
HEALTH AND SAFETY

Concussion Protocol	1
Background	1
Definition.....	1
Awareness	1
Identification	1
Management.....	1
Concussion Facts	2
Definitions	3
Introduction	4
FVSD Safety Plan	5
School Division Responsibilities	5
Section 2: School Responsibilities	14
Section 3: Emergency Protocols.....	19
Section 4: Responding To Specific Critical Incidents.....	28
Personal Protective Equipment	33
Responsibilities.....	33
General PPE.....	34
Hearing Protection Program	35
Respiratory Protection Program.....	36
Shower and Eyewash Stations	36
Fall Protection.....	36
Program Overview	38
Scent Aware Guidelines	39
Purpose	39
Scope	39
Background Information.....	39
Recommended response to scent-related concerns.....	40
Standard 1 - Health and Safety Commitment	41
Standard 2 - Hazard Assessment & Control	42
Standard 3 - Orientation and Training	43
Standard 4 - Site Inspection	44
Standard 5 - Incident Reporting and Investigation	45
Standard 6 - Emergency Preparedness	46
Standard 7 - Program Administration	47

Concussion Protocol

Background

The Fort Vermilion School Division is committed to promoting awareness of safety in schools and recognizes that the health and safety of students are essential preconditions for effective learning. Research demonstrates that a concussion can have a significant impact on students cognitively, physically, emotionally, and socially. It is important to students' long-term health and academic success that school staff have information on appropriate strategies to minimize risk of concussion, steps to follow if they suspect that a student may have a concussion, and effective management procedures to guide students' return to learning and physical activity after a diagnosed concussion.

Definition

Concussion: is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioral (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);

Awareness

Any injury above the neck and to the head area should be treated seriously and investigated as a possible concussion. Concussions can happen anywhere. Most concussions occur without loss of consciousness. Students and staff who have had previous concussions are at increased risk for another concussion. Young children and teens are more likely to get a concussion. Staff are encouraged to refer to Concussion Facts.

Identification

It is the responsibility of all staff to take appropriate action if they suspect a student or staff member may have a concussion or is experiencing symptoms of a concussion or if a student or staff member self-identifies as having experienced a blow to the head or head injury. Don't let others pressure you into letting a student or staff member continue play or activity. "When in doubt, sit them out." If unsure of what symptoms are or which symptoms to look for, staff are encouraged to refer to the Concussion Facts. Staff will administer appropriate First Aid. In certain circumstances a student or staff member may need to seek immediate medical attention. Parents/Guardians will always be notified when a student has experienced a blow to the head or head injury of any kind and will be advised to watch for symptoms and that the student should see a doctor.

Do not try to diagnose a concussion or the severity of a concussion. Only a health care professional can confirm severity and diagnose a concussion. All accidents, injuries or blows to the head must be reported using appropriate accident reporting form.

Management

After a student or employee has been diagnosed and a concussion is confirmed, only a healthcare professional should make the decision regarding return to normal activity and a plan to reintegrate activity or play.

There is no preset formula for developing strategies to assist a student with a concussion to return to learning activities, since the recovery process will vary for each student.

Concussion Facts

When an employee or coach has reason to believe that a student or staff member is exhibiting signs and symptoms of a concussion, it must be reported to the principal. The principal will have discussion with the suspected concussion student / staff member and in the case of a student proceed to contact the parents.

The following information are signs and symptoms of a concussion.

Complaints:

- Headache
- Feels dazed
- Sees stars or flashing lights
- Sees double or blurry
- Loss of vision
- Dizziness
- Feels “dinged or stunned”
- Ringing in the ears
- Sleepiness
- Stomach ache/pain/nausea

Thinking Problems:

- Does not know time, date, place, period of game, opposing team, score of game
- Cannot remember things that happened before or after the injury
- General confusion
- Knocked out

Other Problems:

- Poor coordination or balance
- Blank stare/glassy eyed
- Slow to answer questions
- Poor concentration
- Strange or inappropriate emotions
- Vomiting
- Slurred speech
- Easily distracted
- Not playing as well

A recommendation to have the student / staff member consult a physician must be made if a concussion is suspected.

If a concussion has been verified a return to regular activity can only occur after clearance in writing is provided from a doctor. In the case of a student the doctor’s written notice must be provided to the principal. Staff member’s return to service note from the doctor would be submitted to the Assistant Superintendent of Operations. After a student / staff member returns to regular activities / work, if symptoms persist, the student / staff member would need to consult a physician again.

Definitions

Board	Elected members of the Fort Vermilion School Division Board of Trustees.
Contractor	Any person providing a service to the Fort Vermilion School Division, regardless of whether or not they are compensated for their work.
Executive	The Superintendent, Assistant Superintendent of Operations, Assistant Superintendent of Learning, Supervisors of Learning Services and the Secretary-Treasurer.
First Aid	Immediate care given to someone who is ill or injured until more advanced care can be obtained. (Standard First Aid) Emergency help given to an injured or suddenly ill person using readily available materials. (Emergency First Aid)
Incident	An unplanned and unwanted event which causes injury, illness or property damage.
Near-Miss	An incident that, under slightly different circumstances, had the potential to cause injury, illness or property damage.
Staff	Any person directly employed by the Fort Vermilion School Division.
Student	Any person enrolled in any capacity for the purpose of receiving education through Fort Vermilion School Division programming.
Supervisors	Any employee assigned to a position of leadership that oversees and/or supervises one or more other employees.

Introduction

This section of the Administrators' Handbook includes all currently adopted Health & Safety Standards as well as the Scent Awareness Guidelines. All related forms can be found in the FVSD Forms folder. A complete copy of the entire Program can be found in the Health & Safety Binder located at each facility and worksite, as well as on the Division website.

It is the responsibility of administration, supervisors and workers to review and familiarize themselves with the standards regularly, specifically, prior to proceeding with any job activity to ensure the legislation is current and that these standards are followed.

FVSD Safety Plan

School Division Responsibilities

1 Introduction

Section 33(d) of the *Education Act* states the following:

A board, as a partner in education, has the responsibility to ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

There are four main areas for schools to focus on when developing a safe and caring school environment:

- 1.1 Prevention - factors that promote caring, trust, and personal safety, while reducing areas of risk;
- 1.2 Early Intervention - an understanding of risk factors and a systematic program for identification and early response to prevent a crisis situation from occurring;
- 1.3 Crisis Management - contingency planning to deal with emergency situations and to provide for the safety, security, and emotional well-being of students and staff; and
- 1.4 Recovery - planning to ensure that all those involved in a crisis situation have the necessary support to return to normal functioning as soon as possible.

2 Role of the School Division

The Fort Vermilion School Division provides assistance and support to schools in developing plans to prevent and respond to crisis situations that may occur from time to time. This includes:

- 2.1 developing administrative guidelines that address both prevention and intervention for children-at-risk and other potential risk situations;
- 2.2 training school staff in recognizing the early warning signs for potential risk situations;
- 2.3 implementing school procedures which encourage staff, students, and parents to share concerns about potential risk situations;
- 2.4 implementing procedures to ensure rapid response to concerns about potential risk situations; and
- 2.5 providing support to ensure assistance for potential risk situations.

3 Administrative Practice

- 3.1 The Superintendent shall ensure that a Fort Vermilion School Division (FVSD) Safety Plan Handbook is in place, annually reviewed, and revised as required.
- 3.2 All staff shall adhere to the procedures outlined in the FVSD Safety Plan when dealing with crisis situations.
- 3.3 The Superintendent or designate will develop and maintain a school division safety plan which:
 - a) establishes a FVSD Safety Team under the supervision of the Health and Safety Officer;
 - b) is fully coordinated with community crisis response services;
 - c) provides for a caring working and learning environment;
 - d) maintains a focus on prevention and early intervention as well as crisis management;
 - e) outlines emergency procedures to follow when dealing with specific crisis situations;
 - f) supports the ongoing collection of data necessary for plan enhancement;
 - g) provides supports to schools as required.
- 3.4 Principal's responsibilities are:
 - a) follow the Administrative Guidelines;
 - b) follow the FVSD Safety Plan;
 - c) develop school procedures with respect to their school context to support the implementation of the FVSD Safety Plan and Administrative Guidelines.
 - d) ensure that students and staff are familiar with school safety procedures and receive appropriate training.
 - e) regularly review school policies and procedures to ensure they remain consistent with the philosophy and intent of a safe and caring learning environment.
- 3.5 Incident reports shall be completed and filed with the Health and Safety Officer immediately following an incident.
- 3.6 Reporting Incidents may vary in nature and require different reporting requirements. Reports should be filed with the appropriate FVSD department.

4 Planning

To provide an overall framework, and to establish a support mechanism for schools to deal with crisis situations in an effective and efficient manner, it is necessary that the school division develop a comprehensive safety plan - a school division safety plan.

The School Division Safety Plan incorporates:

-
-
- 4.1 Administrative practices to create and maintain a safe and caring learning environment.
 - 4.2 A FVSD Emergency Response Team, with specialized responsibilities, to provide leadership and direction in emergency situations.
 - 4.3 Defined procedures and guidelines for managing an emergency, from inception through the recovery stage.
 - 4.4 School emergency procedures that coordinate with school division procedures.

5 FVSD Emergency Response Team

The *FVSD Emergency Response Team* provides direct assistance to schools in responding to emergencies, and ensures that appropriate actions are taken for recovery.

