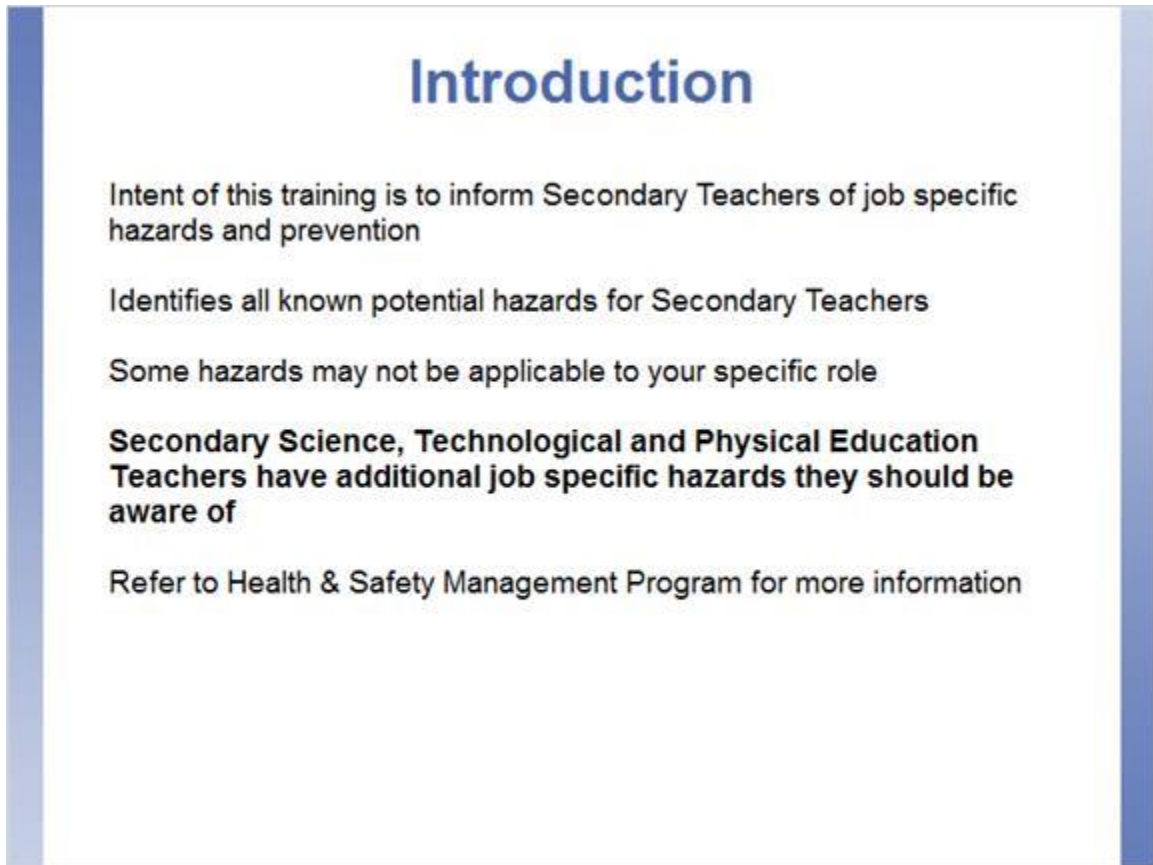


Secondary Teachers Job Hazards and Prevention Training

1.1 Title



1.2 Introduction



Introduction

Intent of this training is to inform Secondary Teachers of job specific hazards and prevention

Identifies all known potential hazards for Secondary Teachers

Some hazards may not be applicable to your specific role

Secondary Science, Technological and Physical Education Teachers have additional job specific hazards they should be aware of

Refer to Health & Safety Management Program for more information

Notes:

The intent of this training is to inform Secondary Teachers of their job specific hazards and ways to prevent these hazards from occurring.

This training incorporates all known potential hazards for Secondary Teachers. Some duties and hazards may not be applicable to your specific role.

Please note: This is a general overview for all Secondary Teachers. Secondary Science, Technological and Physical Education Teachers have their own Job Specific Hazards & Prevention Training in addition to this general overview.

Please refer to the Health and Safety Management Program for more specific information.

1.3 Acc Inj Stats

Accident & Injury Stats

Secondary Teachers average **57 accidents and injuries** per year.

Top 3 accidents and injuries:

1. **Slip, Trip & Fall**
2. **Struck By** (objects, persons, material handling)
3. **Ergonomics**

Notes:

The Board averages approximately 57 Secondary Teacher accidents and injuries per year. This includes near misses, first aids, medicals, and lost time.

The top 3 types of accidents and injuries specific to Secondary Teachers are Slip, Trip and Fall, Struck By and Ergonomics.

1.4 Job Spec Hazards

Job Tasks & Associated Hazards

TASKS	ASSOCIATED HAZARDS (high to low)												Rating Low Med High
	1. Slip, Trip, Fall	2. Struck By Objects)	3. Struck By Material Handling	4. Struck By Person(s)	5. Ergonomic	6. Electrical	7. Chemical	8. Working Alone	9. Heat/Cold Stress	10. Motor Vehicle	11. Personal Medical	12. Noise	
Arrival	✓							✓	✓	✓			M
Classroom Planning, Prep, Management, Teaching	✓	✓	✓	✓	✓	✓	✓	✓					L
Music Instruction	✓	✓	✓		✓		✓					✓	M
Other	✓	✓					✓						L
Outdoor Duties – Field Trips, Outdoor Instruction	✓	✓	✓	✓					✓	✓	✓		L
Parent Interaction at School /Parent Teacher Interviews				✓									L
Portable Classrooms	✓	✓	✓	✓	✓			✓	✓				M
Special Education/STEPS Rooms, etc.	✓	✓	✓	✓									M
Student Assessments (report cards, tests, exams)					✓	✓		✓					M
Transportation of Supplies/ Teaching Materials to Class	✓	✓	✓		✓								M
Use of Appliances, Microwaves, Ovens, Toasters, Dryers, etc.	✓	✓	✓			✓	✓						M
Use of Computer/TV Carts	✓	✓	✓			✓							M

Notes:

You can see from this table that Secondary Teachers have approximately 12 identified job specific tasks with 12 associated types of hazards.

1.5 Slip Trip Fall

Slip, Trip and Fall Hazards

TASKS	1. Slip, Trip, Fall
Music Instruction	
Arrival	✓
Classroom Planning, Prep, Management, Teaching	✓
Music Instruction	✓
Other	✓
Outdoor Duties – Field Trips, Outdoor Instruction	✓
Parent Interaction at School /Parent Teacher Interviews	
Portable Classrooms	✓
Special Education/STEPS Rooms, etc.	✓
Student Assessments (report cards, tests, exams)	
Transportation of Supplies/ Teaching Materials to Class	✓
Use of Appliances, Microwaves, Ovens, Toasters, Dryers, etc.	✓
Use of Computer/TV Carts	✓





What are the potential slip, trip and fall impacts from these tasks?

Notes:

How many Secondary Teachers tasks have slip, trip and fall hazards?

Approximately 10 of 12 Secondary Teachers tasks have known and/or potential associated slip, trip and fall hazards.

What are these Secondary Teacher(s) tasks?

- Arrival
- Classroom Planning, Preparation, Management, Teaching
- Music Instruction
- Other
- Outdoor Duties - Field Trips, Outdoor Instruction
- Portable Classrooms
- Special Education/STEPS Rooms, etc.
- Transportation of Supplies/Teaching Materials to Classroom
- Use of Appliances, Microwaves, Ovens, Toasters, Washers, Dryers, etc.
- Use of Computer/TV Carts

What are the potential slip, trip and fall impacts from these tasks?

1.6 Slip Trip Fall Conditions

Slip, Trip and Fall

- **Existing Surface Conditions (internal and external)**
 - Uneven surfaces, pot holes, curbs, steps, loose flooring, cracks etc.
- **Created Surface Conditions (internal and external)**
 - Snow, ice, liquids on floors, solids and debris on floor, ladders, step stools, housekeeping, cords etc.
- **Human Interactions with Surface Conditions**
 - Not using the handrail, ignoring signs, not cleaning up spills

Resulting in bumps, bruises, sprains, fractures, head and back injuries etc.



Notes:

Existing surface conditions or created surface conditions both internal and external and how we interact with them while we conduct our tasks have the potential to create slip, trip and fall hazards.

