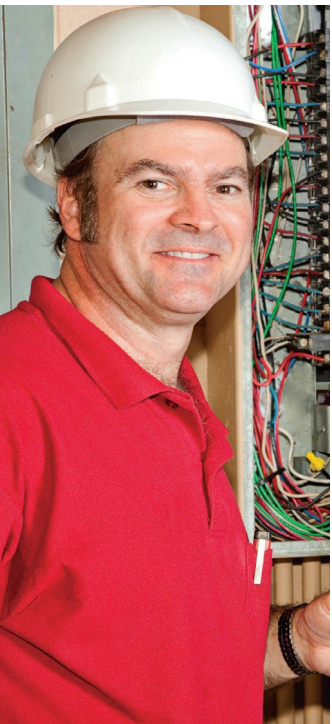


# Occupational Health and Safety

# SCHOOLKIT



## For Saskatchewan School Divisions K-12



[worksafesask.ca](http://worksafesask.ca)

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SASKATCHEWAN

*Work to live.*

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# Introduction

## **This *Occupational Health and Safety Schoolkit* is another step toward enhancing the health and safety within school divisions.**

This *Schoolkit* supports section 85(1)(w) of the *Saskatchewan Education Act (1995)*, which states that one of the duties of the Board of Education is to prescribe procedures with respect to the design, maintenance and supervision of the school for the purposes of maintaining satisfactory standards of comfort, safety and sanitation for the pupils and other users of the school. When staff model safe and healthy behaviour, we promote a culture that values safety. This positively affects the entire learning environment.

The *Schoolkit* is a tool to help school divisions develop healthy and safe workplaces for their staff. The *Schoolkit* demonstrates how to implement a safety management system over the course of the school year, by breaking the process into seven manageable sections.

Each section introduces a task and then offers to-do lists and ready-made messages to help you communicate the importance of occupational health and safety, along with a commitment to make your schools and departments healthy and safe places to work. The *Schoolkit* also provides suggestions about how to carry your safety management system forward after the first year. It also provides templates and sample forms for you to use.

The *Schoolkit* was first developed by an Alberta advisory committee with representation from:

- Association of Independent Schools and Colleges of Alberta
- College of Alberta School Superintendents
- The Association of Alberta Public Charter Schools
- School Plant Officials' Society of Alberta
- Association of School Business Officials of Alberta
- Alberta Employment and Immigration
- Alberta Education
- Alberta School Boards Association

It has been adapted for use in Saskatchewan by an advisory committee with representation from:

- League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS)
- Saskatchewan School Boards Association
- Saskatchewan Association of School Business Officials
- Prairie South School Division
- Good Spirit School Division

- Regina Public School Division
- Prairie Valley School Division
- Regina Catholic School Division

The *Schoolkit* committee would also like to thank WorkSafe Saskatchewan (WSS), a partnership between the Saskatchewan Workers' Compensation Board (WCB) and the Ministry of Labour Relations and Workplace Safety (LRWS). LRWS's Occupational Health and Safety Branch (OHS Branch) is responsible for developing and enforcing occupational health and safety legislation in Saskatchewan.

The *Schoolkit* does not change or replace any legislation. As an employer, you are responsible for ensuring that the workplace is healthy and safe. This *Schoolkit* offers guidelines to help you interpret and apply that legislation.

WSS and OHS Branch can provide you with many additional health and safety resources, including legislation, forms and guides. You can visit [www.worksafesask.ca](http://www.worksafesask.ca) or contact LRWS at [www.saskatchewan.ca](http://www.saskatchewan.ca) or by phone:

**Labour Relations and Workplace Safety  
Occupational Health and Safety**

300-1870 Albert Street  
Regina SK S4P 4W1  
Toll free: 1-800-567-SAFE (7233)

# Legislation

*The Saskatchewan Employment Act (SEA) and The Occupational Health and Safety Regulations, 2020* (regulations) exist to promote healthy and safe workplaces. You can find a copy of the legislation at the [Saskatchewan Publication Centre](https://publications.saskatchewan.ca/) at <https://publications.saskatchewan.ca/>.

The WCB insures many of the people working in a school. All support staff, custodial staff and contractors working in or on school division property or working for a school division have WCB coverage. Any injury that prevents a worker from earning full wages or that necessitates medical aid must be reported to the WCB within five days of the incident. *See Appendix 17 for information on reporting to the WCB.*

Teachers, however, do not have WCB coverage. Their coverage is through the Saskatchewan Teachers' Federation Income Continuance Plan (ICP).

However, Saskatchewan legislation applies to all workers in schools regardless of the insurer.

## Employer Responsibilities

In Saskatchewan, the duty for maintaining a safe workplace falls on every person to the degree that they have the authority. The school division is the employer; however, the director of education, deputy directors, superintendents, principals and vice principals represent the employer and are responsible for health and safety in the areas they control.