- 5.1 The FVSD Emergency Response Team is composed of the following:

Superintendent of Schools
Assistant Superintendent of Operations;
and may include:
Assistant Superintendent of Learning
Supervisors of Learning Services
Secretary-Treasurer
Supervisor of Maintenance
Director of Essential Services
Supervisor of Health and Safety
and:
Potential Superintendent additions, as applicable

- 5.2 The Role of the Superintendent, prior to an emergency occurring is to:

- 5.2.1 ensure that comprehensive policies and procedures exist that promote a safe and caring learning environment. These should focus on both prevention and response;
- 5.2.2 review FVSD procedures on a regular basis to identify areas where changes are required to maintain a safe and caring learning environment;
- 5.2.3 ensure compliance by schools with all policies and procedures;
- 5.2.4 collect and disseminate information on best practices;
- 5.2.5 ensure schools develop effective procedures for comprehensive prevention and management of emergency situations;
- 5.2.6 assist schools in identifying and treating potential risks;

-
-
- 5.2.7 review relevant data to determine additional needs and possible actions;
 - 5.2.8 provide backup information on school facilities, plans, etc.;
 - 5.2.9 ensure schools establish working relationships and liaise with community and municipal response services;
 - 5.2.10 ensure the development, implementation, assessment and revision of the school division safety plan, as well as compliance with regional emergency plans and disaster services;
 - 5.2.11 assume leadership in an emergency situation;
 - 5.2.12 ensure schools have the necessary resources to respond to emergency situations;
 - 5.2.13 respond to media and community requests for information about an emergency situation;
 - 5.2.14 provide ongoing assistance to schools through the recovery phase.

5.3 Emergency Response Team Roles and Responsibilities

5.3.1 Superintendent of Schools/Designate

The Superintendent will lead the FVSD Emergency Response Team and will ensure the provision of effective and responsive leadership to the school division in the development and maintenance of a safe and caring learning environment. The Superintendent is responsible for ensuring compliance with school division safety policies and will act as the primary divisional spokesperson with respect to safety issues.

The Superintendent/Designate will:

1. Act as the primary spokesperson for the school division with respect to the media and will ensure that media guidelines are followed.
2. In the event of a school evacuations, in consultation with the school, prepare and circulate a news release that will inform parents and guardians of the evacuation, and provide instructions for reuniting families.
3. Be notified of all emergency situations impacting, or with the potential to impact, on the school division.
4. Inform other Emergency Response team members of the emergency situation.
5. Assign Emergency Response team members to specified functions, where needed.
6. Call the Emergency Response team together to plan a divisional response to the emergency situation, when needed.

-
-
7. Ensure that the required resources are made available to schools to provide for the aftermath of an incident and the recovery period.
 8. Decide which members of the FVSD Emergency Response Team to mobilize.
 9. Be responsible for ensuring compliance with the Administrative Guidelines and FVSD Safety Response Plan.

5.3.2 Supervisor of Maintenance

The Supervisor of Maintenance will ensure that:

- schools are maintained in a manner that provides the highest degree of physical safety;
- all safety codes are respected;
- improvements are made to physical facilities that increase student and staff safety; and
- facilities are kept up-to-date and maintained in a readily accessible manner.

The emergency response functions of the Supervisor of Maintenance are:

1. To provide facility plans to emergency responders when required.
2. To provide on-scene advice to emergency responders, as needed, regarding the physical plant.

6 *How to Manage an Emergency Situation*

Successful management of an emergency situation requires the following:

1. Knowledgeable responders utilizing well-defined procedures and guidelines for specific incident management.
2. An efficient communications plan which provides for both internal communications and media/public relations.
3. An aftermath and recovery support plan to assist the incident site and community to return to normal.

6.1 Responders

6.1.1 When an emergency situation occurs, all members of the FVSD Emergency Response Team must be knowledgeable about their individual roles. Their primary function is to provide immediate assistance to the school site that is experiencing the critical incident.

6.1.2 The FVSD staff, located where the emergency occurred, will be the first responders to the incident and will take charge of managing the situation. This team is responsible for notifying both the division safety team and emergency service providers, when necessary.

6.1.3 When emergency responders, which may include police and fire departments, have been called in, an ad hoc response team is formed that includes the external emergency responders, on-site FVSD staff, and FVSD

Emergency Response Team **Direction of this ad hoc team will be under the lead emergency service** (which most often will be the police) for the duration of the active situation.

6.2 Communications

6.2.1 Internal Communications

- a) When an emergency situation occurs at a school site, the initial call should be directed to the following individuals, in order of availability:
 1. Superintendent of Schools
 2. Assistant Superintendent of Operations
 3. Assistant Superintendent of Learning
 4. Supervisors of Learning Services
 5. Secretary-Treasurer
- b) It is the responsibility of the Superintendent, or others acting in his/her absence, to inform other members of the FVSD Emergency Response Team.
- c) If necessary, the Superintendent will inform other Principals. The Superintendent will inform trustees, as needed. If necessary, principals will inform their staff and, if appropriate, students and the chairperson of the local School Council.
- d) All communications with the media will be directed through the Superintendent/Designate.

6.2.2 Media and Public Relations

When an emergency situation occurs involving a school, the media and the public may have an interest in what has happened and will be seeking responses from people at the school site, from senior officials of the school division and from elected trustees. It is essential that all communications be channeled through designated spokespersons and that strategies exist to deal with the media and the public in an orderly fashion. Principals are to inform staff of proper protocol.

1. The school division has designated the Superintendent as its official spokesperson during an emergency situation and its aftermath. Team members will assist the Superintendent when called upon to do so.
2. Some suggested **DO NOT'S**
 - a) Do not refuse comment. Indicate that the information is not available at this point in time, or refer the individual to the division spokesperson.
 - b) Do not make comments that imply blame or fault.

-
-
3. Some suggested **DO'S**
 - a) Provide assurances that the safety and well-being of staff and students are the prime concerns.
 - b) Indicate supports being provided to the school, and steps being taken to stabilize the situation and return things to normal.
 - c) Request the media's help if needed.
 4. Hold a formal press conference, if necessary:
 - a) co-ordinate with emergency responders and school personnel;
 - b) identify site and time - invite all local media;
 - c) provide appropriate facilities - tables, chairs, podium;
 - d) provide refreshments;
 - e) prepare and provide a news release;
 - f) answer questions honestly and provide all factual information.
 5. Develop a communication plan for the emergency situation, in coordination with the school communication processes:
 - a) identify target audiences - include school staff, students, parents, and community;
 - b) determine what should be communicated - facts, supports for staff and students, recovery plans, school division safety planning;
 - c) determine the most appropriate methods for communicating;
 - d) ensure that the division has contact with any victims' families;
 - e) ensure that all responders are thanked for their assistance;
 - f) all formal communication should be vetted through Central Office.
 6. Hold a press conference following the emergency situation, if necessary:
 - a) co-ordinate with school personnel and emergency responders;
 - b) focus on recovery plans - supports and school division follow-up;
 - c) indicate that response plans will be reviewed and modified if required;
 - d) thank community, parents, students and staff for their support;
 - e) provide reassurances about the Board's focus on school safety and security.

6.2.3 Tips of the Trade

School communication professionals with experience in crisis management and communications provide the following advice:

1. Never, ever lie to the media. If you do, you will be caught.
2. Staff and parents come first, then the media.
3. When you start dealing with the media, your first priority is to your local newspapers, radio, and television stations.
4. You don't have to talk to everyone who calls.
5. Limit the number of people who talk for your system during an emergency.

-
-
6. Be clear about where the media can and cannot go on your campus.
 7. Don't let fear of lawsuits keep you from communicating.

6.3 Aftermath and Recovery

The successful management of an emergency situation is only complete when full recovery is achieved. The Superintendent will assume a leadership role with the school in the recovery phase and will, in cooperation with school personnel, ensure that the required supports are available and utilized appropriately.

6.3.1 Anniversaries and Other Recurring Events

Stress arising from an emergency situation is often reactivated by events that tend to dramatically recall the original incident. These events may include:

- a) the anniversary date of the crisis situation;
- b) the start of court proceedings against perpetrators;
- c) similar incidents elsewhere;
- d) delayed death of a victim;
- e) repetition of preceding events.

The Fort Vermilion School Division should provide assistance in the school to understand and plan for these occasions. Depending on the nature and severity of the emergency situation, the first year or two following the event is a critical period, with full recovery often delayed for many years.

6.3.2 Follow-up Planning

Following an emergency situation, it is essential that all personnel involved at the school and divisional levels, review the management of the incident. This is the time to determine what was learned and what needs to be changed.

- a) review the incident - what did we learn?
- b) review the response procedures - are they appropriate? did they work as needed?
- c) review assistance provided - timely? appropriate? supportive?
- d) suggest and implement modifications;
- e) thank community agencies and others for their assistance.

7 Alternative Locations for Emergency Sites

SCHOOL	ALTERNATIVE FACILITY #1	ALTERNATIVE FACILITY #2
Blue Hills Community		
Buffalo Head Prairie		
Sand Hills Elementary		
Ridgeview Central		
La Crete Public		
Hill Crest Community		
St. Mary's Elementary		
Fort Vermilion Public		
Rocky Lane		
Florence MacDougall		
Spirit of the North Community		
High Level Public		
Upper Hay River		
Rainbow Lake		
Zama City		
Fort Vermilion Learning Store		
High Level Learning Store		
La Crete Learning Store		
Rainbow Lake Learning Store		

Section 2: School Responsibilities

1 Introduction

Schools are required to develop school plans to facilitate the development and maintenance of a safe and caring environment for students and staff. School procedures must follow the FVSD Safety Plan and the Administrator Guidelines.

School Safety Procedures must include the following components:

- 1.1 Strategies to maintain a safe and caring environment for students and staff.
- 1.2 Identification of a School Response Team.
- 1.3 Coordination with community, municipal agencies and groups who might be called upon for assistance if an emergency situation occurs.
- 1.4 Training and practice with students and staff.

2 School Safety Procedures

School Safety Procedures should include strategies for:

- 2.1 promoting a positive school climate that promotes respect for diversity, personal responsibility, effective communication skills, self-esteem, anger management, and conflict resolution;
- 2.2 establishing a code of conduct for students that includes clear behavioral expectations, and consequences for violations of these expectations;
- 2.3 utilizing curriculum support programs such as Lions Quest, Effective Behaviour Support and Alberta Safe and Caring Schools among others that emphasize prevention, conflict resolution, dealing with bullying, and alternatives to violence
- 2.4 parent involvement, including strategies to help ensure that parents support and reinforce school rules, and to increase the number of adults at school;
- 2.5 prevention of the access and use of drugs and alcohol;
- 2.6 collaboration with local and provincial agencies, and the law enforcement judicial system to develop a set of common goals and community-wide strategies for violence prevention;
- 2.7 assessment of the physical environment of the school and development of safety measures;
- 2.8 staff training in violence prevention and intervention techniques, and in how to implement the school response plan and other related safety issues; and

- 2.9 intervention which might identify emergency situations; detail necessary tasks; assign staff responsibility for each task; include an evacuation plan; provide for communications to staff, students, parents, community and media; and identify follow-up activities after the emergencies, such as counseling.