Things such as uneven surfaces, pot holes, curbs, loose flooring, cracks, liquids/solids/debris, or objects on the floor.

The types of injury can range from minor bumps and bruises to serious head injuries, hip fractures, back and spinal cord injuries, shoulder injuries, sprains and fractures, broken bones and possible fatality.

1.7 Slip Trip Fall Prevention



Notes:

The associated safety and prevention steps to known or potential Slip, Trip and Fall Hazards for Secondary Teachers are/but not limited to the following:

- Footwear
- Housekeeping and Safe Storage
- Snow and Ice
- Step Stools and Ladders
- Stairwells
- Lifting Devices
- Lighting

1.8 Slip Trip Fall Conditions

Footwear

Do your shoes have sufficient tread?



Are they appropriate for the job?

Are they suitable for the weather conditions?



Are the laces tied/straps done up?

Do they need to be replaced?



Notes:

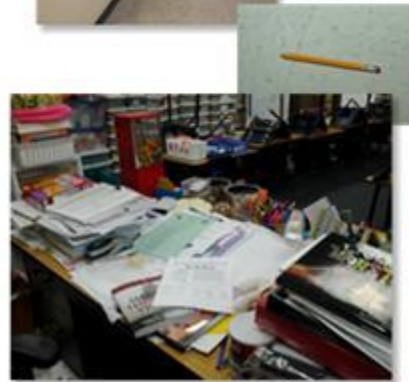
Footwear

Always wear footwear with sufficient tread, that is job and weather appropriate, such as dress shoes or running shoes. Regularly check your shoes for wear and tear. Worn tread, broken, untied or loose laces can cause accidents and injuries.

1.9 Slip Trip Fall Conditions

Housekeeping & Safe Storage

- Aisles, walkways, exits, corridors and stairwells should be clear
- Objects or spills on the floor should be picked/cleaned up
- Avoid walking on wet or slippery surfaces
- Keep classrooms and workstations clear of hazards
- Report hazards or damaged surfaces to your Supervisor



Notes:

Housekeeping and Safe Storage

Help ensure that all aisles, walkways, exits, corridors and stairwells are kept free and clear of obstructions and hazards.

Objects or spills on the floor should be picked/cleaned up.

Avoid walking on wet or slippery surfaces.

Help ensure classrooms and workstations are kept free and clear of obstructions and hazards.

Report to your Supervisor any hazards or damages to both interior and exterior surfaces.

1.10 Slip Trip Fall Conditions

Snow & Ice

- **Avoid crossing snow and icy surfaces - if unavoidable cross with extreme caution**
- **Enter at controlled entry points (e.g. main entrance)**
- **Remove snow and water from footwear before entering the building**
- **Utilize floor mats**
- **Report snow and ice hazards to your Supervisor**



Notes:

Snow and Ice

Avoid crossing snow and icy surfaces. If unavoidable use extreme caution and take small steps in a shuffling motion while maintaining your balance.

Use the designated entry points, such as the main entrance, and be sure to remove snow and water from your footwear before entering the building.

Utilize entry mats.

Report to your Supervisor any snow or ice hazards to exterior working surfaces.

1.11 Slip Trip Fall Conditions

Step Stools & Ladders

- Only use Board approved stepstools and ladders
- Follow usage instructions on label
- Maintain 3 points of contact
- General Tips
 - Inspect before each use
 - Keep feet level and firm on a flat surface
 - Ensure sufficient space to work
 - Fully extend
 - Face the ladder/stepstool
 - Do not overreach or use the top step
 - Do not go above 10 feet (floor to bottom of shoe)
- Remove damaged ladders from service and report to your Supervisor



Notes:

Stepstools and Ladders

Only utilize Board approved portable stepstools/ladders which should be labelled CSA certified, Grade 1 use, and type 1A or type 1AA with a 300 lb. capacity.

Follow the handling and usage instructions on the label.

Always maintain 3 points of contact while accessing, using or working off a ladder.

Here are some general tips:

- Inspect the ladder before each use - condition of rails, steps, braces, non-slip feet
- Keep the feet of the ladder firm and level
- Make sure you have enough room to perform the work, both around you as well as overhead
- Ensure the ladder is fully extended
- Always face the ladder/stepstool
- Do not overreach or use the top step
- Do not go above 10 feet in height as measured from the floor surface to the bottom of your shoe/boot

Report damaged ladders to your Supervisor and remove the ladder/stepstool from service.

1.12 Slip Trip Fall Conditions

<h3>Stairwells</h3> <ul style="list-style-type: none">➤ Always exercise caution when accessing or working in➤ Use handrail when going up and down stairs➤ Keep clear of hazards/obstructions 	<h3>Mezzanines</h3> <ul style="list-style-type: none">➤ Always exercise caution when accessing or working from➤ Should have guardrail including a top rail, middle rail and kick plate➤ Maintain 3 points of contact 
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Notes:

Stairwells and Mezzanines

Always exercise caution when utilizing, accessing, or working from stairwells, platforms/mezzanines or affixed ladders.

Always have one hand free and available to utilize handrails when going up and down the stairs.

Help ensure stairwells are kept free and clear of hazards.


Help ensure all platforms/mezzanines have guardrails including a top rail, middle rail, and toe board/kick plate.

Maintain 3 points of contact when utilizing an affixed ladder to access platforms.

1.13 Slip Trip Fall Conditions

Lifting Devices

- Can be found in Special Education and Technology rooms
- Inspected annually by a third party
- Should be labelled with lifting capacity
- Any damaged devices or missing labels should be removed and/or reported to your Supervisor



Notes:

Lifting Devices

Although Lifting Devices, such as hydraulic changing tables, patient lifts, hoists, car, and engine jacks etc., may not be part of a number of Secondary Teacher duties please note the following:

Lifting devices used in Special Education and Technology programs are inspected annually by a third party.

All lifting devices have an inspection ID sticker and an identified lifting capacity posted on them.

Any defects or missing labels should be reported to your Supervisor and removed from service.

1.14 Slip Trip Fall Conditions

Lighting

- Turn on lights when entering and working in a room
- Turn off lights if you are the last one to leave a room
- Report burned out or damaged lights to your Supervisor
- Utilize parking areas and sidewalks that are well lit



Notes:

Lighting

Always turn on lights upon entering rooms and keep them on while occupied.

Turn off lights if you are the last one to leave a room.

Exercise caution and immediately report any damaged, burned out or lights not functioning as designed to your Supervisor.

Only utilize parking areas, sidewalks and entry points that are well lit.

1.15 Struck by Hazards

Struck by Hazards

The potential of being struck or hit by an object or a person

Can result in minor cuts, bumps, bruises, lacerations and/or broken bones

Struck by Object

Struck by Material Handling

Struck by Person(s)

Notes:

What is a Struck By hazard?

The potential of being struck or hit by an object or a person

Potential injuries can range from minor cuts, bumps, and bruises to serious and possible critical injuries from lacerations (infectious disease) and/or broken bones.

All Secondary Teachers have the potential to be exposed to struck by hazards either directly or indirectly, simply by being present during curriculum and related school events.



The bulk of Secondary Teacher's Struck Bys are related to:

- Objects
- Material Handling
- Persons (Workplace Violence)

1.16 Struck by Interior General

Struck by Object Interior General

TASKS	2. Struck By Object
Arrival	
Classroom Planning, Prep, Management, Teaching	✓
Music Instruction	✓
Other	✓
Outdoor Duties – Field Trips, Outdoor Instruction	✓
Parent Interaction at School /Parent Teacher Interviews	
Portable Classrooms	✓
Special Education/STEPS Rooms, etc.	✓
Student Assessments (report cards, tests, exams)	
Transportation of Supplies/ Teaching Materials to Class	✓
Use of Appliances, Microwaves, Ovens, Toasters, Dryers, etc.	✓
Use of Computer/TV Carts	✓

General Tips

- Be vigilant while supervising
- Know your work environment
- Report concerns/hazards to your Supervisor

Notes:

Approximately 9 of 12 Secondary Teacher(s) tasks have known and/or potential struck by object hazards.

What are these Secondary Teacher(s) tasks?