**“Reasonably practicable”** means practicable unless the person on whom a duty is placed can show that there is a gross disproportion between the benefit of the duty and the cost, in time, trouble and money, of the measures to secure the duty. For example, during winter months, colds and flu are common in schools. The ultimate way to protect an employee's health might be to prohibit all contact with students or to build classrooms where workers are isolated from the students. These steps may prevent workers from catching viruses, but they would prevent workers from doing their jobs effectively. These steps are not reasonably practicable as per the definition in the legislation.

**As an employer, you must comply with the legislation. The legislation requires every employer to ensure, insofar as is reasonably practicable, the health, safety and welfare at work of all of the employer's workers.**

An employer has many responsibilities under the legislation. These responsibilities include but are not limited to:

- Providing a copy of the legislation for reference at the workplace;
- Providing a healthy and safe work environment;
- Having a system in place to identify hazards, assess the risks of those hazards, and make the necessary changes to control the hazards and risks. *See Sections 2 and 3 for information on hazards, risk and hazard controls;*
- Ensuring that all work at the place of employment is supervised;
- Putting first-aid and emergency plans in place. *See Section 6 for more information on planning for emergencies;*
- Training workers in all matters that are necessary to protect their health and safety. *See Section 4 for more information on training;*
- Promptly reporting ‘Serious Accidents’ (regulation 2-2) and ‘Dangerous Occurrences’ (regulation 2-3) serious incidents to OHS Branch. *See Appendix 3 for key sections of the legislation that focus on reporting and investigating incidents;* and
- Knowing and following all the applicable legislation for the industry.

Due diligence is a legal term to express a level of responsibility someone may have. Due diligence is the level of judgment, care, prudence, determination and activity that a person reasonably would be expected to do under particular circumstances. The employer must look at what is feasible and reasonable, considering the hazards and the consequences if something goes wrong. The employer must take every precaution reasonable in the circumstances to avoid both harm and an offence against the law. The best way to exercise due diligence is to comply with legislation, identify possible workplace hazards and carry out the appropriate corrective action to prevent incidents or injuries.

When determining if an employer exercised due diligence, the court looks at predictability, preventability and the possibility of control.

- **Predictability** asks if a reasonable person could have foreseen that something could go wrong. Predictability does not excuse ignorance. Reasonable employers are aware of the hazards associated with their business.
- **Preventability** asks if there was an opportunity to prevent the injury or incident. Preventability means to:
  - Identify hazards and assess risks;
  - Put in adequate controls to manage the hazards and risks;
  - Prepare and enforce safe work procedures;
  - Train workers in all matters related to their health and safety, including safe work practices and procedures;
  - Ensure all work is sufficiently and competently supervised; and
  - Correct unsafe behavior and sub-standard conditions.

Preventability also asks if the employer has a progressive discipline policy to ensure continued compliance with safety policies and procedures.

- **Possibility** of control looks at whether the individual had any control over the circumstances that resulted in the incident.

## Supervisor Responsibilities

Under the legislation, “supervisor” means an individual who is authorized by an employer to oversee or direct the work of the employer’s worker. The legislation assigns supervisors with significant responsibilities.

Supervisor responsibilities are outlined in SEA 3-9 and regulation3-6. For areas under their direction, supervisors must ensure the safety at work of their workers and that the workers they supervise:

- Comply with the OHS legislation;
- Use and maintain tools, machinery and personal protective equipment (PPE) properly;
- Safely handle chemical/biological substances;
- Know and comply with emergency procedures; and
- Are not exposed to harassment.

To do this, supervisors must have sufficient knowledge within the scope of their responsibility about:

- The legislation applicable to the place of employment;
- Any occupational safety management system at the place of employment;
- The safe handling, use, storage, production and disposal of chemical and biological substances;
- The need for, and safe use of, personal protective equipment;
- Emergency procedures required by the legislation; and
- Any other matters necessary to ensure safety of workers.

## Worker Responsibilities

Everyone has a personal and shared responsibility for working together cooperatively to prevent occupational injuries and illnesses.

Worker responsibilities are outlined in SEA 3-10 and regulation3-2. Under legislation workers have a responsibility to:

- Take reasonable care to protect their health and safety and that of other workers;
- Cooperate with the employer, supervisors, occupational health committee (OHC) members or occupational health and safety representatives;
- Use safe work procedures, safeguards and personal protective equipment;
- Report hazards such as unsafe situations and activities to the employer immediately;
- Refrain from participating in the harassment of another worker;
- Participate in training and health and safety meetings; and
- Know and comply with health and safety requirements.

## Worker Rights

Under the legislation, “worker” means a person who is engaged in an occupation in the service of an employer. This means everyone in the service of the school board is considered a “worker”.

The legislation grants workers three fundamental rights. They are:

- **The right to know** about workplace hazards, including how to identify hazards and protect themselves from those hazards and about the rights afforded to workers under legislation.
- **The right to participate** in decisions related to occupational health and safety, free of reprisal for their participation. Participation is achieved, in part, through consultation with the occupational health committee (OHC) or an occupational health and safety representative.
- **The right to refuse** work they believe to be unusually dangerous.