3 Developing Comprehensive School Safety Procedures

The following chart is taken from a document produced by Alberta Education called *Supporting Safe, Secure, and Caring Schools in Alberta*.

<p>1. Gather preliminary data:</p> <ul style="list-style-type: none"> - audits, surveys - site maps - environmental scan - transportation means and routes 	<p>2. Develop preventative measures in response to data collection:</p> <ul style="list-style-type: none"> - physical facilities - security and supervision - curricular and extra-curricular activity - discipline procedures
<p>3. Establish communications:</p> <p>a. Internal</p> <ul style="list-style-type: none"> - notification of emergency - information dissemination - coded messages <p>b. External</p> <ul style="list-style-type: none"> - notification to parents - use of media - response to media <p>c. Command Center</p> <ul style="list-style-type: none"> - who is in charge? - where is it located? - when is it in operation? <p>d. Roles and Responsibilities</p> <ul style="list-style-type: none"> - administration - teachers - support staff and school council 	<p>4. Determine community support agency cooperation and resources:</p> <ul style="list-style-type: none"> - police - disaster services - social services - health care services - mental health services - service clubs - town or city services - others (depending on community)
<p>5. Plan intervention strategies:</p> <ul style="list-style-type: none"> - appropriate emergency intervention teams - preferred strategies identified - acceptable alternative actions - legal recourse (criminal, civil) 	<p>6. Set appropriate consequences:</p> <ul style="list-style-type: none"> - in-school - out-of-school - alternative programs - legal recourse (criminal, civil)
<p>7. Develop debriefing and reporting procedures:</p> <ul style="list-style-type: none"> - ensuring accuracy of data - completing records and reports - informing and involving authorities as necessary 	<p>8. Establish follow-up programs and services to rebuild trust and confidence in the system, and a sense of safety and security:</p> <ul style="list-style-type: none"> - for victims - for witnesses (those affected by the crisis) - for the perpetrators - for the members of the school community

3.1 **The School Safety Procedures should include:**

- A. School Response Team
- B. Strategies for Prevention
- C. Managing Emergency Situations
- D. Recovery Strategies

4 School Emergency Response Team

The School Emergency Response Team has the primary responsibility for overseeing the preparation and implementation of the school safety procedures. If an emergency situation occurs, the School Response Team will assist the Principal in implementing the School Safety Procedures and in managing the emergency situation in the school.

4.1 **The School Emergency Response Team should include:**

Principal (or Acting Administrator)
Assistant Principal
School Secretary

and may include:

Staff Member(s) - depending on size of the school
Head Custodian

and:

Other members as deemed necessary by the school administration.

4.2 Responsibilities of the School Administration

4.2.1 Develop School Emergency Procedures;

4.2.2 Organize practice drills to test aspects of the procedures;

4.2.3 Provide staff development and training as required;

4.2.4 Coordinate use of alternate school or community facility, as required;

5 Strategies for Prevention

Comprehensive prevention programs must address the physical environment of the school and its facilities as well as the social-emotional-psychological environment that the students and staff inhabit. Prevention requires the efforts and support of the entire community. The school needs to assume a leadership role in bringing together community resources such as emergency services, church and youth groups, social service and mental health agencies, business and government. Working together as a team, they will be better able to implement programs and responses that provide consistent and healthy models of appropriate behavior.

5.1 Early Intervention

While there is no foolproof system for identifying potentially dangerous students who may harm themselves and/or others, the following checklist provides a starting point. These signs simply mean that a child appears to be troubled, and violence might be one of the possible outcomes of this distress. Other warning signs may also exist.

A good rule of thumb is to assume that these early signs, especially when presented in combination, indicate a need for further analysis to determine appropriate intervention. It is very important to remember that it would be inappropriate and potentially harmful, to use the early warning signs as a checklist against which to match or label individual children.

Students who exhibit these behaviors should be referred to a school counselor, and parents should be contacted. The FVSD Safety Team can assist schools when no school counselor exists.

5.2 Indicators of Risk

The following list of warning signs are not presented in any order of significance:

- has witnessed or been a victim of abuse or neglect in the home
- has little or no supervision and support from parents or a caring adult
- has displayed a history of discipline problems at school and in the community
- has presented early and persistent antisocial behavior
- has displayed cruelty to animals
- displays low school interest and poor academic performance
- has previously been truant, suspended, or expelled from school
- reflects anger, frustration and the dark side of life in writings and drawings
- seems to be preoccupied with TV programs, movies, video games, reading materials or music expressing violent themes or acts
- dwells on perceived slights or mistreatment by others and feels picked on or persecuted
- has been bullied and/or bullies or intimidates peers and younger children
- tends to blame others for difficulties and problems created by self
- resorts to name calling, cursing or abusive language
- has uncontrolled tantrums and angry outbursts
- makes threats when angry
- makes serious threats of violence
- pays no attention to the feelings or rights of others
- shows intolerance for differences and displays prejudicial attitudes
- has excessive feelings of isolation and being alone
- has excessive feelings of rejection
- is involved with a gang or an antisocial group with few or no close friends
- has a background of drug or alcohol abuse or dependency
- seems depressed or withdrawn, has exhibited severe mood or behavioral swings, or has threatened or attempted suicide or acts of self-mutilation
- seems preoccupied with weapons and/or explosives or has inappropriate access to, possession of, and use of firearms

-
-
- has experienced trauma or loss in the home or in the community

6 Managing Emergency Situations

When an emergency situation occurs involving the school community, the primary objective is to ensure the personal safety of all individuals. Principals are responsible for managing emergency situations which happen at their school. Principals will be required to follow the Administrative Guidelines and FVSD Safety Plan.

6.1 Communications Plan

The communication plan should include:

- a) an ongoing public relations program to communicate messages to the public, media, parents, staff, community, and school board;
- b) a plan for setting up an Emergency Administration Center in the event of an emergency;
- c) an internal communication plan for emergency situations, which includes
- d) a telephone fan-out system
- e) backup systems for the PA system
- f) a systematic approach to communicating with emergency responders that is rapid, gives accurate and sufficient information to provide the appropriate response, and ensures that communication channels remain open;
- g) a method for communicating with parents in an emergency, including a telephone fan-out system and use of alternate school site;

6.2 School Communications Network

In a number of emergency situations, the incident may occur when students and staff are not at school. The purpose of the school network is to make certain that all adults who have responsibilities in the school are made aware that an emergency situation has happened prior to their arrival at school. This is normally done through a series of fan-out phone calls.

6.3 Emergency Procedures Activation

The decision to activate the emergency plan is made by the Principal, or designate, when:

- the safety of students and staff are at risk;
- directed by the Superintendent, or designate;
- directed by a law enforcement officer;
- recommended by the Regional Disaster Services Department.

6.4 Recovery Procedures

Emergency situations may have a significant impact on all those who have been involved in the incident, including those who may appear to be only peripherally involved. Often the most significant impact comes from the sudden realization that there are events in life that cannot be predicted or controlled. Critical events may also provide the impetus and model for unstable individuals to copy the event.

6.4.1 School Recovery Plan

School plans for critical incident recovery should include substantial assistance from trained mental health professionals. The FVSD Safety Team will provide advice and ongoing assistance to schools following a crisis situation, to ensure that the expert assistance required for recovery is available and utilized appropriately.

The School Recovery Plan should include the following provisions:

1. Help parents and students understand children's reaction to a crisis situation. Children may experience unrealistic fears of the future, have difficulty sleeping, become physically ill, or be easily distracted.
2. Help staff members deal with their reactions to the critical incident. Staff members may require debriefing and counseling services.
3. Help students and families adjust after the crisis situation. Provide short-term and long-term mental health counseling.
4. Help victims and family members of victims re-enter the school environment. The school community should design a plan to help victims and classmates adjust.
5. Help students and staff address the return of a removed student. The school plan needs to incorporate methods to ease this transition.

Section 3: Emergency Protocols

1 *FVSD School Lockdown Procedures*

- 1.1 Lockdown Training will occur twice each year. Please refer to Lockdown Procedures in the School Operations section.
- 1.2 A staff member will initiate Lockdown via approved method for your school.
- 1.3 School Staff will call 911 immediately or as soon as possible, preferably from a school phone.
 - a) Provide school name and full address
 - b) Stay on the line with 911 Operator and provide info as requested
- 1.4 **Office staff** will, if safe to do so:
 - a) Post signage at the main entrance stating "THE SCHOOL IS IN LOCKDOWN, DO NOT ENTER. PLEASE LEAVE THE AREA IMMEDIATELY". (Practice Situation Only)
 - b) Email school staff stating: "Lockdown check in, please respond".
 - c) If there is no communication from the office, all staff should follow the attendance instructions outlined in step 5 in order to be prepared with this information.

1.5 **Classroom teachers/staff** will:

- a) Immediately check the hallways outside their classrooms and gather nearby students.
- b) Close, Lock, and Barricade (if possible) the classroom door, shut off all lights, close and cover windows if possible.
- c) Ignore dismissal bells.
- d) Ensure all mobile devices are silenced.
- e) REPLY ALL to email stating: number of students present, names of students missing or absent, extra students or adults present.
- f) Remain in lockdown until the RCMP or a school administrator clears your room. This means that the door is not opened for ANYONE once locked.
- g) Any staff outdoors when a lockdown occurs, will move away from the school immediately and proceed to the emergency evacuation staging area assigned by your school. Staff will remain there until further instructions issued by RCMP or school administrator.
- h) Should the fire alarm activate during a lockdown, staff WILL NOT respond as they normally would. Remain locked down, use critical thinking skills, know the evacuation route and be prepared to react if smoke/fire is detected.
- i) RCMP or the school administrator will end the lockdown by clearing each room individually. There will be **no announcement** made over the PA to end the lockdown or drill.