- Classroom Planning, Preparation, Management, Teaching
- Music Instruction
- Other
- Outdoor Duties - Field Trips, Outdoor Instruction
- Portable Classrooms
- Special Education/STEPS Rooms, etc.
- Transportation of Supplies/Teaching Materials to Classroom
- Use of Appliances, Microwaves, Ovens, Toasters, Washers, Dryers, etc.
- Use of Computer/TV Carts

Some general tips to avoid being struck by objects:


- Be vigilant while supervising
- Exercise caution and know your work environment
- Report any concerns/hazards to your Supervisor

1.17 Struck by Visual Arts

Struck by Object

Visual Arts/School Plays

- **Know and follow the MOL's Live Performance Industry Requirements**
- **Hand props and costumes should be safe to use and handle**
- **Back drops must be stable and treated with fire retardant**
- **Electrical props must be secured**
- **No aerial stunts, pyrotechnics, open flames, fog or smoke**



Notes:

Although you may not be involved in visual arts/school plays it is important to be aware of the potential for struck by types of hazards.

Have knowledge of and follow the Ministry of Labour's Safety Guidelines for the Live Performance Industry requirements.

Help ensure hand props and costumes are safe to use and handle.

Help ensure all back drops are stable and secured from falling and treated with fire retardant.

Help ensure electrical safety with respect to lighting of props, backdrops, and stage effects.

The following are prohibited:

- Performer flying and aerial stunts
- Pyrotechnics
- Hand held fireworks
- Open flames
- Special effects such as fog and smoke

1.18 Struck by Exterior General

Struck by Object Exterior General

- **Wear appropriate footwear, clothing and traffic vests as required**
- **Keep a pair of Nitrile gloves on you**
- **Report any concerns/hazards to your Supervisor**



Notes:

There is the potential of struck by types of hazards during ground supervision duties.

To prevent such hazards, wear appropriate footwear, clothing and traffic vests as required.

Keep a pair of Nitrile gloves on your person.

Report any concerns, hazards to your Supervisor.

1.19 Vehicle Traffic on Grounds

Struck by Object Exterior Vehicle Traffic on Grounds/Hardtops



- **Board or contractor vehicles may utilize the school's grounds/hardtop**
- **Stay clear of traffic pylons around Board/contractor vehicles**
- **Be vigilant**

Notes:

Board or contractor vehicles may, on occasion, access and utilize the school's hardtop or grounds.

If a vehicle is parked on the hardtop, traffic pylons should be placed around it.

Help ensure students stay clear of traffic pylons surrounding vehicles.

Be vigilant and maintain a safe distance from all parked vehicles on school hardtops.

1.20 Bus Bay/Drop Areas

Bus Bay/Pick up/Drop off Areas

- **Should have proper signage including markings for traffic flow direction**
- **Barriers (e.g. curbed sidewalks) should be in good repair**
- **Wear appropriate footwear, clothing and traffic vests**



Notes:

Bus bay/pick up/drop off areas should have proper signage including clear markings for traffic flow direction.

Barriers such as curbed sidewalks should be in good repair (other barriers may include fencing, secured cement blocks, poles, etc.)

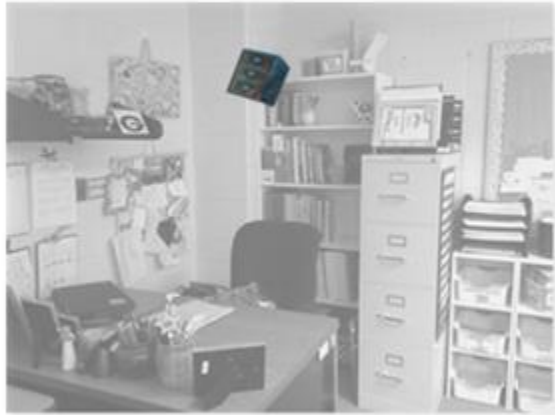
Workers must remain on the safer side of barriers and should not direct traffic.

Wear appropriate footwear, clothing and traffic vests as may be required.

1.21 Struck by Material Handling Hazards

Struck by Material Handling

TASKS	3. Struck by Material Handling
Arrival	
Classroom Planning, Prep, Management, Teaching	✓
Music Instruction	✓
Other	
Outdoor Duties – Field Trips, Outdoor Instruction	✓
Parent Interaction at School /Parent Teacher Interviews	
Portable Classrooms	✓
Special Education/STEPS Rooms, etc.	✓
Student Assessments (report cards, tests, exams)	
Transportation of Supplies/ Teaching Materials to Class	✓
Use of Appliances, Microwaves, Ovens, Toasters, Dryers, etc.	✓
Use of Computer/TV Carts	✓



Notes:

Approximately 8 of 12 Secondary Teacher(s) tasks have known and/or potential struck by material handling hazards.

What are these Secondary Teacher(s) tasks?

- Classroom Planning, Preparation, Management, Teaching
- Music Instruction
- Outdoor Duties - Field Trips, Outdoor Instruction
- Portable Classrooms
- Special Education/STEPS Rooms, etc.
- Transportation of Supplies/Teaching Materials to Classroom
- Use of Appliances, Microwaves, Ovens, Toasters, Washers, Dryers, etc.
- Use of Computer/TV Carts

1.22 Struck by Material Handling



Notes:

There are ten struck by material handling categories:

Food Handling & Storage

Dishwashing

Needles

Personal Protective Equipment (PPE)

Dividing Partitions, Bleachers, and Basketball Assemblies

Non-Powered Hand Held Tools



Hand Washing

Blood Born Pathogens

Housekeeping and Safe Storage

General

1.23 Struck by Material Handling

<h3>Food Handling</h3>	<h3>Food Storage</h3>
<ul style="list-style-type: none">➤ Avoid direct contact whenever possible – use tongs, spoons etc.➤ Don't cross contaminate➤ Cook food thoroughly and maintain foods at the correct temperature➤ Wash hands and pin back hair 	<ul style="list-style-type: none">➤ Keep food wrapped and covered➤ Use proper storage containers➤ Refrigerate or freeze hazardous foods (e.g. meat, poultry, fish, eggs, dairy products) within two hours of delivery or cooking 

Notes:

Food Handling & Safe Storage

Good hygiene food handling and storage is essential for the health and safety of all parties.

Avoid direct food contact whenever possible. Use utensils like, tongs, spoons, and scoops when handling food.

Don't cross contaminate - use separate cutting boards and utensils for raw foods and cooked/ready to eat foods. Wash and sanitize all cooking equipment.

The temperature danger zone for hazardous food is between 4C and 60C. Cook food thoroughly and maintain foods at the correct temperature to prevent harmful bacteria from growing.

Wash hands before and after preparing food and wear a hairnet/headgear to keep hair out of food and off food contact surfaces.

Keep foods wrapped and covered.

Use proper storage containers.

Refrigerate or freeze hazardous foods (e.g. meat, poultry, fish, eggs, dairy products) within two hours of delivery or cooking. Bacterial growth slows down in the refrigerator and is controlled in the freezer.

1.24 Struck by Material Handling

Dishwashing

- **Scrape, sort, and pre-rinse before washing dishes**
- **Wash with warm water and degreasing liquid detergent**
 - Rinse with clean water at least 43C (109F)
 - Sanitize with clean water
 - Soak for 45 seconds in:
 - 24C (75F water with 100 ppm chlorine)
 - 24C (75F water with 200 ppm quaternary ammonium)
 - or 77C (170F) water only
- **Air dry dishes**



Notes:

Dishwashing

Scrape, sort, and pre-rinse dishes before hand washing them.

Wash with warm water that is at least 43 degrees C (109 degrees F).

Sanitize with clean water.

Soak for at least 45 seconds in one of the following:

24C (75F) water with 100 ppm chlorine

24C (75F) water with 200 ppm quaternary ammonium

or 77C (170F) water only

Allow dishes to air dry instead of using a dish towel. Dish towels can contain harmful bacteria that can easily be transferred to clean dishes.

1.25 Struck by Material Handling

Needles

- **Avoid touching/handling needles**
- **Always wear protective gloves**
- **Use tongs/grippers to place used needles in the Sharps box**
- **If struck by a needle report it to your Supervisor and obtain medical assistance and testing**



Notes:

Needles

Although Secondary Teachers do not use/handle needles as part of their job, there is still a small risk of finding, handling or coming across the unsafe storage of used needles which can cause needle sticks or potential exposures to viruses like Hepatitis B, C or HIV.

Avoid touching or handling needles. If you do come across a used needle, report it to your Supervisor. Help ensure it is removed safely and placed into a Sharps box. Wear protective gloves such as Nitrile gloves and utilize pickup devices, such as a gripper/picker from the Custodial room.