Under SEA 3-31, a worker may refuse to perform any particular act or series of acts at a place of employment where the worker has reasonable grounds to believe that the act or series of acts is unusually dangerous to the worker’s health or safety or the health or safety of any other person at the place of employment until sufficient steps have been taken to satisfy the worker otherwise; or the OHC has investigated the matter and advised the worker otherwise.

If there is no OHC at a place of employment or either party is not satisfied with the decision of the OHC, the worker or the employer can request an occupational health officer from OHS Branch to investigate the matter and provide a ruling (SEA 3-32).

Work refusals only apply to health and safety issues and are an individual right, not the right of a group. The determination of reasonable grounds is based on what a reasonable prudent worker would believe if they were in the same circumstances. The conditions considered when determining unusual danger are:

- A danger that is not normal for the job;
- A danger that would normally stop work; or
- A situation for which the worker isn’t properly trained, equipped or experienced.

For example, the principal has asked a teacher to go and retrieve balls on the school’s roof. The roof is 5.5 meters above ground level. A 4.95-meter ladder has been supplied to gain access to the roof. The teacher has no training or experience to perform this task. The employer has not provided any fall protection equipment to the teacher and none is installed on the roof.

Does the teacher in this situation have the right to refuse this work? Is this job normal for a teacher to perform? Would other teachers consider the task safe? Has the teacher been properly trained to do this job? Has the necessary safety equipment and training to use the equipment been given to the teacher? Since the answers to these questions are “no” in this situation, the teacher has the right to refuse this work. However, a maintenance worker, with the proper equipment and training, could be asked to do this job safely.

When a situation leads to a worker refusing to perform a task or series of tasks, the worker must inform the supervisor of the refusal and how it is based on a health and safety concern. If the refusing worker and supervisor cannot resolve the concern, the supervisor must call in the OHC to investigate and rule on the work refusal.



While this process is taking place, the refusing worker can be re-assigned to other work on a temporary basis. Another worker can be asked to complete the task in question, as long as the employer informs the replacement worker in writing that another worker has refused, the reason for the refusal and why the employer feels the replacement worker can complete the task. The replacement worker also has the right to refuse.

Workers exercising their rights under legislation are protected from discriminatory action as defined in SEA 3-1(1)(i) and under circumstances outlined in SEA 3-35.



## August – September

# Getting Started

A system-wide occupational safety management system will help protect the health and safety of all workers and have a positive influence on students and the community. The system starts with the school board demonstrating a commitment to occupational health and safety. School administrators see this commitment and then reinforce it within their schools.

Culture impacts workplace health and safety – good and bad. Leaders who value health and safety have the most significant impact on whether the other people in the organization will also hold those values.

The degree to which employers value health and safety determines the success of a safety program. Achieving a truly safe environment for staff, students and visitors requires a sincere and visible commitment from the leaders within the system.

After declaring this commitment, the employer needs to provide resources and personnel to help coordinate health and safety activities.

Taking the time, resources and effort to create the health and safety system benefits the health and safety of workers and the organization as a whole.

Employers must establish an OHC in each workplace that has 10 or more workers, whether the workers are full-time, part-time or both. OHCs can have between two and 12 members, depending on the size of the workplace and at least half must represent workers. The OHC allows workers to participate in health and safety decisions at the workplace. It promotes cooperative involvement of labour and management, combining workers' in-depth practical knowledge of specific jobs with management's larger overview of job interrelationships, general employer policies and procedures.

### The duties of an OHC are:

SEA 3-27

*(1) The duties of an occupational health committee are the following:*

- (a) to participate in the identification and control of health and safety hazards in or at the place of employment;*
- (b) to cooperate with the occupational health and safety service, if any, established for the place of employment;*
- (c) to establish, promote and recommend the means of delivery of occupational health and safety programs for the education and information of workers;*
- (d) to maintain records with respect to the duties of the committee pursuant to this section;*
- (e) to investigate any matter mentioned in section 3-31;*
- (f) to receive, consider and resolve matters respecting the health and safety of workers;*
- (g) to carry out any other duties that are specified in this Part or the regulations made pursuant to this Part.*

(2) *An employer or contractor shall ensure that the duties of the occupational health committee imposed by this Part or the regulations made pursuant to this Part are not diminished by any other committee established within the place of employment by the employer or contractor.*

**Based on the above duties, the main responsibilities of the OHC are to:**

- Help identify hazards through activities like workplace inspections;
- Participate in the control of health and safety hazards in the workplace;
- Investigate certain workplace incidents, which includes work refusals;
- Assist workers to bring forward concerns; and
- Deal with worker concerns about workplace health and safety.

Regulation 4-9(2) requires the employer or contractor to ensure the OHC co-chairpersons are trained in the duties and functions of an OHC. The employer must ensure that OHC co-chairpersons attend OHC Level 1 and OHC Level 2 training. Details for how to access WCB training can be found on the WorkSafe website at [Education | WorkSafe Saskatchewan](#). While it is mandatory to ensure OHC co-chairs are trained, it is a good idea to train all committee members.