1.6 **Students** will:

- a) Move to the designated secure area in the classroom and remain silent and still while the teacher ensures the doors are locked and secure. It is important to remain quiet and to make sure all devices are turned off.
- b) Any students not in a classroom when a lockdown is initiated should stay out of hallways and traffic areas. Find a hiding spot, if possible go to the nearest classroom and stay quiet until the lockdown is over or you are removed by the RCMP or the school administrator (bathrooms, open classroom, library, etc.)
- c) Any students outdoors when a lockdown occurs, will move away from the school immediately and proceed to the emergency evacuation staging area assigned by your school. Students will remain there until further instructions.
- d) Should the fire alarm activate during a lockdown, students WILL NOT respond as they normally would. Remain locked down, use critical thinking skills, know the evacuation route and be prepared to react if smoke/fire is detected.
- e) RCMP or the school administrator will end the lockdown by clearing each room individually. There will be **no announcement** made over the PA to end the lockdown or drill.

1.7 **Bus Drivers** will:

- a) Upon learning of a lockdown occurring, take all the students to the emergency evacuation staging area.
- b) Take attendance and remain there until further instructions from RCMP or the school administrator.

1.8 **Parents/Guardians** will:

-
-
- a) Upon learning a lockdown is occurring, gather at the designated parent staging area and await further information from RCMP.
 - b) Parents **must not** approach the school at any time during a lockdown.
 - c) Parents **must not** attempt to contact their child on any mobile device.

2 School Evacuation Procedures

- 2.1 For an immediate emergency, engage fire alarm and follow fire evacuation procedures.
- 2.2 If evacuation is not immediately required, convene School Response Team. Retrieve disaster supplies and take it to the emergency administration center.
- 2.3 Commence evacuation procedures.
- 2.4 Inform Superintendent or Assistant Superintendent of Operations if not available.
- 2.5 Close all windows and doors, and turn off lights in each room as leaving. Designate a student to lead the class. Teachers leave last, checking for stray students.
- 2.6 Close all school doors.
- 2.7 Establish Emergency Command Center and initiate Emergency Communication Procedures. Use predetermined alternate facility if required.
- 2.8 Teachers will create a list of missing students and provide that list to the Principal. **Notify emergency responders of any absentees.**
- 2.9 The Principal, or designate, will verify the evacuation of all staff, and complete a staff count.
- 2.10 The Principal needs to be made aware of any students that have been transported to hospital.
- 2.11 The school Principal will notify the Superintendent or Designate when all students and staff have left the school premises.
- 2.12 After evacuation is completed and all staff and students are accounted for and safe, Principals need to consider the following:
 - a) Ascertain communication needs
 - b) Debrief the School Emergency Response Team and plan a follow up.
 - c) Complete all required reporting.

3 School Closures - Inclement Weather

The Superintendent/Designate will only close schools in the following instances:

- a) if weather conditions are so severe that staff and/or student attendance will cause undue risk
- b) Functionality of the school facility is compromised to the point it is unsafe for students/staff to attend

Procedures to Follow

- 3.1 Administration calls Superintendent/Designate to discuss the situation.
- 3.2 Superintendent/Designate verifies information from appropriate sources.
- 3.3 Buses are called.
- 3.4 All parents are called and informed of school closure by school staff. In the event of phones not working in school, staff should use cell phones or make their way to alternate locations to call.
- 3.5 Superintendent/Designate calls radio stations for announcements.
- 3.6 Buses transport students home.
- 3.7 If no one is home for younger students, the bus driver needs to contact the Transportation Office to receive instructions for drop off of student.

4 Emergency Administration Center

- 4.1 Our Emergency Administration Center is the Fort Vermilion School Division Central Office. The alternative location will be La Crete Public School.

5 Threat Assessment Protocol for Students

What is a Threat?

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic - for example, motioning with one's hands as though shooting at another person.

All threats are NOT treated equal. However, all threats should be assessed in a timely manner and decisions regarding how they are handled must be done quickly. Threat assessment seeks to make an informed judgment on two questions: How credible and serious is the threat itself? To what extent does the threatener appear to have the resources, intent, and motivation to carry out the threat?

Types of Threats

Threats can be classified into four main categories: direct, indirect, veiled, or conditional.

-
1. **Direct threat** identifies a specific act against a specific target and is delivered in a straight forward, clear, and explicit manner: “I am going to place a bomb in the school gym.”
 2. **Indirect threat** tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked: “If I wanted to, I could kill everyone at this school!” While violence is implied, the threat is phrased tentatively and suggests that a violent act COULD occur, not that it WILL occur.
 3. **Veiled threat** is one that strongly implies but does not explicitly threaten violence. “We would be better off without you around anymore” clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning to the threat.
 4. **Conditional threat** is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met: “If you don’t pay me one million dollars, I will place a bomb in the school.”

Procedures for Dealing with Violent Risk Behavior

1. Definition

Violent risk behaviors include, but are not limited to the following:

- Possession or use of weapons
- Bomb threat
- Vicious physical assault
- Serious verbal/written threats to kill or injure others
- Internet website threats to kill or injure others

Example: *“At eight o’clock tomorrow morning, I intend to shoot the Principal. That’s when he is in the office by himself. I have a 9 mm. Believe me, I know what I am doing. I am sick and tired of the way he runs this school.”*

This threat is direct, specific as to the victim, motivation, weapon, place, time, and indicates that the threatener knows his target’s schedule and has made preparations to act on the threat.

2. Reporting

Any person having knowledge of violent-risk behavior or having reasonable grounds to believe there is a potential for violent-risk behavior shall promptly report the information to the school Principal/Supervisor. No action shall be taken against a person who makes the report unless the report is made maliciously and without reasonable grounds.

3. Student Age

- i) In general, violent risk behaviours involve students 12 years of age or older who are believed to have contravened Section 264.1(1) of the *Criminal Code of Canada* which states that a student “**who in any manner, knowingly utters, conveys or causes any person to receive a threat. . . to cause death or bodily harm**” has committed an offense.

For students under the age of 12 who engage in threat-related behaviours, police involvement may provide “a teachable moment” for the child. Generally speaking, most threat-related behaviour exhibited by elementary-aged students, unless a weapon is involved, would fall under the category of “worrisome behaviour”.

4. Procedures for Activating the Protocol for Students

Staff, students, and parents shall be provided with information regarding this protocol. The behaviors identified in the above definition section would be considered serious under the Criminal Code of Canada. In cases where violent risk behaviors are exhibited, the following plan shall be put into place.

- i) The student exhibiting the behavior shall be escorted to a safe, supervised area. When this is not possible, the safety of other students and staff shall be ensured in accordance with the individual school safety protocol.
- ii) The school Principal shall contact the Superintendent/designate to determine a course of action to deal with the threat.

iii) **Categories of Violent Risk Behaviour**

a) Immediate Threat

When the student poses imminent risk (i.e. they have a weapon or are physically acting out in a manner that jeopardizes immediate safety in the school) the police shall be responsible to determine, whether to arrest and charge the student under the Criminal Code/Young Offenders Act, or to transport to a physician for evaluation under the Mental Health Act. Child Family Services shall be called upon where a secure treatment order may be needed.

Prior to the student’s possible eventual return to school, the Superintendent/designate, in consultation with the administration, parents, and appropriate others, shall develop a plan for the student’s readmission to school.

b) Worrisome Behaviour

The Superintendent/designate and Principal shall proceed with an initial risk assessment. Arrangements can be made for a comprehensive threat assessment. To ensure a safe and caring environment, the Superintendent/designate and Principal, in consultation with the principal, parents, and appropriate others, shall develop a short-term plan for the student. Conditions for re-admission to school may be formalized in a contract that shall be signed by the student, parents, and appropriate school division representatives. In the case of a special needs student, the Assistant Superintendent of Learning shall be involved in the short-term plans for any further interventions.

Category of Violent-Risk Threat Assessment Protocol:

High Threat	Moderate Threat	Low Threat	Worrisome Behaviour
<ol style="list-style-type: none"> 1. Threat is direct, plausible, and specific as to victim, motivation, weapon, place, time; and indicates that the threatener knows his target's schedule and has made preparations to act on the threat. 2. Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating threatener has acquired or practiced with a weapon or has had the victim under surveillance. 3. Police will be called in and determine, in consultation with Superintendent/designate and Principal, whether to arrest and charge the student under the Criminal Code/YOA, or to transport to a physician for evaluation. 	<ol style="list-style-type: none"> 1. Threat is more direct and more concrete than low level. 2. Wording in the threat suggests that the threatener has given some thought to how the act will be carried out. 3. There may be a general indication of a possible place/time (though these signs still fall well short of a detailed plan) 4. No strong indication that threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility - an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons. 5. May be a specific statement seeking to convey that the threat is not empty: "I'm serious!" 6. Superintendent/designate and Principal, and police if called in, shall determine the course of action. 	<ol style="list-style-type: none"> 1. Threat is vague and indirect. 2. Information contained within the threat is inconsistent, implausible or lacks details. 3. Threat lacks realism. 4. Content of the threat suggests person is unlikely to carry it out. 5. Superintendent/designate, in consultation with principal, parents, and appropriate others shall determine a course of action. 	<ol style="list-style-type: none"> 1. When student exhibits early warning signs or when generalized threats are uttered with no specific target, e.g. "I could kill someone today." 2. Principal, in consultation with school services, will determine course of action.
<ol style="list-style-type: none"> a) The student exhibiting the behaviour shall be escorted to a safe, supervised area. When this is not possible, the safety of other students and staff shall be ensured in accordance with the individual school safety protocol. b) The school principal shall contact the Superintendent/designate to determine a course of action to deal with the threat. When the protocol is activated, parents will be notified at the earliest opportunity by one of the Threat Assessment Team members. c) Police involvement and suspension from school will most likely happen. 			<ol style="list-style-type: none"> a) Low probability of police involvement or school suspension.