Sharp boxes are available at all Board sites.

If you have been struck by a needle (needle stick) report it to your Supervisor and immediately obtain medical assistance and testing.

1.26 Struck by Material Handling

Personal Protective Equipment (PPE)

- **Required based on the job task/associated hazard prevention**
- **Examples:**
 - **STEPS: gloves, spit guards, arm guards etc**
- **Be sure to follow manufacturer's instructions with respect to use, care and limitations**



Notes:

Personal Protective Equipment

Personal Protective Equipment (PPE) may be required for some Secondary Teachers based on their job task and the associated hazards.

Types of personal protective equipment may include:

STEPS - hand guards, arm guards, gloves, spit guards, chest/groin/shin guards

It is important to follow the manufacturer's instructions/labels with respect to wear/use, laundering and limitations.

1.27 Struck by Material Handling

Powered/Non-Powered Partitions, Bleachers and Basketball Assemblies

- Ensure equipment and key switches are in good condition
- Whenever possible operate outside of instructional time
- Ensure students are standing 3 metres back, supervised and there are no pathway obstructions
- After full extension remove and secure the key
- Keys should be stored in main office



Notes:

Powered/Non-Powered Partitions, Bleachers, and Basketball Assemblies

Many schools have powered and non-powered folding/dividing partitions, bleachers and basketball assemblies.

This equipment poses a potential for serious Struck By or pinch point injuries after opening, closing, operating or working around.

To prevent such injuries:

- Ensure the powered partitions, bleachers and basketball assemblies and key switches are in good physical condition with no visible damages or missing covers/parts
- Whenever possible operate outside of instructional time
- Prior to operation ensure that students are standing at least 3 metres back, supervised and there are no pathway obstructions. The operator must be at the control switch at all times.
- After full extension or retraction be sure to remove and secure the key.
- Control keys should be stored in the main office.

If non-powered bleachers exercise caution and open bleachers from the middle keeping the load balanced.

Never stand under the basketball assembly when raising or lowering it.

1.28 Struck by Material Handling

Non-Powered Hand Held Tools

- Help ensure tools are in good physical condition
- Wear protective safety equipment - safety glasses, gloves
- Remain vigilant and be aware of your working environment
- Report damaged tools to your Supervisor



Notes:

Non-Powered Hand Held Tools

Non-powered hand held tools, such as screwdrivers, wrenches, pliers, hammer, bolt cutter can be associated with hazards.

To prevent hazards, help ensure hand tools are in good physical condition.

Wear protective safety equipment, such as safety glasses and gloves.

Remain vigilant and be aware of your working environment.

Report any damaged tools to you Supervisor.

1.29 Struck by Material Handling

Hand Washing



- 1 Step 1 (wet)**
 - Remove jewellery
 - Wet hands with warm water
- 2 Step 2 (wash)**
 - Use liquid soap
 - Lather 15-20 sec
 - Clean wrists, palms, back of hands and between fingers
- 3 Step 3 (rinse)**
 - Rinse with warm water
 - Be sure not to touch the side of the sink
- 4 Step 4 (dry)**
 - Dry with paper towel or hand air dryer
 - Use paper towel to turn off the water

Notes:

Hand Washing

Hands must be washed before and/or after using the washroom, handling money, garbage, foods, raw meats, coughing, sneezing, dishwashing, smoking, etc.

Step 1 (wet) - Remove jewellery, wet hands with warm water

Step 2 (wash) - Use liquid soap and lather for 15-20 seconds. Clean wrists, palms, back of hands and between fingers.

Step 3 (rinse) - Rinse with warm water. Be sure not to touch the side of the sink.

Step 4 (dry) - Dry hands completely with paper towel or with a hand air dryer. Keep hands clean by using a paper towel to turn off the water to protect hands from getting dirty again.

1.30 Struck by Material Handling

Blood Borne Pathogens

Blood, vomit and liquid feces

Who does what?

- **Teacher**
 - **Assists the person**
 - **Notifies the Custodian**
- **Custodian**
 - **Cleans/disinfects**
- **STEPS Program**
 - **Disinfects change tables**

How is it done?

- **Custodian uses biocide and PPE**
- **Disposes of any solid/liquid waste in plastic garbage bags**

Notes:

Blood Borne Pathogens

Blood borne pathogens for our workplace are blood, vomit, and liquid feces.

Although rare it is possible that a Secondary Teacher may come into physical contact with blood or other bodily fluids which have the potential to endanger their safety and health.

While addressing the situation, help ensure Custodial staff have been notified. The Custodial staff will clean up the blood born pathogen using a Board approved biocide.

In our STEPS program a Board approved biocide should be utilized for change tables after a diaper change.

If a Secondary Teacher comes in contact with a blood born pathogen, ensure protective gloves such as Nitrile gloves are present and being worn prior to handling of any blood and/or bodily fluids/products.

After utilizing the required personal protective equipment in conjunction with the biocide, dispose of any solid/liquid waste in plastic garbage bags. Be sure to seal and then double bag all such wastes.

When removing your gloves/PPE after the cleanup has been completed do not touch or have bare skin contact with any exterior exposed portions of the gloves that may have been in contact with the bodily fluid. Carefully remove the gloves by rolling them up utilizing your wrists and hands in a forward motion and wash your hands.

1.31 Struck by Material Handling

Housekeeping & Safe Storage

- **Help keep aisles, classrooms, storage rooms, walkways, exits, corridors clear of obstructions**
- **Do not store items above 6 feet**
- **Items stored on shelving should not extend beyond the lip of shelf**
- **Store heavier objects on the bottom and lighter objects on top**



Notes:

Housekeeping & Safe Storage

Always be aware of your working environment.

Help ensure that all aisles, walkways, exits, corridors, stairwells, etc., are kept and maintained relatively free of obstructions and other hazards that may endanger Workers.

Ensure that all items being stored in rooms, areas, or on shelving are:

- Not stored above the six foot mark
- Properly stored on shelving units and that they do not extend beyond the lip of the shelf;
- Stored with heavier objects at the bottom and lighter objects stored at the top.


1.32 Struck by Material Handling

Always...

- Ensure the load does not block vision
- Utilize carts and dollies
- Push the load
- Protect your hands against pinch points

Try to...

- Store and handle materials between knuckle and shoulder, waist height is ideal
- Utilize desks, counters and tables



Notes:

General

When performing manual material handling consideration must be given to the load, the task, the environment, the person(s) performing the work and the tools/resources available to assist.

Always...

- Ensure the load does not block vision
- Utilize carts, dollies, etc. where practical
- Push the load and avoid pulling
- Protect your hands against pinch points

Try to...

- Store and handle materials between knuckle and shoulder height, waist height is the most desirable
- Begin and end the handling of materials at the same height
- Best facilitate access and processing of materials by utilizing a desk, counter, or table/platform

1.33 Struck by Person

Struck by Person(s)

TASKS	4. Struck By Person(s)
Arrival	
Classroom Planning, Prep, Management, Teaching	✔
Music Instruction	
Other	
Outdoor Duties – Field Trips, Outdoor Instruction	✔
Parent Interaction at School /Parent Teacher Interviews	✔
Portable Classrooms	✔
Special Education/STEPS Rooms, etc.	✔
Student Assessments (report cards, tests, exams)	
Transportation of Supplies/ Teaching Materials to Class	
Use of Appliances, Microwaves, Ovens, Toasters, Dryers, etc.	
Use of Computer/TV Carts	

Struck By Student

Struck By Parent

Struck By Coworker

Struck By Other

Notes:

The Board has and maintains a Workplace Violence Prevention Management Program. This includes site based components such as the notification of risk and workplace violence re-assessments.

Workers have the potential of being struck by a student, parent, coworker or other.