Training for all OHC members and anyone taking a leadership role in the safety management system might include:

- Hazard identification and risk assessment;
- Developing and implementing controls;
- Workplace inspections;
- Incident investigations; and
- Supervision and safety.

To assist OHC co-chairs, Appendix 1 (OHC agendas) has been developed. It is a sample agenda for each meeting to help ensure each part of the safety management system, including legislation, is discussed.

A policy document that declares the employer's commitment to health and safety is a perfect way to set the tone. It can describe the basic roles and responsibilities of everyone, including:

- The school board and/or division;
- Principals, vice-principals, system administrators and supervisors;
- Workers;
- Contractors and suppliers; and
- Visitors, parents, guests and volunteers.

*See Appendix 2 Sample Occupational Health and Safety Policy and Responsibilities Statement.*

As the school year starts, new workers and those who have moved into new roles or areas will need orientation, including health and safety orientation and training. In addition, all staff can always use a refresher that focuses on where they are working, what hazards are present, and what can be done to eliminate or reduce the hazards. *See Section 4 for information about worker orientation and training.*

### School division, board or administration

1. Communicate your system's commitment to health and safety and make sure everyone knows about it.
2. Establish who is responsible for coordinating the various health and safety activities within your school system and ensure they have the support and training to do these activities.
3. Develop or update your occupational health and safety policy.
4. Develop or update your occupational health and safety responsibilities statement.
5. Ensure every place of employment with 10 or more workers has established an OHC as per SEA 3-22.
6. Post a copy of the health and safety policy in a conspicuous location at each work site, including each school, central office, bus garage and maintenance area.
7. Advise all school and system administrators that they can find a copy of the legislation at [www.publications.saskatchewan.ca](http://www.publications.saskatchewan.ca) and make sure they have posted so it is readily available.
8. Advise all school and system administrators where to find your school division's safety management system processes, policies, procedures, forms and checklists. Use the appendices in this document to develop forms.

### School and system administrators

1. Ensure that all employees are informed about their rights and obligations under the legislation.
2. Ensure the OHC co-chairs are trained as required by regulation 4-9, the OHC meets every three months as required by regulation 4-4, and fulfills its duties under the legislation.
3. Establish a health and safety record keeping system where you can keep and easily retrieve copies of all health and safety documentation.
4. Make sure all necessary safety management system forms are available to staff.
5. Ensure new workers and those changing jobs have received a health and safety orientation. *See Appendix 10 Employee Occupational Health and Safety Orientation Checklist Template.*
6. Determine who has current first-aid training. Ensure enough people are trained in first aid and communicate to staff who the trained first-aid providers are. Part 5 of the regulations, including Tables 1 and 9 in the Appendix to the regulations, outlines responsibilities for first aid, including training. *See Section 4 for more information on training.*
7. Inform workers of the location of first aid and other emergency response equipment, such as fire extinguishers. Regulation 25-2 outlines the employer's responsibility for development and implementation of a fire safety plan.

8. Establish a process for managing the presence of volunteers, visitors and contractors at each work site.
9. Inform workers of the requirement to:
  - a. Report hazards or unsafe conditions; and
  - b. Report work-related injuries, illnesses and near misses.
10. Make sure those workers who are taking a lead role in the safety management system have training to:
  - a. Inspect the work site.
  - b. Conduct hazard identification and risk assessment, including development and implementation of controls.
  - c. Investigate incidents.

## Health & Safety Messages

The following messages will show your commitment as a leader to occupational health and safety, and help everyone communicate this commitment:

- We (name of school board) are committed to providing a safe and healthy workplace.
- We all share responsibility for health and safety. Everyone's involvement is critical to the success of our health and safety system.
- Work-related injuries and illnesses are predictable and preventable.
- We will make health and safety part of our daily activities.
- Our workplace will meet or exceed all applicable health and safety legislation.
- We all have the right to know about workplace hazards and how to protect ourselves from those hazards.
- We all have the right to participate in our health and safety. OHCs are the primary mechanisms for employers and workers to work together in identifying and resolving health and safety concerns.
- Everyone has the right to refuse work that they believe is unusually dangerous to themselves or others.
- Everyone has a duty to report hazards, unsafe conditions and work-related injuries and illnesses.
- Everyone plays a key role in ensuring fellow staff members are aware of their inherent responsibility to health and safety within the work environment.

## October – November

# *Identifying Hazards & Assessing Risks*

Hazards exist in all workplaces. A hazard is any source of potential damage, harm or adverse health effects. The school environment presents a full range of hazards, including:

- Chemicals in science rooms and caretaker areas;
- High noise levels in the gym or assembly room;
- Ice and snow build up in the winter;
- Uneven ground in the school yard; and
- Violence.