5. Guiding Questions for Initial Investigation

Question	Notes
1. What motivated the subject to make the statements, or take the action that caused him/her to come to attention?	
2. What has the subject communicated to anyone concerning his/her intentions?	
3. Has the subject shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremist groups, or murder?	
4. Has the subject engaged in attack-related behavior, including any menacing, harassing, and/or stalking-type behavior?	
5. Does the subject have a history of mental illness involving command hallucinations, delusional ideas, feelings of persecution, etc., with indications that the subject has acted on those beliefs?	
6. How organized is the subject? Is he/she capable of developing and carrying out a plan?	
7. Has the subject experienced a recent loss and or loss of status and	

has this led to feelings of desperation and despair?	
8. Corroboration. What is the subject saying and is it consistent with his/her actions?	
9. Is there concern among those that know the subject that he/she might take action based on inappropriate ideas?	
10. What factors in the subject's life and/or environment might increase/decrease the likelihood of the subject attempting to attack a target?	

6 FVSD Post-Emergency Response Team

Purpose for a Divisional Response Team

The Post-Emergency Response Team (PCRT) has been established to provide crisis intervention and follow-up counseling services to assist community and school-related individuals who are affected emotionally or psychologically by a critical incident. This broad-based team is a key element in the FVSD Safety Plan, as it is able to provide quick access to a number of trained individuals who are able to understand and respond to a variety of crisis situations that could occur. Special training will be provided to establish processes and protocols to allow the team to perform in the most effective manner.

Membership on FVSD Post-Emergency Response Team (PCRT)

Superintendent
 Assistant Superintendent of Operations
 Assistant Superintendent of Learning
 Supervisors of Learning Services
 Secretary-Treasurer
 Information Technology Manager
 Director of Essential Services
 Supervisor of Maintenance
 Health and Safety Officer
 Other appropriate agencies as needed

How to Access the Services

For a school to access the services of the FVSD Post-Emergency Response Team the school Principal will contact the Superintendent/designate.

Section 4: Responding To Specific Critical Incidents

This section outlines procedures to deal with three main categories of specific crisis situations that might occur which could affect the school community.

Part A: Incidents Involving Violence

1 Abduction

- 1.1 If witnessed:
 - a) Call 911.
 - b) inform principal, who shall:
 - c) Inform Superintendent / Designate
- 1.2 Meet with staff if possible and advise teachers about sharing information with students.
- 1.3 Based on circumstances, determine need for more active intervention - visit classrooms, identify students at risk, provide support as required.
- 1.4 All communications will be coordinated between the principal and superintendent.
- 1.5 Prepare classmates to be supportive when student returns and provide support as needed.
- 1.6 Complete **Critical Incident Report**.

2 Armed Intruder/Shooting

NOTE: An intruder with a weapon, whether using it or not, is treated as a clear threat to school safety. It is a hostage situation. School personnel should focus on the safety of students and staff and leave negotiations to trained responders.

- 2.1 Anyone who detects another person with a weapon should immediately inform the school office.
- 2.2 Follow procedures for school lockdown. Ensure that any potential targets are removed from the area if possible.
- 2.3 Call 911.
- 2.4 Inform the Superintendent/designate
- 2.5 Principal gather as much information as reasonably possible prior to the police arriving: number of people involved, location (have school floor plans available),

number and types of firearms, names and number of victims, statements made. Record information on Threat Incident Report.

- 2.6 Do Not:
- a) evacuate school until the police have arrived, determined the locations concerned, and directed an evacuation;
 - b) attempt to remove the firearm(s) from the intruder(s);
 - c) attempt to negotiate with the intruder;
 - d) remove lockdown until clearance is given by the police.
- 2.7 Use previously established location for family members to wait and be kept informed. This is the location to which students will be released.
- 2.8 Release students only after police approval:
- a) Teachers should remain with students until they are released.
 - b) Use attendance file to verify information when releasing students.
 - c) Use prearranged evacuation site if necessary, to release students to their parents.
- 2.9 The Superintendent/designate will prepare a statement for the media. The media may assist in informing parents of the location and time of the students' release. Prepare a fact sheet to respond to telephone inquiries.
- 2.10 The Superintendent/designate, in consultation with school personnel, will determine the nature and extent of the support required and will access the necessary resources.
- 2.11 Meet with staff as soon as possible to debrief and develop plans for follow up. Support will be provided from the Divisional Critical Response team.
- 2.12 Complete **Critical Incident Report**.

3 *Assault on School Premises*

- 3.1 Staff should take reasonable measures to stop the incident.
- 3.2 Inform the school principal.
- 3.3 Provide first aid as required or call **Emergency Services 911**.
- 3.4 Call police when appropriate.
- 3.5 Protect the crime scene, if applicable. Note the circumstances and individuals present. Identify assailants, victims and witnesses. Isolate assailants. In serious incidents, separate witnesses until police arrive.

-
-
- 3.6 Inform Superintendent/designate in cases where serious personal injury has occurred or where a school employee has been assaulted.
 - 3.7 Principal informs parents of students involved.
 - 3.8 Meet with staff to provide factual information and plan follow up.
 - 3.9 Where the perpetrator is a student:
 - a) take required disciplinary procedures and/or:
 - b) develop a plan for the student's return to school - focus on preventative measures, involve parents and division personnel.
 - 3.10 Complete **Critical Incident Report**.

4 Bomb Threats

- 4.1 The person receiving the call will immediately notify the Principal who shall notify the police at **911 and evacuate the building immediately**.
- 4.2 Access alternate location, if required.
- 4.3 Principal will inform the Superintendent/designate.
- 4.4 The Principal will confirm notification of the police.
- 4.5 Ensure copies of school floor plans are available to police and cooperate in search procedures.
- 4.6 Superintendent/designate will utilize media, in cooperation with police, to inform parents of safety issues. Prepare media statement and fact sheet to respond to telephone inquiries.
- 4.7 Prepare **Critical Incident Report** and plan a follow up.

5 Hostage Taking

- 5.1 Alert the school office immediately.
- 5.2 Call **911**.
- 5.3 Do not attempt to rescue hostages or threaten the perpetrator.
- 5.4 Gather as much information as reasonably possible:
 - a) information on perpetrator, weapons, explosive, etc.
 - b) assess immediate danger to hostage; assess potential threat to others.
- 5.5 Follow lockdown procedures.

6 Intruders at School (unauthorized or irate persons)

- 6.1 The Principal or designate shall determine whether the person is a legitimate visitor or poses a threat to school safety.
- 6.2 If a person on school property is suspected of posing a threat, notify the school office immediately.
- 6.3 If the intruder is determined to be a threat, alert staff and students to the intruder's location by asking them to remain out of the specific area.
- 6.4 Call emergency services at **911**.
- 6.5 Immediately initiate **School Lockdown** procedures to deny access to the intruder. Ask intruder to leave school premises and warn that police are en route.
- 6.6 Inform Assistant Superintendent/designate.
- 6.7 Complete **Critical Incident Report**.

7 Suicide Threat or Attempt

- 7.1 Make sure that the student is not left alone, is under watch in a secure place, and does not have any means to attempt suicide
- 7.2 Inform the principal.
- 7.3 Principal will involve the student support services team lead
- 7.4 Principal calls the Assistant Superintendent of Learning. Inform parents or guardians immediately.

Part B: Emergencies and Disasters

8 Environment Hazard – Toxic Spill, Fire, Natural Disasters, Electrical/Water/Gas Malfunctions

- 8.1 Verify information
- 8.2 Determine if evacuation is required
- 8.3 Call **911**, when necessary.
- 8.4 Provide First Aid where necessary.
- 8.5 Inform Superintendent/designate
- 8.6 Superintendent/designate work with the principal to ensure communication is made with appropriate individuals and groups.

8.7 Complete **Critical Incident Report**.

9 School Bus Accident

9.1 Call **911**

9.2 Determine who was injured, the extent of the injuries and hospitals where students have been transported.

9.3 Inform the Superintendent/designate and the Director of Essential Services.

9.4 Superintendent and Director of Essential Services will work with school principal to:

- a) build communications
- b) transport uninjured students and staff away from the accident
- c) consider additional support for the school
- d) develop plan to resume transportation operations

9.5 Complete the **Critical Incident Report**

Part C: Crisis Involving Death

10 Death at School

10.1 Make sure that the student is not left alone, is under watch in a secure place. Administer First Aid as appropriate.

10.2 Move the school into School Lockdown.

10.3 Call emergency services at 911.

10.4 Principal calls the Superintendent/designate to ascertain need for continuous communication and supports

10.5 Inform parents or guardians immediately.

11 Death off Campus / Death of a Significant Family Member

11.1 Verify the information

11.2 Inform the Superintendent/designate

11.3 Superintendent would activate the Crisis Response Team Protocol

11.4 Superintendent/designate will work with school principal in completing appropriate communications and other support processes

Personal Protective Equipment

The Fort Vermilion School Division has developed a guideline to ensure employees, students, contractors and visitors use the appropriate personal protective equipment (PPE).

Although considered the last resort, there will come a time in the course of work where an employee and / or student will need to use Personal Protective Equipment (PPE).

Any Fort Vermilion School Division employee NOT wearing required PPE as required will be subject to disciplinary action ranging from a formal written warning notice up to, and including, dismissal.

Responsibilities

Division Administration

- To ensure that appropriate PPE is available to employees at risk as required by Alberta OHS Code.

AB OHS Regulations

- Alberta OHS Code indicates that PPE is required, the employer must ensure that workers wear and use the required PPE properly. Ensuring that workers have and wear their PPE is not enough. The employer must ensure that the PPE is used properly.
- Where such PPE equipment is necessary, employers must make sure that workers use it.
- Subsection 228-1c of the Alberta OHS Code makes the employer responsible for ensuring that the PPE is in a condition to perform the function for which it was designed. Cracked eye protection, worn out safety boots and excessively dirty flame resistant overalls are examples of conditions that employers need to be aware of and either correct or have corrected.
- For PPE to be effective, workers must be instructed in its correct use, care, limitations and assigned maintenance. The employer is responsible for providing this instruction. Workers must be aware that wearing and using PPE does not eliminate the hazard. If the PPE fails, the worker will be exposed to the hazard. Workers need to understand that PPE must not be altered or removed even though they may find it uncomfortable – sometimes equipment may be uncomfortable simply because it does not fit properly. Instruction can be done on an individual basis or in group meetings. Instruction should emphasize the major goals of the program and reinforce the fact that engineering controls have been considered as the primary prevention strategy. It is not good enough to tell someone to wear a respirator just because management and/or legislation requires it. If the respirator is intended to prevent lung disorders, the workers should be informed of the hazards.

