to a lockable room/zone and secure yourself.
    3.1.1 If it is discovered while attempting to secure the facility, i.e., while initiating a Hold and Secure, the problem is now inside and not outside, the Security Team (Exterior Door Lock) should take immediate steps to secure themselves in lockable rooms/zones. While protecting safety, attempt to notify the rest of the team that the situation is now a Lock-Down: Stay-Put situation. If available, the Security Team should make use of two-way radios when doing the facility check. In doing so, team members can communicate with each other and inform the rest of the team of a changing situation. Conversely, team members can check on the safety of other team members.

7. Keep all persons away from windows and exterior doors.

8. Once the facility is secure, the Incident Commander can make the decision to allow students and staff to move about the building. In doing so, the school may continue to protect themselves from an outside threat while allowing some flexibility to continue the school day.

    a. If students and staff are permitted to move about the building, it must be made abundantly clear that no one is to leave or open doors to the building. It may be necessary to take additional steps to protect the integrity of the Hold and Secure.
    b. Signage should be used at main entrances to inform visitors/people outside that the school is in a Hold and Secure and that no one will be permitted into or out of the building.
        i. For schools with older students, it may be necessary to assign sentries at exterior doors to ensure individuals do not open the doors.

9. Allow no one in or out of the school until Incident Commander issues All-Clear.

6.8 Emergency Evacuation

Emergency Evacuation is used to clear all students and staff from a building, in a prescribed and rehearsed manner, via prearranged evacuation routes. Maps indicating designated routes are posted or made available in each classroom (contained in the Classroom Emergency Folder).

Classes should utilize assigned or nearest unblocked routes and exit. Upon evacuating the building, students and staff assemble at the designated Student Assembly Area.

Designated staff should be pre-assigned to assist individuals with disabilities during evacuations. It is important to discuss any special requirements with local fire officials and make appropriate provisions to ensure safe passage out of the building.

How to Execute Emergency Evacuation

1. Incident Commander or designate announces over PA system or other communications systems used by school: Emergency Evacuation. OR Fire Alarm sounds.
2. Teachers use teacher-first: teacher-last principle and do the following:
   a. Advise students to go to the pre-designated area at Student Assembly Area.
   b. Visually scan adjacent hallway/passageway for hazards: select safe route.
   c. Instruct students and any other occupants (volunteers, aides, etc.) to exit room in an orderly fashion, single file.
   d. Direct first person who reaches each door to hold door open until entire class is through, then fall in a the back of the line. If there are two adults in the room, assign the second adult to lead the class.
   e. Remind lead person to watch for hazards enroute and to touch doors lightly with the back of his/her hand before opening. If the door is hot, do not open the door. If possible, take alternate route. If not possible, immediately contact the Incident Commander for instructions.
   f. Count all persons as they exit room.
3. Ensure everyone is out. Leave room last
   a. Windows should be closed only if this does not slow evacuation process.
4. Close door, leave lights as is and take Classroom Folder/Kit.
5. Place Status Cards on floor adjacent to room door, ensure visible from hallway/passageway.
6. Proceed to Student Assembly Area.
7. Establish Student Assembly Area a safe distance (at least 100m) away from building. Maintain sufficient space between classes so each class is visibly distinct.
8. Take student attendance.
9. Report attendance using Status Cards. Report any missing students by name to the Incident Commander.
10. Check on Buddy Team members. Designated SERT members reconcile and report attendance, including status reports and names of missing persons to Incident Commander.
11. Continue protocol – do not return to building – until Incident Commander issues additional instructions or All-Clear.

6.9 Drop-Cover-Hold

Drop-Cover-Hold is used during incidents related to potential structural damage or falling/flying debris, e.g., earthquakes, tornadoes, and explosions.

The protocol helps to protect a person from bodily harm caused from falling due to tremors/building shaking or being struck by debris.