Hazards are classified into five categories:

- **Physical hazards** are things or agents that may come into contact with the body with potential for harm. Many physical hazards are things that can be seen, like a wet floor, a loose railing on a staircase or a missing guard on a saw in the machine shop. Physical agents are sources of energy that can't always be seen, but still have potential to harm the body. Physical agents include things like noise, vibration, radiation and temperature.
- **Chemical hazards** come in the form of liquids, gases, vapours, solids or particulates (i.e., very small pieces). The potential for harm for people working around or with chemicals is based on the level and type of exposure. In Canada, laws like WHMIS (Workplace Hazardous Materials Information System) and TDG (Transportation of Dangerous Goods) support the safe handling and transportation of certain chemical products.
- **Biological hazards** are typically in the form of bacteria and viruses transmitted by contact with insects, birds, animals, plants and fungi, and other humans. Unprotected exposure to biological hazards can result in a variety of infections and illnesses that can range from mild to deadly.
- **Ergonomic hazards** are caused by the way work tasks are designed and carried out. The injuries that result from ergonomic hazards are known collectively as musculoskeletal injuries. Ergonomic hazards can be seen in work that involves awkward body postures, working in the same body posture for long periods, high body force, heavy or awkward lifting, and repeating the same movements over long periods.
- **Psychosocial hazards** can arise out of the many different ways that people interact with each other. This type of hazard may show up as negative workplace conditions like bullying, violence or sexual harassment. It can be due to stress outside or inside the workplace, the type of work done or because of the attitudes and behaviours that different people bring to their jobs. Psychosocial hazards have the potential to harm physical and mental health.

*See the chart on page 18 for examples of these hazards.*

A key part of the safety management system involves identifying hazards, so that you can take the next step to eliminate or control them.

## STEP 1

The first step is to group workers according to the jobs they do. For example, you may have a custodial group, a maintenance group, an administrative group and different groups of specialist teachers. You can use your organizational chart or staff listing to help identify different work groups. See *Appendix 5 Job Title/Work Group Inventory Template*.

## STEP 2

The second step is to list the job tasks for each work group. See *Appendix 6 Job Task Inventory Template*. Below is a sample job task inventory for custodians.

Work Group: Custodians	
Job Tasks:	
1	Maintain floors by vacuuming, sweeping, mopping, stripping, waxing, scrubbing and polishing
2	Remove garbage and recyclables
3	General cleaning of furniture, desks, walls, ceilings, chalk or white boards, windows, lockers, closets and storage areas
4	Clean and disinfect washrooms
5	Clean up hazardous spills, such as blood or body fluids, mouse or bird droppings, and chemicals
6	Change or replace lights and ceiling tiles
7	Move furniture and equipment
8	Work on rooftops to check vents, retrieve balls, adjust flags and change security lights
9	Inspect and clean up buildings and grounds
10	Cut grass and maintain flower beds
11	Remove snow or ice, and sand walkways
12	Perform routine maintenance and repair power equipment
13	Perform boiler water testing, treat boiler water and relight pilots
14	Prepare (take down) boilers for inspection
15	Conduct security checks, and unlock or lock building
16	Order stock and maintain custodial supplies
17	Obtain SDS updates and label chemicals for WHMIS compliance
18	Prepare or monitor maintenance service requests
19	Liaise with rental groups, facilities staff, contractors and regulatory agencies such as fire or health inspectors
20	Receive or pick up supplies using personal vehicle, and stock items
21	Identify, label and ensure asbestos containing materials are in good repair

**\*\* Disclaimer – Partial list only. This form is not meant to include all possible custodian job tasks.**



## STEP 3

The third step is to identify the hazards associated with each group's tasks. See *Appendix 7 Job Hazard Analysis (JHA) Template*. Below are listed some hazards associated with custodian job tasks.

Job Tasks:	Hazards Identified
Maintain floors by vacuuming, sweeping, mopping, stripping, waxing, scrubbing and polishing	Using vacuums, brooms and mops Pulling, filling and emptying buckets Moving/lifting furniture Chemical exposure to cleaning products, strippers and waxes Slips or falls on wet floors Emptying vacuum canisters Noise from floor cleaning/polishing equipment Electrical hazards from floor cleaning/polishing equipment Lifting and carrying floor cleaning/polishing equipment up and down stairs Tripping hazards from cords and hoses
Remove garbage and recyclables	Lifting hazards when emptying containers Exposure to chemical and biological hazards from damaged garbage bags Carrying heavy and/or multiple garbage bags and recyclables to dumpsters Walking on slippery or uneven surfaces Lifting garbage bags and recyclables into dumpsters
General cleaning of furniture, desks, walls, ceilings, chalk or white boards, windows, lockers, closets and storage areas	Repetitive wrist and elbow movements to clean desks and chalk/white boards Reaching above shoulder height to clean walls and windows Working at heights Using pressure washers Exposure to biological hazards such as body fluids and hantavirus from mouse droppings

**\*\* Disclaimer – Partial list only. This form is not meant to include all possible custodian job tasks and hazards.**

## STEP 4

The final consideration when assessing the risks associated with each hazard is to prioritize them according to:

- The likelihood something will go wrong; and
- The potential consequences if it does go wrong.