Employees

- Must use PPE appropriately, as per training provided by supervisors.
- Ensure that their assigned PPE is kept in clean and useable condition.

-
-
- To use PPE when it is required by equipment manufacturing instructions.
 - That PPE protection is used by students when required.
 - Instructor of students must document all safety instruction of PPE protection given to students.
 - Must report faulty PPE to immediate supervisor and Health and Safety Officer.

Students

- Must use PPE appropriately, as per training provided by instructors / employers.
- Ensure that their assigned PPE is kept in clean and useable condition.
- To use PPE as is required by equipment manufacturing instructions.

Health & Safety Officer

- Must ensure school & departments have the required PPE.
- Must ensure school & departments employees have received the appropriate training for required PPE.
- Must ensure that required PPE is in a good state of repair.

Principal / Supervisors / Managers of schools & departments

- Must ensure school & departments have the required PPE.
- Must ensure school & departments employees have received the appropriate training for required PPE.
- Must ensure that required PPE is in a good state of repair.

General PPE

Protecting Your Feet

The employer is required to assess the hazards that the worker's feet will be exposed to and determine if there is a danger of injury to the worker's feet. The employer is also required to ensure that the protective footwear selected is appropriate to the work being done and the hazard(s) involved. FVSD will use their hazard assessment form to determine potential hazards.

The employer must determine the appropriate protection required for the feet based on the work assigned to each worker. In doing so, the following factors should be considered: the potential for slipping, uneven terrain, abrasion, ankle protection and foot support, the potential for crushing injuries, temperature extremes and exposure to corrosive substances, puncture hazards, electrical shock and any other recognizable hazard.

Protecting Your Torso & Legs

- Exposure to heat, splashes from hot metal and liquids, impacts, cuts, acids, and radiation can injure the torso. A variety of protective clothing is available such as vests, jackets, aprons, coveralls and full body suits. FVSD will use their hazard assessment form to determine potential hazards
- Heat-resistant materials such as leather are often used in protective clothing to guard against dry heat and flame. Rubber and rubberized fabrics, neoprene and

plastic offer protection against some acids and chemicals. This may require consulting an MSDS (Material Safety Data Sheet) for the material in order to determine what type of material is required

Protecting Your Hands

- If you are working with material that is likely to chafe, cut or puncture your hands you need to wear gloves that provide suitable protection. FVSD will use their hazard assessment form to determine potential hazards.
- In the course of your work if you are required to deal with bodily fluids or students believed to be currently contagious with a communicable disease you are required to wear disposable latex (or similar) gloves.
- While working with hazardous material you need to wear the appropriate gloves for the task/material. This may require consulting an MSDS (Material Safety Data Sheet) for the material in order to determine what type of glove is required.

Protecting Your Eyes

- While using any power tools, either hand held or installed, you must wear appropriate eye protection. This could be safety glasses, goggles or a face shield.
- FVSD will use their hazard assessment form to determine potential hazards.
- When welding or using cutting torches you must wear eye protection that will protect you from flash and ultraviolet light.

Protecting Your Head

- The Alberta OHS Code does not require all workers under all circumstances to wear industrial protective headwear i.e. hard hats. Only if there is a foreseeable danger of injury to a worker's head at a work site is industrial protective headwear required. The decision to require workers to use industrial protective headwear should be based on the results of the hazard assessment. FVSD will use their hazard assessment form to determine potential hazards.
- For compliance purposes, industrial protective headwear intended for use where there is a significant possibility of lateral impact to the head must meet the requirements of CSA Standard CAN/CSA-Z94.1-05, *Industrial Protective Headwear*, for Type II head protection. The headwear must be of the appropriate Class for the type of work being performed.

Hearing Protection Program

In Part 16 of the Alberta OHS Code, employers are required to measure noise exposure if a worker might be exposed to a noise level exceeding 85 dBA Lex. And if measurements indicate that the worker is being exposed to levels above 85 dBA Lex they must take steps to protect the workers hearing as well as monitor the effectiveness of that protection.

The Fort Vermilion School Division states that workers who are exposed to excessive noise a variety of earplugs and earmuffs will be provided and required.

Respiratory Protection Program

For some work, generally confined to the maintenance department, employees may be exposed to concentrations of airborne contaminants that exceed regulated limits for exposure. If there is no other way to protect the employee from exposure then they will be provided with appropriate respiratory protection.

FVSD will use their hazard assessment form to determine potential hazards.

For any employee, that is provided, and as such required, to wear a respirator they are required to be clean shaven where the respirator seals with the face. For this purpose, clean shaven will be defined as having shaved prior to reporting for work that day.

Respirator Fitting Procedures

You must do at least one of these checks each time you put on your respirator. But prior to doing either make sure that the respirator is in good working condition.

Negative-pressure user seal check

- After properly donning the face piece, cover both inlet valves with your hands to create a seal and then inhale gently.
- Hold for 10 seconds.
- If you have a good seal, the face piece should collapse slightly against your face and stay collapsed. No air should leak into the face piece.
- If the face piece doesn't collapse and stay collapsed, there is an air leak and either the respirator needs reseating, repair or replacement.

Positive-pressure user seal check

- After properly donning the face piece, cover the exhaust valve with your hand to create a seal and then exhale gently.
- Hold for 10 seconds.
- If you have a good seal, the face piece should bulge out and stay out. If air leaks out you need to reseal, repair or replace the respirator.

Shower and Eyewash Stations

During certain activities in the Fort Vermilion School Division there may be a risk for exposing your eyes to chemicals and debris. In areas where there are these risks the school division has installed shower and/or eyewash stations.

Fall Protection

FVSD is committed to the health and safety of its employees. The protection of employees from any fall hazard is a major continuing objective.

Mandatory Fall Protection

Fall protection application applies where a worker is exposed to any of the following hazards:

1. Falling more than 3 metres.
2. Falling into operating machinery.

-
3. Falling into water or another liquid at height.
 4. Falling into or onto a hazardous substance or object.
 5. Falling through an opening on a work surface.

Always remember that if you are not certain of what type of fall protection is required for a particular situation, ask your supervisor for direction.

If any FVSD employee needs to use fall protection for the job task then that employee needs to have proper training on fall arrest systems. Training for fall arrest equipment is to be done by a certified instructor this might involve an outsourced safety company. If training is outsourced then all tickets must be shown to immediate supervisor to show proof that individual is properly trained before employee is to put back to work in hazardous atmosphere. Training should cover how to fit and wear fall arrest system, how to adjust it for maximum protection and how to care for it. Explain how the fall protection protects the worker from the hazard.

Fall arrest system must be inspected and maintained after each and every use to make sure there are no cuts or frayed areas in this equipment. If a fall occurs, all components of the fall arrest system should be removed from service.

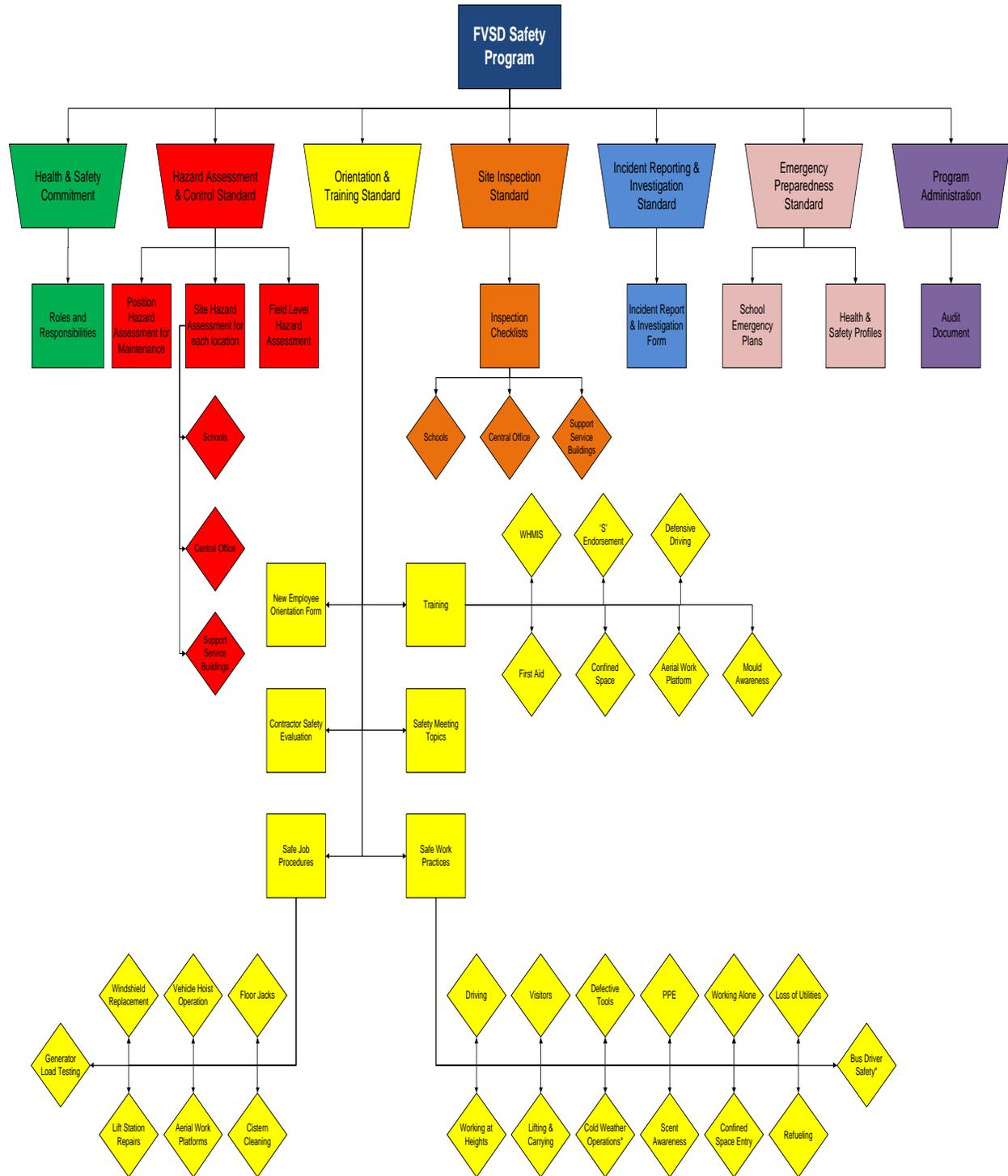
Reference Material

Occupational Health and Safety Regulations

- Part 9 Fall Protection
- Part 4 Chemical Hazards Section 24 Emergency baths, showers, eye wash equipment
- Part 18 PPE Section 228, 229, 232, 233, 234, 238, 240, 242, 243, 244, 245, 246, 247, 248, 249, 250
- Part 16 Noise

Program Overview

The Health and Safety Program is a living document that may change as situations, processes, material, equipment, or people in the organization change. The following diagram represents the composition of the program at the time of printing.