1.34 Struck by Person

Struck By Persons Prevention Techniques & Tips

- **Follow student safety, behaviour and individual education plans**
- **Understand people's behaviours, cues, triggers, and communication techniques to de-escalate behaviours**
- **Know your surroundings and respect personal space**
- **Utilize Behaviour Management Training, Board Policies, Regulations, Administrative Procedures**
- **Be aware of Notification of Risk and Workplace Violence Re-Assessment**
- **Follow the Workplace Violence Prevention Management Program**

Notes:

To avoid struck by person hazards practice these safety and prevention techniques and tips:

- Know, implement, and follow student safety plans, behaviour plans and individual education plans
- Know and understand people's behaviour, cues, triggers, and communication techniques so that behaviours can be de-escalated
- Know your surroundings and be aware of and respect personal space
- Know and follow applicable Board Policies, Regulations, Administrative Procedures, and resources such as Behaviour Management Training.
- Be aware of the most current Notification of Risk and Workplace Violence Re-Assessment for your work site
- Follow the Board's Workplace Violence Prevention Management Program

1.36 Recognizing Ergonomic Injuries

Recognizing Ergonomic Injuries

- **Know your body**
- **Signs/Symptoms to watch for:**
 - Pain
 - Numbness
 - Tingling
 - Swelling
 - Decreased range of motion
- **Talk to your Supervisor about any symptoms right away**



Notes:

If you feel discomfort, pain, or other symptoms you must change the way you work or the equipment you use. If no changes are made, your symptoms may get worse.

Signs and symptoms to watch for:

- Pain
- Numbness
- Tingling
- Swelling
- Weakness
- Decreased range of motion
- Cold hands

Talk to your Supervisor about your symptoms right away.

1.37 Ergonomic Hazards Prevention

Ergonomic Hazard Prevention

- **Store heavier and most frequently used items at waist height**
- **Use a ladder to access high level items – never a chair**



Notes:

To prevent ergonomic hazards:

Organize classroom storage with heavier and most frequently used items at waist height.

If accessing high level items always use a ladder. Never use a chair, desk or other unstable items to stand on and get assistance if necessary.

1.38 Material Handling

Manual/Material Handling

- Adhere to proper lifting techniques



- Avoid forceful movements and awkward postures
- Avoid carrying heavy items – use a cart to push instead
- Wear appropriate footwear and clothing

Notes:

Adhere to proper lifting techniques by bending the knees and keeping a neutral spine. Lift with your legs, not your back.

Avoid forceful movements and awkward postures.

Avoid carrying heavy or awkward items, such as learning kits, long distances. Instead, use a cart to push these items. Wear appropriate footwear and clothing. Ensure supportive shoes, no loose jewellery or clothing that can be pulled on.

1.39 Teaching Techniques

Teaching Techniques

- **Avoid prolonged standing, bending or stooping**
- **Keep students and work within neutral reach zones**
- **Alternate postures regularly**
- **Rethink your classroom – orientate desks to reduce required reaches**



Notes:

To prevent ergonomic hazards in the classroom:

Avoid standing, bending, or stooping over students' desks for extended periods of time.

Keep the student and work within neutral reach zones by sitting or standing in the most optimal orientation for the specific task.

Change up your postures while working.

Rethink your classroom. Organize classrooms to allow optimal postures by orientating desks to reduce required reaches.

1.40 Working on Computers

Working on Computers

- **Avoid prolonged seated postures in awkward positions**
- **Adjust your workstation**
 - Top of screen should be at or slightly below eye level
 - Position monitor no closer than 20" from your eyes (arm's length away)
 - Adjust the chair and keyboard so keying and mousing can occur with neutral wrists and arms
 - Mouse should be at same level as keyboard
- **If wearing bifocals/trifocals consider altering monitor position**
- **Take frequent micro breaks**



Notes:

To prevent ergonomic hazards while working on a computer:

Avoid prolonged seated postures in awkward positions.

Properly adjust the workstation before starting to work. Adjust the monitor height so that the top of the screen is at or slightly below eye level. Your eyes should look slightly downward when viewing the middle of the screen.

Position the monitor no closer than 20 inches from your eyes. Adjust the chair and keyboard so that keying and mousing can occur with neutral wrists and arms. Ensure the mouse is on the same level as the keyboard.


If using bifocals or trifocals be aware of different monitor positions needed to ensure neutral neck postures.

Take frequent short breaks (micro breaks).

1.41 Unexpected Student Behaviours

Unexpected Student Behaviours

- **Consult student's safety plan, behaviour plan, individual education plan, BMS training for techniques and info**
- **Keep safety, behaviour and education plans current**
- **Know your student and understand their triggers**
- **Respect personal space**
- **Do not get between fighting students**



Notes:

Unexpected Student Behaviours can cause ergonomic hazards.

Avoid quick and forceful manipulation of students when reacting to unexpected behaviour.

If the student is identified and has an Individual Behaviour Plan and or Safety Plan, then help ensure they are followed as well as Behaviour Management Protocol (BMS) Training.

Help ensure the student's safety, behaviour and education plans are kept current.

Know your student and understand their cues, triggers, and communication techniques so that behaviours can be de-escalated.



Be aware of and respect personal space.

Do not get between fighting students. Follow the applicable Board Policies, Regulations, Administrative Procedures, and resources.

1.42 Electrical Hazards

Electrical Hazards

TASKS	6. Electrical
Music Instruction	
Arrival	
Classroom Planning, Prep, Management, Teaching	✔
Music Instruction	
Other	
Outdoor Duties – Field Trips, Outdoor Instruction	
Parent Interaction at School /Parent Teacher Interviews	
Portable Classrooms	
Special Education/STEPS Rooms, etc.	
Student Assessments (report cards, tests, exams)	✔
Transportation of Supplies/ Teaching Materials to Class	
Use of Appliances, Microwaves, Ovens, Toasters, Dryers, etc.	✔
Use of Computer/TV Carts	✔

Notes:

How many Secondary Teachers tasks have electrical hazards?

Approximately 4 of 12 Secondary Teachers tasks have known and/or potential associated electrical tasks.

What are these Secondary Teachers tasks?

- Classroom Planning, Preparation, Management, Teaching
- Student Assessments (i.e. report cards, tests/exams)
- Use of Appliances, Microwaves, Ovens, Toasters, Washers, Dryers, etc.
- Use of Computer/TV Carts

What are the potential electrical impacts from these tasks?

1.43 Electrical Hazards

Electrical Hazards

- **Burns most common type of injury**
- **Effects on human body depends on:**
 - Amount of current present
 - Path of current through the body
 - Length of time body is exposed to current



Notes:

Burns are the most common injury type related to electrical shock.

The effects on the human body can range from a small tingle to immediate heart stoppage depending on the following:

- The amount of current present
- The path of the current through the body
- The length of time the body is exposed to the current

1.44 Electrical Hazards Prevention

Electrical Tools, Cords, Plugs, Outlets

- Always inspect electrical equipment prior to use
- Cords, cover plates, switches, outlets and plugs should be in good condition
- Report any damages and remove items from service
- Always unplug using the plug not the cord



Notes:

Always conduct an inspection of electrical equipment/tools including electrical cords, switches, plugs prior to use.

Ensure there are no cracks in the cords or missing/damaged prongs, plugs or switches.

Report any damaged equipment, tools, cords, plugs, outlets, switches immediately to your Supervisor and remove these items from service.

Always unplug electrical pieces of equipment using the plug and not the cord.

1.45 Electrical Hazards Prevention

Electrical Tools, Cords, Plugs, Outlets

- **Never use extension cords as permanent wiring**
- **Two sockets = two pieces of equipment**
- **Do not daisy chain extension cords**
- **Secure extension cords using tape, covers etc.**
- **Light switches should be easily accessible**



Notes:

Extension cords are temporary wiring devices and should not be used for permanent long term use.

Two sockets mean only two pieces of equipment can be plugged in.

Do not daisy chain and/or use octopus connections.

Secure extension cords to the floor using tape, covers, etc.

Help ensure that all light switches are easily accessible.

1.46 Lockout Tag-out

Lockout Tag-out

- **Safety procedure**
- **Damaged equipment must be secured, locked and tagged out**
- **Only authorized staff can perform lockout tag-out**
- **No person should use equipment that has been locked and tagged out**



Notes:

If powered equipment is damaged, it must be taken out of service, secured and locked and tagged out.

Only authorized staff (i.e. Facility Services, Technology Teachers) can perform lockout and tag-out of equipment utilizing the Board issued secondary schools lockout tag-out kit.

If a piece of equipment is locked and tagged out no person shall circumvent or utilize the equipment.