How to Execute Drop-Cover-Hold

1. Any staff member may issue Drop-Cover-Hold as needed.
   a. Call out: Drop-Cover-Hold.
      OR
   b. Incident Commander or designate announces over PA system or other communications systems used by school: Drop-Cover-Hold.

2. Drop – Drop under desk or sturdy table.
   a. Get onto your knees on the floor, leaning over to rest on the elbows, hands clasped behind the neck, face down.

3. Cover – Stay under cover, with head down between knees.
   a. Ensure face and eyes are covered.

4. Hold – Hold onto desk, table or other sturdy furniture.
   a. If furniture moves, move with it.

5. Avoid doing Drop-Cover-Hold in areas with hazards such as unsecured lockers, trophy cases, open cabinets, etc.

6. Remain in Drop-Cover-Hold in areas with hazards such as unsecured lockers, trophy cases, open cabinets, etc.

Due to the potential for infrastructure damage, e.g., PA systems not working, for incidents requiring a Drop-Cover-Hold, staff may need to decide when it is safe to move from the Drop-Cover-Hold position.

For people in wheelchairs:

7. Remain in the chair, set brake and hold on.

Trying to protect head and neck by leaning forward so that the head is lower than the back of the wheelchair may not be practical for some individuals.

6.10 Hit-the-Floor

Hit-the-Floor is used when there is potential to be hit by gunshot or flying debris.

Hit-the-Floor is a localized protocol, i.e., it would apply to immediate vicinity of the gunfire or explosion and not to the entire school. Therefore, it is better to call out the protocol, rather than to announce it over a broader-reaching communication method such as a PA system – a broader-reaching communication may confuse others who should not be executing Hit-the-Floor.

How to Execute Hit-the-Floor

1. Any staff hearing gunfire or an explosion may issue Hit-the-Floor.
   a. Call out: Hit-the-Floor

2. Drop to the ground immediately, face down as flat as possible.

3. If you are in close vicinity of a safe position, get low and run to that location.
   a. Stay as low as possible – move (slither) or crawl away from the danger.

6.11 Stay-Put

Stay-Put is a protocol that can be used to provide additional clarity to situations, indicating the danger (assailant) has entered the building and/or immediate area and any movement may put you in the path of danger.

When would Stay-Put be used?

During a Lock-Down, if SERT members are performing any tasks, e.g., checking main entrance doors or public area window, and not currently in a Lock-Down themselves, then Lock-Down: Stay-Put provides direction to abort current tasks and immediately get into a Lock-Down room/zone, e.g., Child Abduction protocol.

How to Execute Stay-Put

1. Incident Commander or designate announces over PA system or other communications systems used by school: Lock-Down: Stay-Put.

2. Abort current tasks and immediately get into a Lock-Down.

3. Get to the closest secure location and stay there unless instructed to move.
   a. Extreme caution needs to be taken when moving, as your planned movement could result in you coming into direct contact with the assailant.
   b. It is imperative to maintain situation awareness and exercise good judgement.

4. Get out of the hallway or stairwell and go to the closest lockable room as quickly as you can. This might be a classroom, an office or a closet. You may need to improvise where and how you Lock-Down.

5. Remain in this position until Incident Commander issues All-Clear AND doors are unlocked by Incident Commander and/or police.

6.12 Off-Site Emergencies

Off-site emergencies require one staff, i.e., supervising teacher, to assume the position of Incident Commander, as the Incident Commander MUST be at the Incident site. This individual is responsible for the overall direction of the response, until a transfer of command occurs and the new Incident Commander takes over responsibilities.

Off-Site Emergency Procedures

The following steps should be taken upon the occurrence of an off-site emergency. Supervising teachers must provide the Office with a cell phone number prior to leaving for a trip and carry the cell phone with them at all times while off-site with students.