The risk matrix can help you determine the likelihood something will happen and the potential consequences.

### RISK ASSESSMENT MATRIX

<b>LIKELIHOOD</b>	5	5	10	15	20	25	<b>RISK RATING</b> <table border="1"> <tr> <td>High</td> <td>Stop work until risk is addressed</td> </tr> <tr> <td>Medium</td> <td>Implement temporary precautions until risk is addressed</td> </tr> <tr> <td>Low</td> <td>Address risk as soon as reasonably practicable</td> </tr> </table>	High	Stop work until risk is addressed	Medium	Implement temporary precautions until risk is addressed	Low	Address risk as soon as reasonably practicable
	High	Stop work until risk is addressed											
	Medium	Implement temporary precautions until risk is addressed											
	Low	Address risk as soon as reasonably practicable											
	4	4	8	12	16	20							
3	3	6	9	12	15								
2	2	4	6	8	10								
1	1	2	3	4	5								
		1	2	3	4	5	<b>CONSEQUENCES</b>						

#### LIKELIHOOD (probability/frequency)

##### 5. Almost certain

Expected to occur regularly under normal circumstances

##### 4. Likely

Expected to occur at some time under normal circumstances

##### 3. Possible

May occur at some time under normal circumstances

##### 2. Unlikely

Not likely to occur under normal circumstances

##### 1. Rare

Could happen, but probably never will under normal circumstances

#### CONSEQUENCES

##### 5. Fatality

4. Major injury (permanent disability)

3. Serious injury (time loss incident)

2. Medical aid incident (health care facility treatment)

1. Minor injury (first aid at worksite)

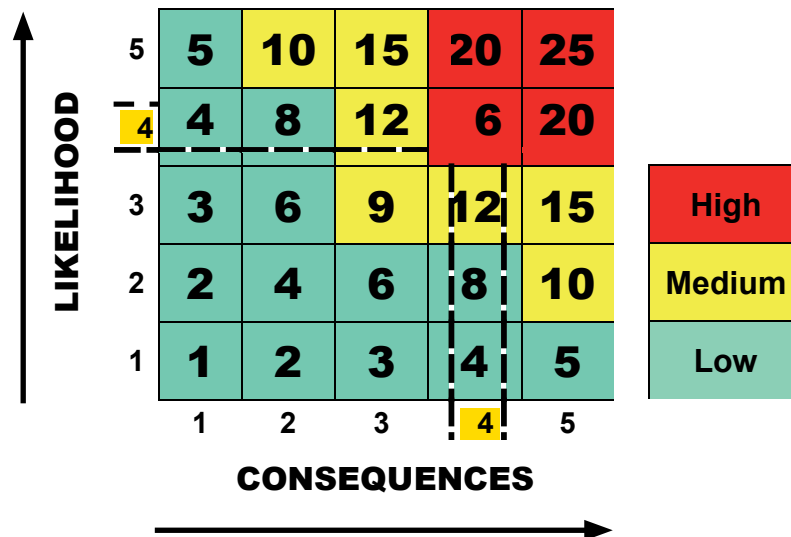
For each hazard, determine the frequency of the hazard. Next consider the potential consequence if something occurs. Using the risk matrix, determine the specific risk value (i.e., high, medium or low) of each hazard. Consider all factors that contribute to the degree of risk for each hazard presented to each group of workers. Consider the following factors to determine likelihood and potential consequences:

- How often the task is performed: multiple times a day, daily, once a week or once a year? The more frequent a task is performed the greater the likelihood or chance there is for something to go wrong.
- If something did go wrong, how severe could the consequences be? Would the incident result in only minor injury or could it result in a fatality?

Because all workplaces have hazards, where does one start eliminating or controlling them? Prioritize hazards using the risk matrix. Start with hazards that have the highest risk. Once those are addressed, move on to the medium-risk hazards and then the low-risk hazards. Hazards with the highest risk rating become your number one priority.

STEP 1 Group workers by jobs	STEP 2 Identify group's tasks	STEP 3 Identify hazards	STEP 4 Assess risk and prioritize hazards using risk matrix (Partial list provided)
Custodian	Maintain floors by sweeping, mopping and polishing	Chemical exposure to cleaning products, strippers and waxes	<p><b>Likelihood: 4</b> Custodians are going to use chemical floor stripping products as part of their jobs</p> <p><b>Consequences: 4</b> A splash in the eye from the chemical floor stripping product could cause permanent blindness</p> <hr/> <p>Calculated using the risk matrix, this would result in a <b>risk rating of 16</b>, a <b>high risk</b> that would be a high priority for control.</p>

### RISK ASSESSMENT MATRIX



This task would be considered a high risk and would be a high priority for control. The final step is to address the hazard by establishing controls. See Section 3 for information on controlling hazards.

In addition to conducting proactive hazard assessments, encourage workers to report hazards they discover.