1.47 A.V. and Computer Carts

A.V. and Computer Carts

- **Always do a physical check of A.V. or computer lab carts before using or moving**
 - Wheels, plugs, prongs, cords
- **Report any damages and remove from service**
- **Equipment should be turned off before plugging and unplugging**



Notes:

Always conduct a quick physical check of the A.V. or computer lab carts prior to using or moving the carts. Such checks include the wheels, plugs, prongs, cords and as well as making sure any load is secured. If damages are found while performing the inspection report your findings to your Supervisor and help ensure the device is taken out of service. Always ensure all equipment is turned off prior to unplugging or plugging in. Failure to do so may cause electrical shock or burns.

1.48 Hand Held Power Tools

Hand Held Power Tools



- Only Board authorized staff can utilize hand held power tools
- Before using always inspect the plug, prongs, cord and battery pack

Notes:

Only Board authorized staff can utilize power operated hand held tools.
Prior to usage of any power (electrical cord) or battery operated hand held tools always inspect the plug, prongs, cords, and battery pack if applicable.

1.49 Chemical Hazards

Chemical Contact Hazards

TASKS	7. Chemical
Music Instruction	
Arrival	
Classroom Planning, Prep, Management, Teaching	✓
Music Instruction	✓
Other	✓
Outdoor Duties – Field Trips, Outdoor Instruction	
Parent Interaction at School /Parent Teacher Interviews	
Portable Classrooms	
Special Education/STEPS Rooms, etc.	
Student Assessments (report cards, tests, exams)	
Transportation of Supplies/ Teaching Materials to Class	
Use of Appliances, Microwaves, Ovens, Toasters, Dryers, etc.	✓
Use of Computer/TV Carts	



Notes:

How many Secondary Teachers tasks have chemical contact hazards?

Approximately 4 of 12 Secondary Teachers tasks have known and/or potential associated chemical contact hazards.

What are these Secondary Teachers tasks?

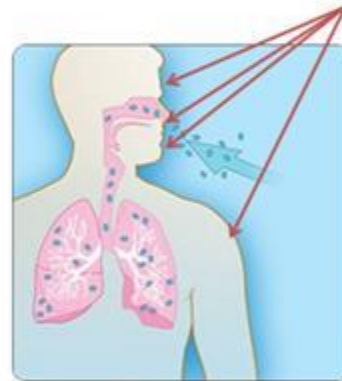
- Classroom Planning, Preparation, Management, Teaching
- Music Instruction
- Other
- Use of Appliances, Microwaves, Ovens, Toasters, Washers, Dryers, etc.

What are the potential chemical impacts from these tasks?

1.50 Chemical Impacts

Chemical Impacts to the Body

- **Cause direct effects at the point of contact**
- **Irritation of the skin, eyes, mouth or nose**
- **Routes of entry: ingestion, absorption (skin/eye), injection and inhalation**
- **Minor burns to harmful and possible fatal effects**



Notes:

Many chemicals can cause direct effects at the point of contact, such as irritation of the skin, eyes, mouth or nose.

The four main routes of exposure by which chemicals can contact and/or enter our bodies are ingestion, absorption (skin/eye) injection and inhalation.

The effects can range from a minor chemical burn or irritation to harmful and possible fatal effects on the body systems like blood, liver, or nervous system.

1.51 WHMIS

WHMIS Management Program

- **Found in main office (red binders)**
- **Contains chemical inventory (approx. 3000 products secondary, 250 products elementary) and SDSs**
- **Follow storage, handling, PPE, safe usage instructions on the SDS**



Notes:

The Board's WHMIS Management Program was established back in 2001 and is regularly maintained. This applies to all Workers and Contractors with respect to all Board work site locations.

The WHMIS Management Program can be found in the main office at every Board work site in the red binders on the resource book shelf. An electronic version can be found on the Health and Safety portal.

It contains the site's WHMIS regulated chemical inventory. A typical secondary school has approximately 3000 WHMIS regulated chemical products. A typical elementary school has approximately 250 WHMIS regulated chemical products.

The current Safety Data Sheets (SDS) for all products can be found here.

Follow safe storage, handling, and usage as outlined in the product SDS.

1.52 Working with Chemicals

Working with Chemicals



- Only use Board approved chemicals
- Do not bring unauthorized chemicals into the workplace
- Use products as intended as per SDS
- Wear PPE as per SDS
- Avoid contact with skin/eyes
- Help ensure all spray bottles/containers are labelled
- Wash hands after using

Notes:

Only work with Board approved chemical products.

Do not bring unauthorized chemicals into the workplace.

Utilize chemical products as intended.

Wear PPE (e.g. Nitrile gloves, safety glasses) as prescribed by the Safety Data Sheet.

Avoid chemical contact with skin and eyes.

Always utilize and maintain clear and legible workplace labels on all chemical containers, spray bottles, etc.

Blank labels can be obtained from your Supervisor.

Always wash your hands after using chemical products.

1.53 Chemical Storage/Spill

Chemical Storage/Chemical Spill

"The importance of proper and safe chemical storage, usage, handling and disposal are the primary lines of defence in preventing a possible chemical spill."

- **Keep chemicals out of the reach of students**
- **Help ensure products are sealed**
- **Store products in storage cabinets/areas designated for this purpose**
- **Never pour chemicals down the drain**
- **Call Supervisor and Custodian if there is a chemical spill**

Notes:

Always put chemical spray bottles/containers away and out of the reach of students.

Help ensure all containers are properly sealed/closed.

Ensure all chemicals are safely stored on shelves, in cabinets or in areas designated for this purpose.

Never pour or dump chemicals down the drain.

Although rare, the potential for a chemical spill at any one of the Board's work sites does exist.

If a spill should occur, contact your Supervisor and the Custodian for assistance.

1.54 Painting Procedures

Painting Procedures



- **Prior to any building painting Facility Services needs approval from the Supervisor**
- **A schedule is developed upon approval – painting will be done on off hours if possible**
- **Arrangements are made for those with environmental sensitivities**
- **Ventilation system run times will be adjusted to address off gassing**

Notes:

During the school year and summer months the potential for painting operations can arise. Prior to any building painting during the school year Facility Services follows its painting standard operating procedure. It includes a communication and approval process between Facility Services and the Principal and the Principal and the Workers at the work site.

Such communications include a check and balance system to help ensure the health and safety protection of any person(s) with known or suspected allergies or environmental sensitivities to painting operations.

A schedule is then developed upon approval. Painting operations will be done on the off hours if possible.

Facility Services will adjust the run time of any applicable ventilation systems to facilitate the painting operation and curing of paint/off gassing.

1.55 Compressed Gas Cylinders

Compressed Gas Cylinders

- Fire extinguishers, oxygen, helium, propane etc.
- Help ensure they are secured from falling
- Help ensure they are labelled
- Refer to the label and SDS for more information
- Do not store propane tanks indoors



Notes:

Compressed gas cylinders such as fire extinguishers, oxygen, acetylene, helium, propane, etc. may be present at Board work sites.

Such compressed gas cylinders have associated safety requirements when it comes to storage, usage, handling and moving.

Help ensure they are secured/chained/guarded from falling, labelled and under supervision.

Refer to the label and Safety Data Sheet for more information on how to handle, store and use the compressed gas cylinder.

Propane tanks cannot be stored indoors.

1.56 Eyewash Stations

Eyewash Stations



- **Found in designated areas - e.g. technology shops, science, custodial, boiler rooms**
- **Know the location of the nearest eyewash station**
- **In event of eye emergency, flush eyes for 10-15 minutes**
- **Seek medical attention as needed**

Notes:

Mechanical Eyewash stations can be found in designated locations where a worker or student has the potential of an eye injury from a biological or chemical substance, such as science and technology shops.

It is important to know the location of the nearest mechanical eyewash station.


In the event of an eye emergency involving chemical or particulate flush eyes for 10 to 15 minutes as stated in the Safety Data Sheet.

Seek medical attention as may be applicable.

1.57 Working Alone

Working Alone Hazards

TASKS	8. Working Alone
Music Instruction	
Arrival	✓
Classroom Planning, Prep, Management, Teaching	✓
Music Instruction	
Other	
Outdoor Duties – Field Trips, Outdoor Instruction	
Parent Interaction at School /Parent Teacher Interviews	
Portable Classrooms	✓
Special Education/STEPS Rooms, etc.	
Student Assessments (report cards, tests, exams)	✓
Transportation of Supplies/ Teaching Materials to Class	
Use of Appliances, Microwaves, Ovens, Toasters, Dryers, etc.	
Use of Computer/TV Carts	



Notes:

Approximately 4 of 12 Secondary Teachers tasks have known and/or potential associated working alone hazards.