Scent Aware Guidelines

Purpose

This guideline has been developed as a method of raising the awareness of all people entering Fort Vermilion School Division schools and buildings regarding the need to eliminate the use of scented products wherever possible as well as providing best practices for the management of scent-related concerns.

Scope

This guideline applies to all Fort Vermilion School Division schools and buildings occupied by staff, students and visitors.

Background Information

For the general population, exposure to scents is not always problematic; however, there is a significant population for whom the presence of perfumes and other scented products can present indoor air quality concerns that may affect a person's comfort and ability to focus. Furthermore, for a portion of the general population, scented products present a health hazard.

For individuals with pre-existing conditions such as chemical sensitivities or sensitizations, asthma, allergies or migraine headaches, exposure to some scents can cause a range of serious health effects. Some reported symptoms include headaches, dizziness, lightheadedness, nausea, fatigue, weakness, insomnia, confusion, loss of appetite, depression, anxiety, upper respiratory symptoms, shortness of breath, difficulty with concentration, and/or skin irritation.

Scented products more commonly include the following:

- Personal hygiene products, such as shampoo, conditioner, hair sprays, deodorants, colognes, aftershaves, fragrances, perfumes, lotions, soaps, cosmetics and creams;
- Industrial and household chemicals and cleaners;
- Air fresheners, such as deodorizers, potpourri, oils and candles; and
- Various household products.

Raising the scent-awareness of our staff, students and public

Employees, students, and visitors will be informed of this guideline through signs posted in Fort Vermilion School Division schools and buildings, website information, newsletters, and healthy workplace promotional materials.

Minimizing the use of, and exposure to, scented products

- Persons entering our schools and buildings will be encouraged to use scent-free products.
- Persons who experience any type of debilitating effects or discomfort as result of the presence of scents in their school environment shall be able to request of the administration to remove the scent from the room in which they are working.

-
-
- Wherever possible in our schools and buildings, scent-free products shall be used. The purchase and use of “unscented” products will always be chosen over scented substitutes. This will involve review of Material Safety Data Sheets for commercial products currently used and those intended for use, as well as examination of product samples to ensure that the ingredients are unscented.
 - Health and Safety 2016 Revision
 - Wherever possible, maintenance, renovation, etc. with which “atypical” scents are associated should be scheduled to occur at times of reduced occupancy.

Recommended response to scent-related concerns

- While medical research has not established a certain cause-effect relationship between scent-exposure and disease, we do acknowledge that, at times, exposure to scents can act as a trigger to a symptomatic response. Therefore, we should choose to respect the symptoms reported by staff, students and visitors in our schools and buildings. Communication with persons regarding their personal hygiene choices should be undertaken in a considerate and respectful manner. Every effort should be made to not offend any parties affected.
- Scent-related concerns will typically fall into one of two separate categories:
 1. Medically supported evidence of ill health effects either arising from or exacerbated by scents; or
 2. Comfort-related concerns.
- Concerns should be reported to the teacher, administrator or supervisor who will make efforts to determine the category to which the concern belongs.
- The teacher, administrator or supervisor should speak with all parties involved in a tactful and respectful manner in order to explain that the concern has been reported, noted and response is occurring. In the event that the scent concern is associated with another person, the teacher, principal or supervisor will discuss the scent-aware initiative of our schools and buildings and request their cooperation in our attempts to achieve a scent-aware environment for students, staff and visitors.
- Considering the category into which the concern belongs, the following actions are advised:
 1. In the case of a substantiated medical concern,
 - a. Information will be communicated to staff and students, and actions will be taken to eliminate the scent in the affected person’s environment.
 - b. Visitors responsible for the scent will be informed of the situation (without disclosure of confidential medical information) and requested to support the need to eliminate the scent in the affected person’s environment.
 - c. Other measures will be employed if necessary.
 2. In the case of comfort-related concerns,
 - a. Parties responsible for the scent will be informed of the situation and requested to support our initiative to be scent-aware.
 - b. In the case that scent-free cannot be achieved in the affected person’s environment, efforts should be made to explain the difference between comfort-related issues and hazards associated with ill-health as well as to continue to facilitate a resolution.

Standard 1 - Health and Safety Commitment

The Fort Vermilion School Division (FVSD) values its employees, students, volunteers and visitors and is committed to:

- providing a safe and healthy working and learning environment, and
- the prevention of injuries and illnesses.

FVSD believes that maintaining a safe and healthy environment is a shared responsibility. Our goal is to provide an accident and injury free environment for all of our staff, students, and visitors. The success of this commitment relies on everyone being actively involved by observing the following roles and responsibilities.

Roles and Responsibilities:

The Board and Executive shall:

- Provide support and resources to establish, maintain and regularly evaluate a health and safety program that meets or exceeds the requirements of applicable health and safety legislation.

The Health & Safety Officer shall:

- Identify legal requirements related to health and safety and provide strategic direction to incorporate applicable requirements into the FVSD health and safety program.
- Develop and implement health and safety standards, procedures, guidelines and forms.
- Provide advice and leadership on health and safety related matters within the division.
- Assist supervisors in meeting the requirements of the program at their facility.
- Conduct an annual review of the health and safety activities of the division and report program status to the Board and Executive.

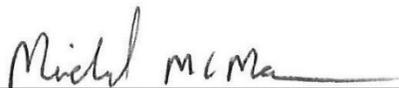
Supervisors shall:

- Ensure that staff members are provided with orientation, training, and equipment to safely perform their job duties.
- Ensure that hazard assessments, inspections and incident investigations are conducted as necessary according to the respective standards, and that appropriate corrective action is taken to remedy unsafe acts or conditions identified during such processes.
- Communicate existing or potential hazards and site specific health and safety information to those regularly accessing the facility.

Divisional staff and students (where applicable) shall:

- Be aware of and comply with applicable health and safety legislation and divisional Health and Safety standards, procedures and guidelines.
- Promptly report hazardous or unsafe equipment, acts or conditions to a supervisor, make suggestions for their correction, and take corrective action where authorized.
- Report all incidents that cause, or have the potential to cause injury, illness and/or property damage.
- Actively participate in hazard assessments, worksite inspections, and investigations as required.

In addition to the above responsibilities, all employees and contractors are also expected to follow all applicable health and safety laws and legislations as they pertain to their jobs.



Superintendent

Standard 2 - Hazard Assessment & Control

Hazard assessment and control is the foundation of an effective health and safety program. A hazard assessment identifies in advance the potential hazards that may exist

- at a certain site,
- within a particular position, or
- during a specific task at the field level.

The hazard assessment also specifies the controls needed to reduce or eliminate hazards. Controls may include changes in process, equipment, or material, warning signs, training, personal protective equipment, or others.

Site Hazard Assessment Procedure:

Supervisors and administrators shall ensure that written hazard assessments are completed for the site(s) that they supervise using the following method:

1. Assemble an assessment group including the supervisor and at least one worker.
2. Identify all the different areas of the building.
3. Identify existing or potential hazards associated with each area.
4. Assess the risk level associated with each area.
5. Identify and implement the appropriate hazard controls.
6. Communicate the identified hazards to all affected staff.
7. Review hazard assessments annually or whenever people, processes, or facilities change.

Position Hazard Assessment Procedure:

Certain positions within the division are such that they do not have one set worksite. In such cases, it may be necessary to develop a position hazard assessment instead of a site hazard assessment. The procedure for development is similar, but takes into consideration all possible work locations and what hazards the worker may be exposed to during the course of their duties.

1. Assemble an assessment group including the supervisor and at least one worker.
2. Identify existing or potential hazards associated with worker duties at all potential worksites.
3. Assess the risk level associated with each hazard.
4. Identify and implement the appropriate controls.
5. Communicate the identified hazards to all affected staff.
6. Review hazard assessments annually or whenever people, processes, or facilities change.

Field Level Hazard Assessment Procedure:

The field level hazard assessment assists maintenance workers to recognize hazards where new or different job environments and/or tasks exist and assists workers in identifying the needed controls for the project. This process must be completed for each project and signed by the worker(s) responsible for the task before work commences. Field level hazard assessments are to be attached to the service request/project workorder to which they apply. Hazard assessment must be repeated or updated each time new work processes are introduced or environments change.