## Sample Workplace Hazards

<b>Physical</b>	<p>Extension cords and/or computer cables not secured</p> <p>Poorly maintained floors, stairways, driveways and walkways</p> <p>Poor electrical wiring and frayed electrical cords</p> <p>Noise in shop or music rooms, or from hand tools or compressors</p> <p>Vibration from power tools</p> <p>Poor air quality</p> <p>Moving machine parts</p> <p>Poor housekeeping and clutter in storage areas</p> <p>Pressurized systems, such as vessels and boilers</p> <p>Working at height on ladders, platforms and roofs</p> <p>Operating motorized vehicles including cars, buses and riding lawn mowers</p>
<b>Chemical</b>	<p>Wood dust in carpentry shops</p> <p>Asbestos from a removal project</p> <p>Fumes from welding or soldering</p> <p>Gases, including compressed oxygen, nitrogen and natural gas</p> <p>Liquids, including battery acids, solvents, cleaners and mercury</p> <p>Mists/vapours from metal working liquids, pesticides or spray painting operations</p>
<b>Biological</b>	<p>Viruses and bacteria from blood and other body fluids</p> <p>Bacteria from food, animals, and sewage</p> <p>Moulds, and fungi from contaminated building materials</p> <p>Insects and poisonous plants</p>
<b>Ergonomic</b>	<p>Poorly designed workstations, desks, and chairs</p> <p>Standing or sitting for long periods</p> <p>Keyboarding and writing</p> <p>Gripping tools and equipment</p> <p>Using power tools</p> <p>Excessive or heavy lifting</p> <p>Working with arms above shoulder height or below knee height</p>
<b>Psychosocial</b>	<p>Excessive student-to-teacher class ratios</p> <p>Violence, harassment and bullying</p> <p>Interpersonal relations</p> <p>Job content and control</p>

### School division, board or administration

1. Remind school and division administrators that
  - a. Occupational health and safety is important;
  - b. Hazard identification and risk assessment are the first steps in preventing injuries and incidents;
  - c. Each school or work site should have access to training in workplace hazard identification and risk assessment and hazard control; and
  - d. Each school and work site must assess the risks associated with hazards to all workers.
2. Ensure information related to hazard identification and risk assessment is submitted to the appropriate contact and the system office reviews the assessments.

### School and system administrators

1. Identify groups of workers who are performing similar functions.
2. Using the sample templates, review or conduct hazard identification and risk assessments for each group of workers' job tasks. See *Appendix 7 Job Hazard Analysis (JHA) Template*.
3. Ensure workers participate as they are key to the process.
4. Keep copies of current hazard identification and risk assessments in your documentation binder.
5. Make sure that workers know how to report any hazards that they come across. See *Appendix 12 Hazard/Concern Reporting Form Template*.
6. Ensure the OHC conducts regular inspections of the workplace.

## Health & Safety Messages

The following messages should help communicate the importance of identifying hazards and the risks associated with them:

- Workplaces contain many different types of hazards. They can be physical, ergonomic, chemical, biological and psychosocial.
- Assess work sites and jobs to determine what hazards exist and the risks they pose, so corrective actions can be implemented.
- Hazards evolve and change. Review hazard identification and risk assessments at least every year (or more often if appropriate) and update if necessary.
- Talk with the OHC next time they are in your area conducting an inspection.
- Once hazards are identified, establish plans to control the hazards and risks to prevent incidents, injuries and illnesses. *See Section 3 for information on how to control hazards.*

## December – January

# *Controlling Hazards*

After completing Section 2 you will have a collection of completed hazard assessments that describes workplace hazards for each area and group of workers. Teaching biology and chemistry involves handling potentially hazardous substances. Maintaining a school involves working on roofs and in confined spaces. At times workers may need to work alone. Each individual situation requires its own set of controls for hazards.

Controls are corrective actions that eliminate the hazard or reduce its risk of harm. In some high-hazard situations, more than one type of control may be required. Selecting an appropriate control is not always easy. Some hazards and their controls will be outlined specifically in the legislation. In all cases, the employer has a duty of due diligence and is responsible for taking “all ‘reasonable precautions’ to prevent injuries in the workplace”.

Choosing a control method may involve:

- Evaluating a variety of control options and selecting one or more controls;
- Implementing temporary measures until permanent control options can be implemented; and
- Taking steps to ensure that any new control inadvertently does not create a new hazard. The

main ways to control a hazard include:

### **1. Elimination (including substitution)**

Elimination is the process of removing the hazard from the workplace. It is the most effective way to control a risk because the hazard is no longer present. It is the preferred way to control a hazard and should be used whenever possible. Substitution occurs when a new non-hazardous chemical or substance is used instead of a hazardous chemical. It is grouped with elimination because, in effect, the first substance or hazard is removed from the workplace.

### **2. Engineering controls**

Engineering controls are physical changes to the work area or process that effectively minimize a worker’s exposure to hazards. Engineering controls include:

- Automating tasks associated with hazardous processes;
- Modifying tools and workstations to minimize ergonomic hazards;
- Using mechanical aids such as hoist, lifts or self-propelled devices to eliminate or reduce lifting, carrying, pulling, and pushing hazards;
- Enclosing equipment to contain contaminants or isolate noise sources;
- Installing shields or barriers, such as machine guarding, welding curtains or sound baffles; and
- Diluting a hazard’s effects by using automatic chemical dispensing systems or installing exhaust ventilation systems.