What are these Secondary Teachers tasks?

- Arrival
- Classroom Planning, Preparation, Management, Teaching
- Portable Classrooms
- Student Assessments, such as report cards, tests, and exams

What are the potential working alone impacts from these tasks?

1.58 Working Alone Situations

Working Alone



- **Impacts:**
 - Feeling of discomfort
 - Threats from break in/vandalism
 - Physical accidents/injuries
- **Situations**
 - Only person in the building
 - Only person in an area of the building
 - Travelling from one Board site to another

Notes:

Situational impacts depend on the nature of the working alone event combined with worker activities taking place and personal medical.

Impacts can be minor from feeling of discomfort from working alone to threats from break in/vandalism to physical accidents and injuries being sustained.

There are a number of possible work situations that can be defined as working alone.

- You could be the only Board employee at that workplace at that time, where assistance is not readily available.
- During minimal occupancy, you could be working in an area of the building where you do not have direct contact with a coworker for a period of time and cannot be seen or heard by another person.
- You could be traveling alone from one Board site to another in the course of your employment.

1.59 Working Alone Tips

Working Alone – Techniques & Tips



- **Ensure outside doors are closed and locked**
- **Do not conduct work activities that could result in a potential injury**
- **Tell your Supervisor you will be working alone**
- **Exercise caution**
- **Know your building**
- **Know communication resources available**

Notes:

Always ensure that outside doors are properly closed and locked behind you.

Do not conduct any work activities that could result in a potential accident or injury such as working off a ladder/step stool/moving equipment, loading, or unloading items from your vehicle, etc.

Help ensure that you are authorized to work alone and have a check in process noting arrival and departure times.

Exercise caution, know your building, have access to phones/communication devices.

1.60 Heat/Cold Stress



TASKS	9. Heat/Cold Stress
Music Instruction	
Arrival	✓
Classroom Planning, Prep, Management, Teaching	
Music Instruction	
Other	
Outdoor Duties – Field Trips, Outdoor Instruction	✓
Parent Interaction at School /Parent Teacher Interviews	
Portable Classrooms	✓
Special Education/STEPS Rooms, etc.	
Student Assessments (report cards, tests, exams)	
Transportation of Supplies/ Teaching Materials to Class	
Use of Appliances, Microwaves, Ovens, Toasters, Dryers, etc.	
Use of Computer/TV Carts	

Notes:

Approximately 3 of 12 Secondary Teachers tasks have known and/or potential associated Heat and Cold Stress Hazards.

What are these Secondary Teachers tasks?

- Arrival
- Outdoor Duties - Field Trips, Outdoor Instruction
- Portable Classrooms

What are the potential heat/cold stress impacts from these tasks?

1.61 Heat Stress

Heat Stress

➤ **Impacts on the Body:**

- Heavy sweating, rashes, weakness, confusion, dizziness, fainting, heat stroke etc.

➤ **Safety & Prevention Tips**

- Drink lots of water
- Avoid caffeine
- Take rest breaks – use cooling stations
- Adjust tasks
- Dress in light, loose clothing
- Get familiar with working in the heat



Notes:

Heat Stress

Impacts to the body from Heat Stress can range from mild sweating to some dehydration for Secondary Teachers while performing tasks during normal environmental conditions.

When an increase occurs involving the teacher's tasks combined with environmental conditions such as humidex readings 40C or above body impacts can range from heavy sweating, rashes, weakness, confusion, rapid pulse, dizziness, fainting, heat cramps to heat strokes.

Here are some safety and prevention tips to prevent heat stress:

- Stay hydrated and drink room temperature water when humidex readings are above 36C
- Avoid caffeinated products
- Take rest periods and utilize cooling stations in consultation with your Supervisor and use CSA approved fans when available
- Adjust tasks to lighter work as needed
- Always dress lightly and wear loose clothing that allows sweat to evaporate
- Get familiar with working in the heat gradually

1.62 Cold Stress

Cold Stress



- **Impacts on the Body:**
 - Constant shivering
 - Blue lips and fingers
 - Frostbite
 - Hypothermia

- **Safety & Prevention Tips**
 - Dress warmly, in layers
 - Keep active
 - Drink warm liquids
 - Wear a coat, hat, gloves, scarf
 - Dry wet clothing before going outside
 - Monitor the weather

Buildings are heated to 18-22C under normal conditions

Notes:

Cold Stress

Impacts to the body from Cold Stress can range from mild shivering to goose bumps for Secondary Teachers while performing tasks during normal environmental conditions.

When tasks combined with environmental conditions such as temperatures below 18C (indoors) and minus 20C or lower (outdoors) then impacts can range from constant shivering, blue lips and fingers, frostbite to hypothermia.

Here are some safety and prevention tips to prevent cold stress:

- Dress warmly and in layers with both indoor and outdoor temperatures in mind
- Keep active and continue moving
- Drink warm liquids
- Wear a coat, hat, mittens/gloves, scarf etc.
- When coming in from the outdoors be sure to warm slowly to room temperature and dry any clothing that is wet prior to going back out
- Monitor the weather including wind chill factors from your local news, websites, and apps.

Buildings are heated and maintained between 18 to 22C under normal conditions

1.63 General Heat/Cold Stress

General Heat/Cold Stress

- **Building Loss of Heating System**
 - Portable heaters may be an option

- **Inclement Weather**
 - If it is too hot or too cold for outdoor activities your Supervisor will advise following the Board's Extreme Weather Guideline
 - Busses may be delayed or cancelled
 - Schools may be closed



Notes:

Sometimes heating systems break down. If such an event occurs your Supervisor will advise and direct while Facility Services repairs. Portable heaters may be an option.

Sometimes it may be too hot or too cold for outdoor activities, events, recess, etc. Under such conditions your Supervisor will advise utilizing the Board's Extreme Weather Guideline.

When winter storms occur transportation (bussing) may be delayed/cancelled and schools may be closed. Reference Administrative Procedure AP-AD-07 Inclement Weather - Emergency School Closings for more information.

1.64 Motor Vehicle Hazards

Motor Vehicle Hazards

TASKS	10. Motor Vehicle
Music Instruction	
Arrival	✓
Classroom Planning, Prep, Management, Teaching	
Music Instruction	
Other	
Outdoor Duties – Field Trips, Outdoor Instruction	✓
Parent Interaction at School /Parent Teacher Interviews	
Portable Classrooms	
Special Education/STEPS Rooms, etc.	
Student Assessments (report cards, tests, exams)	
Transportation of Supplies/ Teaching Materials to Class	
Use of Appliances, Microwaves, Ovens, Toasters, Dryers, etc.	
Use of Computer/TV Carts	

➤ **Impacts associated with:**

- Outdoor supervision
- Field Trips
- Personal vehicle

➤ **Impacts to the body:**

- Bumps
- Bruises
- Broken Bones
- Critical injuries
- Life threatening injuries

Approximately 2 of 12 Secondary Teachers tasks have known and/or potential associated motor vehicle hazards.

What are these Secondary Teachers tasks?

- Arrival
- Outdoor Duties - Field Trips, Outdoor Instruction
-

What are the potential motor vehicle impacts from these tasks?

Impacts can be associated with:

- Outdoor supervision duties such as Kiss and Ride and Bus Bay while interacting with students, parents and vehicles.
- Field trips and accidents on busses from not being seated while supervising students or addressing student issues.
- Personal vehicle accidents and injuries in the event that you are required to travel from one site to another as part of work.

Such events can result in impacts to the body from minor bumps to bruises to broken bones, critical and possible life threatening injuries.

1.65 Driving Personal Vehicle

Driving Personal Vehicle

- **Safety Tips for Prevention**
 - Check vehicle prior to driving
 - Always wear your seatbelt
 - Do not text while driving
 - Follow the rules of the road
 - Ensure vehicle is safe to operate and maintained
 - Do not drive under the influence of alcohol or prescription drugs
 - Help ensure licence, license plates and insurance are valid



Notes:

Workers who drive their personal vehicle from one work site to another have a risk of being involved in a motor vehicle accident.