1. Supervising teacher shall
   a. Assume command (Incident Commander).
   b. Account for and determine status of all students and staff.
   c. Keep students and staff in a safe location.
   d. Follow incident specific protocol, as best as possible.
   e. Call 9-1-1, as needed.
   f. Contact School. If unable to reach school, call District Emergency Hotline (780-352-4160). The school contact or EOC Director will activate the Emergency Response Plan and provide assistance, as needed.
   g. Identify students requiring first aid. Administer first aid, according to training
   h. Transfer command to arriving authority, e.g., Principal, as appropriate.

2. Supervising teacher is responsible for notifying school of delays/changes in itinerary.

3. School is responsible for notifying parents of delays or changes in itinerary.

Trip planning should include the following emergency preparedness tasks

1. Field Trip roster - A roster containing the names of all persons (students, staff, chaperones, etc.) One copy of the roster remains at school. Second copy is carried by supervising teacher.

2. Emergency Medical Information should be readily accessible for all students and staff participating on the trip. If information reflects life-threatening conditions, e.g., allergies, information should be carried by supervising teacher.

3. Emergency Contact Information - Student emergency contact records must be readily accessible. It is advisable to have this information carried by supervising teacher in hard-copy format.

4. Identification - All personnel participating in trip must carry proper identification on them.

6.13 General Tasks Associated with All Incidents

1. Assess the situation – Verify facts related to emergency.

2. Establish command.

3. Issue functional protocols as appropriate. Notify staff and alert students, as needed.

4. Call 9-1-1 if needed.

5. Establish and execute Incident Action Plan.
   a. Activate SERT (School Emergency Response Team) members.
   b. Set-up Incident Command Post.
   c. Attend to life safety issues first.

6. Notify Emergency Operations Center (EOC) Director of situation.
   a. Standard communications procedures dictate the EOC Director be advised of
      i. Level 1 incident during same working day (within 8 hours of occurrence).
      ii. Level 2/Level 3 incident at time of incident.
      iii. If external resources needed/involved or if other stakeholders involved, e.g., media, parents, etc., immediately notify EOC Director.
   b. ERP 150: Incident Reporting Form – ERP Activation
   c. If resources or assistance needed, e.g., buses required, advise EOC Director.
      i. EOC Director will activate ACT (Administrative Command Team) members and/or advise respective departments of resource/assistance needs, e.g., Transportation.

7. Manage incident – Execute tactical component of Incident Action Plan.

8. Communicate with affected stakeholders.
   a. Contact parents of any students directly affected by the incident.
   b. Prepare communique for release to all parents and other stakeholders, as needed.
   c. Close loop on all communications.

9. Conduct debriefing with staff to evaluate school's actions and answer any questions.

10. Complete and file an ERP 122: Incident Summary Report with EOC Director within 72 hours of incident closure.

Section Seven First Aid Training Requirements

Each Site must have a minimum of three staff with current Standard First Aid certification. Division office and Plant facilities will have a minimum of two staff with current Standard First Aid certification. The Division will provide training opportunities. Sites may train additional employees at their discretion with their site resources. The sites are to coordinate the training so they meet the requirements. The Division will cover the cost of the course for the first three first aid certifications.

First aid certificates are valid for three years. The Site Supervisor will determine which individuals will be trained and or retrained based on needs. It is the responsibility of the Site Supervisor to maintain minimum First Aid requirements.

First Aid Reporting

Student injuries requiring first aid must be reported through the Student Accident Management portal in PublicSchoolWORKS. Staff injuries requiring first aid must be reported through the Staff Accident Management portal in PublicSchoolWORKS.

Appendix A - PublicSchoolWORKS Document Links

AP 136 Emergency Drill

AP 137 Emergency Response Planning

AP 172 Violence and Harassment Free Environment

AP 173 Health and Safety

AP 409 Working Alone

AP 490 Volunteers in Schools

Occupational Health and Safety Concern Reporting

Worksite Hazard Assessments

Accident/Near-Miss Reporting

Health and Safety Site Inspection Report Form

Building Inspection Follow-up

MSDS NOW

Employee Injury and First Aid Report