Standard 3 - Orientation and Training

The Fort Vermilion School Division is dedicated to providing its employees with initial and ongoing orientation and training pertaining to the job duties they were hired to perform. All employees shall receive, at a minimum, the following:

1. New hire health & safety orientation
2. Job-specific training with adequate supervision and evaluation
3. Regular health and safety meetings

New Hire Orientation

All new employees shall receive a health & safety orientation pertinent to their job duties. This includes, but is not limited to, review of:

1. The Division's Health & Safety Program
2. Safety rules applicable to the role
3. Safety roles and responsibilities
4. Hazard reporting procedures
5. First aid and injury reporting procedures
6. The site emergency response plan

Job-Specific Training

Employees will receive training in aspects of their job where health and safety risks exist. Employees with higher-risk jobs may require more initial training than those in lower-risk jobs. Some examples of training that may be required are:

1. First Aid
2. Workplace Hazardous Material Information System (WHMIS)
3. Confined Space Entry
4. Aerial Work Platforms
5. Mould Awareness
6. Asbestos Awareness
7. Leadership in Safety Excellence
8. Defensive Driving
9. Use of job-related equipment or machinery

Supervisors shall ensure that all employees have the appropriate training required to safely perform their job duties.

Health and Safety Meetings

All employees shall participate in health and safety meetings at their work site. Supervisors are responsible to include safety related topics in their regular staff meetings, or to hold specific health and safety meetings in addition to regular staff meetings.

Minimum frequency for safety meetings is as follows:

Schools	Once every second month
Maintenance	Once per month
Transportation	Twice per year
IT	Once per month
Central Office	Once every second month

Standard 4 - Site Inspection

Planned health and safety inspections are an important tool to prevent injuries, illness and property damage. Inspections compliment the hazard assessment process by providing a systematic way to look for unsafe acts and/or conditions, new hazards not previously identified, and for identifying whether hazard controls are in place and working.

Inspection Procedures:

1. All staff members are responsible to carry out informal inspections at their work site as part of their responsibilities for health and safety.
2. Formal inspections of facilities shall be conducted according to the following minimum frequencies:

Facility	Minimum Frequency
Schools	Once per year
Schools w/CTS	Twice per year
Central Office	Once per year
Support Service Buildings	Once per year

3. Staff is expected to cooperate with, and participate in, formal workplace inspections if requested.
4. Following a formal inspection using the Inspection Checklist, a written report detailing the findings of the inspection will be prepared by the inspector. A copy of the report will be provided to the supervisor. Depending on the assignment of responsibility for corrective action, the report may also be provided to other departments within the division.
5. Unsafe acts or conditions identified during the inspection shall be recorded and prioritized for action on the inspection checklist. Serious hazards must be promptly reported to a site supervisor for corrective action. If an existing or potential imminent danger is found during the course of an inspection, the supervisor shall take immediate action to have the situation corrected. If the hazard cannot be safely and immediately brought to an acceptably safe condition, the inspector may shut down the area affected or potentially affected by the imminent danger.
6. Results of inspections and corrective actions required shall be communicated to all staff members either at a staff meeting or by posting the report in a location accessible to all staff.
7. Copies of completed inspection reports and follow up corrective action shall be maintained on file in the *OHS Documentation Binder* at the facility for a minimum of 3 years.
8. In the event of a health and safety inspection by government officials, the supervisor shall inform the divisional Health & Safety Officer as soon as possible and shall provide copies of any inspection reports and/or orders. The supervisor and/or Health & Safety Officer, in consultation with other stakeholders, will determine necessary corrective action and appropriate follow up. The supervisor is responsible to ensure all deficiencies are corrected and orders are complied with in a timely fashion.

Standard 5 - Incident Reporting and Investigation

Division employees are responsible to report **all** incidents involving themselves, other workers, volunteers, contractors, visitors or students when a serious¹ injury occurred or could have occurred (see OHS Act 18(3)). Incidents are to be reported to the site supervisor in writing within 24 hours and must include details of what happened, nature of injury(s), and names of any witnesses.

Supervisors shall then ensure that all reported incidents and near-misses occurring under their supervision are investigated as per the following procedure.

Investigation Procedure

Following an incident:

1. The site supervisor is to complete a full incident report using the "Incident Report and Investigation Form". If applicable, the report should include witness statements detailing their account of what happened.
2. The Incident Report and Investigation Form will include a cause analysis and the corrective action needed to prevent similar incidents from occurring in the future.
3. Following the completion of the incident reporting procedure and once necessary corrective action has taken place the incident must be reviewed with others at the worksite to prevent future reoccurrence. If necessary, the name of the person involved or sensitive details of the report can be withheld to protect the privacy of the individual affected by the incident.
4. The report must be retained on-site in the OH&S Binder for at least three years. A copy must be immediately provided to the Health & Safety Department for the purpose of further lawfully required reporting to outside agencies, or for insurance purposes.
5. Division staff may also be required to report the incident to the appropriate agencies (i.e. Workplace Health & Safety or Workers' Compensation Board) for follow-up. The person completing the report shall indicate whether further reporting is required using the following guidelines:

Workplace Health & Safety:

- a. The injuries and accidents to be reported are:
 - i. injury or accident that results in death,
 - ii. injury or accident that results in a worker's being admitted to a hospital for more than 2 days.
 - iii. an unplanned or uncontrolled explosion, fire or flood that causes a serious injury or that has the potential of causing a serious injury,
 - iv. the collapse or upset of a crane, derrick or hoist, or
 - v. the collapse or failure of any component of a building or structure necessary for the structural integrity of the building or structure.

Workers' Compensation Board (WCB): *(Must be reported within 72 hours)*

- a. A report must be filed with WCB for insured workers for:
 - i. Injuries that cause (or are likely to cause) the worker to be off work beyond the day of injury.
 - ii. Injuries that require modified work beyond the day on injury.
 - iii. Injuries that require medical treatment beyond first aid.
 - iv. Injuries that may result in a permanent disability (e.g. amputations, hearing loss).
 - v. Fatalities.

Note: teaching staff other than CTS teachers are not covered under WCB, and therefore, do not need to report to that organization.

¹ For the purpose of this Standard, a serious injury will be understood to mean any injury or illness requiring first aid administration by someone other than the injured party.

Standard 6 - Emergency Preparedness

At each facility, the supervisor has the responsibility to establish and communicate an appropriate plan for the safe and orderly evacuation and/or lockdown of the facility. The Occupational Health & Safety Code – Part 7 specifies the following elements must be included in an emergency response plan:

- a) The identification of potential emergencies;
- b) Procedures for dealing with the identified emergencies;
- c) The identification of, location of and operational procedures for emergency equipment;
- d) The emergency response training requirements;
- e) The location and use of emergency facilities;
- f) The fire protection requirements;
- g) The alarm and emergency communication requirements;
- h) The first aid services required;
- i) Procedures for rescue and evacuation;
- j) The designated rescue and evacuation workers.

Details to assist in development and management of a school response plan can be found in:

- the School Operations section of the Administrators' Handbook,
- the Critical Response Plan, and
- in the Workplace Health & Safety Teacher Resource Binder.

Health & Safety Profiles

Each school administrator is responsible to keep a current copy of a School Health & Safety Profile. This profile gathers important pieces of information together into one document to assist the administrator in making sure the necessary components of their emergency response plans are current and effective. Administrators are to review their profile regularly and update it as necessary. The Profile must also be reviewed with staff.

First Aid Training & Supplies

All facilities shall have the required first aid supplies and trained staff to support an ill or injured person until more advanced care and treatment can be obtained. The minimum first aid requirements can be found in the First Aid Training & Supplies Table in this section.

First Aid Records

Employers are required to record every acute illness or injury requiring first aid that occurs at the work site. The Incident Report and Investigation forms request all the required data and are to be kept in or near all first aid kits. An incident report must be filled out as soon as possible following an incident requiring first aid. A copy of the records may be provided to the injured party if requested.

Pandemic Preparation

In the event of a wide spread health threat (i.e. influenza pandemic), the Fort Vermilion School Division will rely on information from public health institutions and government bodies to guide its response. Possible prevention and control initiatives may include, but are not limited to:

- Increased communication to raise awareness of control and prevention strategies.
- Providing additional control and prevention resources such as hand sanitizers and anti-bacterial surface cleaners.
- Increased ventilation in facilities using existing HVAC systems.
- Increased custodial cleaning time.
- Suspension and/or postponement of all non-essential work done at facilities which could increase exposure.
- Provide additional personal protective equipment for workers with increased exposure.
- Closing of student gathering areas.
- Closing of schools or other divisional facilities.

Standard 7 - Program Administration

An essential part of the health and safety program is a periodic review to ensure that it is up-to-date and that each component is effective in what it is designed to accomplish. A proper review will also help the supervisor to identify the strengths and weaknesses of the program and to focus on the area(s) that need improvement in a particular facility.

Record Retention Guidelines

The following documents are to be retained for the specified period of time:

Document	Retention Period
Hazard Assessments	One Year
Field Level Hazard Assessments (FLHA)	Six Months
Orientation and Training Documents	Permanently
Worksite Inspection Reports	Seven years
Incident Reports and Investigations	Seven years
First Aid Records	Five Years
Program Audit Documents	Three Years

Transportation Safety

The transportation department is a unique aspect of the operation of the school division. In many cases, that department operates under different rules and legislation than the rest of the division staff. As such, the transportation department will operate under the safety program already in place. For more information, please refer to the "Transportation Department Procedure Manual" or the "Fleet Maintenance Procedures Handbook".

Program Evaluation Checklist

To assess the effectiveness of the health and safety program at each FVSD facility, the Program Evaluation Checklist should be completed by the site supervisor on an annual basis. Items checked as "No" should be reviewed and an action plan created to remedy any deficiencies as soon as possible. Copies of completed checklists and subsequent action plans will be provided to the Health & Safety Department.

Every third year, the Health & Safety Officer will perform an external evaluation in each facility. This process will involve a thorough review of documentation and practices at each facility and a written report on the status of the safety program division-wide.

The Health & Safety Officer will also, in consultation with the Secretary-Treasurer, arrange for a periodic audit of the safety program by an independent organization.

Non-Compliance

All incidents of non-compliance with any aspect of the Safety Program will be addressed by the employees supervisor in consultation with the Health & Safety Department. The supervisor will then consult with the Assistant Superintendent of Operations to determine an appropriate level of consequence for the non-compliance. Consequences may include but are not limited to written reprimand, reassignment of duties, suspension, or termination.