Here are some safety tips to prevent this from occurring:


- Conduct a vehicle perimeter safety check prior to driving your vehicle.
- Always wear your seatbelt
- Do not text while driving and only use hands free cell phone devices.
- Follow the rules of the road
- Ensure your vehicle is safe to operate and is maintained
- Do not operate a vehicle under the influence of alcohol or prescription drugs
- Help ensure your driver's licence, licence plate and insurance are current and valid

1.66 Personal Medical Hazards

Personal Medical Hazards

TASKS	11. Personal Medical
Music Instruction	
Arrival	
Classroom Planning, Prep, Management, Teaching	
Music Instruction	
Other	
Outdoor Duties – Field Trips, Outdoor Instruction	✓
Parent Interaction at School /Parent Teacher Interviews	
Portable Classrooms	
Special Education/STEPS Rooms, etc.	
Student Assessments (report cards, tests, exams)	
Transportation of Supplies/ Teaching Materials to Class	
Use of Appliances, Microwaves, Ovens, Toasters, Dryers, etc.	
Use of Computer/TV Carts	

- Impact to you both at work and your personal life
- Impact to your coworkers and students in the event of an occurrence involving your personal medical



Notes:

Approximately 1 of 12 Secondary Teachers tasks have known and/or potential associated personal medical hazards.

What is this Secondary Teachers task?

- Outdoor Duties - Field Trips, Outdoor Instruction
-

What are the potential personal medical impacts from these tasks?

Impacts are twofold.


There is an impact to you, both at work and your personal life, with respect to personal health, wellness and performance.

There is an impact to your fellow staff and students in the event of an occurrence at work involving your personal medical.

1.67 Personal Medical Tips

Personal Medical – Tips

- **Know your immunization status**
 - Tetanus shots every 10 years
 - Flu shots every year
- **Personal medications should be taken as prescribed by your doctor**
- **Advise your Supervisor of any personal medical conditions that may be applicable**



Notes:

All Board staff are encouraged to maintain a good level of self-awareness when it comes to their personal medical health and well-being.

Know your personal immunization status.

Tetanus shots should be every 10 years.

Flu shots should be annual.

Personal medications, if applicable, should be taken as prescribed by your doctor.

Advise your Supervisor, as you may deem applicable, should you have any personal medical conditions to best assist and help protect yourself and all parties.

1.68 Environmental Sensitivities

Environmental Sensitivities

- **Hygiene products and personal allergies to products, foods, chemicals can result in sensitivities in the workplace**
- **Report sensitivities to your Supervisor**
- **Supervisor is responsible to address**
- **Reduce/eliminate products that cause environmental sensitivity**



Notes:

Hygiene products such as perfume, cologne, hair sprays, laundry detergents and fabric softeners, as well as known or alleged personal allergies to products, foods, items, chemicals etc. are proposed to be associated with environmental/chemical sensitivities in the workplace.

Report all such sensitivities to your Supervisor for them to help address/resolve.

When such sensitivities are reported and shared with parties, help ensure that all persons carry out the request being made to reduce, remove, or eliminate the source of the environmental sensitivity as may be practical and applicable.

The reduction or elimination of products that may cause environmental sensitivities is the ideal goal.

1.69 Noise Hazards

Noise Hazards


TASKS	12. Noise
Music Instruction	✓
Arrival	
Classroom Planning, Prep, Management, Teaching	
Music Instruction	✓
Other	
Outdoor Duties – Field Trips, Outdoor Instruction	
Parent Interaction at School /Parent Teacher Interviews	
Portable Classrooms	
Special Education/STEPS Rooms, etc.	
Student Assessments (report cards, tests, exams)	
Transportation of Supplies/ Teaching Materials to Class	
Use of Appliances, Microwaves, Ovens, Toasters, Dryers, etc.	
Use of Computer/TV Carts	

➤ **Impacts:**

- Hearing impairment
- Tinnitus (ringing in the ears)
- Hypertension
- Ischemic heart disease
- Annoyance
- Sleep disturbance

➤ Hearing protection is provided to Music and Technology Teachers

➤ Regular hearing tests are encouraged



Notes:

Approximately 1 of 12 Secondary Teachers tasks have known and/or potential associated noise hazards.

What is this Secondary Teachers task?

- Music Instruction
-

What are the potential noise impacts from this task?

Hearing impairment, tinnitus, hypertension, ischemic heart disease, annoyance, and sleep disturbance.


Hearing protection is provided to Music and Technology Teachers.

Workers are encouraged to get regular hearing tests.

1.70 Other Hazards

Other Hazards & Prevention

- **Designated Substances Management Program**
 - Found in main office (blue binder)
 - Site based inventory updated annually
 - Do not disturb or damage designated substances
- **Indoor Air Quality**
 - If you have an IAQ concern contact your Supervisor
 - Dispose of unnecessary paper products, materials, furniture
 - Do not block unit ventilators or exhaust systems



In addition to the 12 hazards already reviewed there are a few other hazards to be aware of.

Designated Substances

All Board work sites contain designated substances. The types and amounts will vary depending on the age of the building and renovations.

The Board has and maintains a Designated Substances Management Program which includes both a master program and site based programs.

The site based program can be found in the main office in the blue binder on the resource book shelf. It contains the site based inventory and is updated annually.

The presence of designated substances at a workplace is not a hazard by itself. The disturbance of designated substances without taking safety precautions creates a potential hazard.

Indoor Air Quality

Indoor air quality and bio-aerosols (mould) have always been and will continue to be topics of debate and concern.

Generally, for educational institutes because nothing is being manufactured through construction or industrial process, the air quality inside will be similar to the outside.

If you have any indoor air quality concerns or issues, contact your Supervisor.

To improve indoor air quality, try the following:

- Help ensure good housekeeping
- Dispose of unnecessary paper, cardboard, materials, furniture as these may have an impact on air quality.
- Help ensure items are not placed on or in front of unit ventilators or exhaust systems.

1.71 Prohibitions

Prohibitions

Do not...

- **Go barefoot**
- **Stand on chairs, desks, countertops**
- **Work above 10 feet**
- **Go on rooftops**
- **Access or work in any tunnel (i.e. service way or confined space)**
- **Knowingly lift, move, handle awkward and heavy objects**



Notes:

To protect your safety the following prohibitions have been put in place.

Secondary Teachers shall not:

- Go barefoot on any Board walking surface
- Stand on chairs, desks, countertops
- Go above 10 feet in height as measured from the floor surface to the bottom of your shoe/boot
- Access or work on any roof top
- Access or work in any confined space or service way
- Knowingly lift, move, handle, manipulate any equipment, furniture, object, or thing that is too heavy or awkward placing themselves in harms-way.

1.72 Prohibitions

Prohibitions

- **Mishandle equipment for a purpose other than intended**
- **Knowingly use damaged equipment**
- **Bypass equipment that has been locked or tagged out**
- **Bring in or use any non-approved Board chemical**
- **Conduct Hot Work (e.g. welding, soldering)**

Notes:

No Secondary Teacher shall:

- Knowingly mishandle/use any equipment, tools, devices (powered or non-powered) for a purpose other than intended
- Knowingly work with or attempt to utilize any damaged or defective equipment, tools, or devices (powered or non-powered)
- Circumvent or bypass any equipment that has been locked out/tagged out
- Bring into or use in the workplace any non-approved Board chemical or product
- Conduct Hot Work such as welding or soldering

1.73 Polices and Admin Procedures

Policies and Admin Procedures

- BA-06 Health & Safety / Workplace Violence / Workplace Harassment
- AP-AD-48 Animals (live) in Classrooms
- AD-18 / AD-AP-18 Anaphylaxis (severe allergic shock) and EpiPen
- AD-17 / AD-AP-27 Administration of Medication
- AD-31 / AD-AP-29 Certified Service Animals
- AP-AD-20 Home Visits
- AD-12 / AD-AP-11 Lice Control
- AP-AD-50 Transitions for Students with High Needs
- AD-AP-32 Threat Risk Assessment
- AP-AD-49 Supervised Alternate Learning
- P-AD-21 / AP-AD-37 Safety Plan
- P-AD-21 / AP-AD-38 Behaviour Plan
- AP-AD-54 Sensory Rooms
- AP-AD-40 Modified Day
- AP-PL-12 Electrical Appliances
- P-AD-45 Environmental Sensitivities
- HR-14 / AD-AP-41 Privacy of Information
- AP-AD-27 Extreme Weather Guideline
- AP-AD-07 Inclement Weather – Emergency School Closings
- AP-PL-11 Air Conditioning

Notes:

For additional information please refer to these board policies and procedures.

1.74 Polices and Admin Procedures

Policies and Admin Procedures

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