### 3. Administrative controls

In most workplaces, even if there are well-designed and well-maintained engineering controls present, administrative controls are still very important. Administrative controls to reduce the risk of hazards include the following:

- Safety rules, practices, policies, procedures and processes to limit exposure to hazards or to reduce the risk associated with hazardous job tasks. Standard operating procedures, hazard reporting processes, procurement policies, preventative maintenance processes, inspection processes and good housekeeping practices are some examples found in workplaces.
- Emergency response plans so workers know what to do when something unplanned happens. Being prepared for emergencies means making sure that the necessary equipment and supplies are available and that workers have the opportunity to practice their emergency response skills regularly. *See Section 6 for information on planning for emergencies.*
- Personal hygiene practices are another effective way to reduce the amount of a hazardous material absorbed, ingested or inhaled by a worker. They are particularly effective if the contaminant(s) can accumulate on the skin, clothing or hair. Examples of personal hygiene practices include washing hands after handling material and before eating or drinking.
- Worker orientation and training on how to conduct work safely is necessary to minimize risk. All workers should receive the training necessary to perform their jobs safely and in compliance with applicable legislation. *See Section 4 for information on orientation and training.*
- Sufficient and competent supervision is used to ensure other controls are working as intended, such as not using equipment without the proper guards or not following safety practices.

### 4. Personal protective equipment

Personal protective equipment (PPE) includes items such as hardhats, respirators, gloves, face shields, eye protection, hearing protection, fall arrest equipment, specialized protective clothing and footwear that serve to provide a barrier between the wearer and the hazard.

PPE is used to reduce or minimize the exposure or contact to injurious physical, chemical, ergonomic, or biological agents. A hazard cannot be eliminated by PPE, but the risk of injury can be reduced. For example, wearing hearing protection reduces the likelihood of hearing damage when the ear plugs or muffs are appropriate for the kind of noise exposure and are used properly. However, hearing protection does not eliminate the noise.

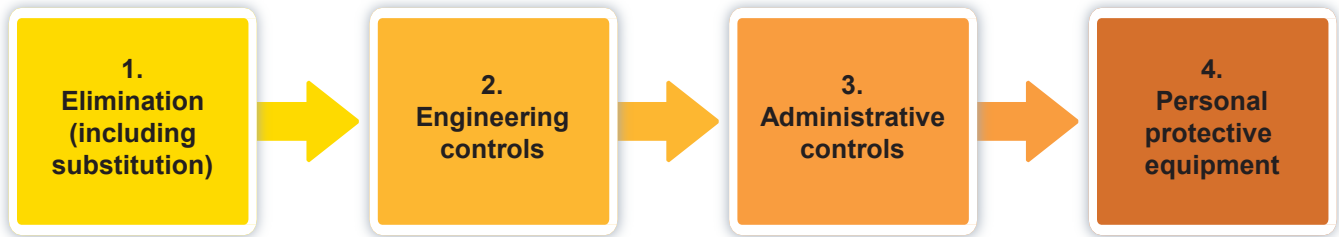
PPE is last on the list of control options. PPE can fail if not used or maintained properly. PPE should only be used as an interim measure before other controls are implemented, when other controls are inadequate, and during emergency response situations.

It is an employer's responsibility to:

- Purchase the correct PPE;
- Ensure it fits the worker;
- Train the worker on the PPE; and
- Ensure the worker wears the PPE in the appropriate manner.



These are known as the “hierarchy of control” because they should be considered in the order presented.



You can find examples of the different types of controls on page 24. See *Appendices 7-8* for samples of *partially completed job hazard analysis forms*. These forms show how to identify, prioritize and control hazards.

### Example: Controlling the Flu

The flu is a biological hazard that we often simply accept. We think it is part of nature and part of working in a school. However, identifying the flu as a potential hazard helps us find ways to control it.

As an employer, encourage staff to get a flu shot. You can make the process easier by paying for shots and arranging for workers to receive them at the work site (administrative control).

During flu season, workers can help control the hazard by following these safe work practices (administrative controls):

- Practice social distancing by staying at least two meters from students and other workers whenever possible, especially when students and co-workers are coughing and sneezing.
- Limit equipment sharing with co-workers and students. Keep your pens and art supplies to yourself.
- Wipe hard surfaces, supplies and equipment daily (regular household cleaners are sufficient).
- Think before touching your mouth, eyes and nose so viruses don't spread from your hands.
- Cover your mouth and nose when coughing and sneezing.
- Throw away used tissues.
- Sneeze and cough into the crook of your elbow, when you don't have a tissue.
- Wash hands frequently and always after coughing, sneezing or using a tissue.

## Sample Hazard Controls (listed in order of preference)

<b>Elimination</b>	<p>The school library could install a wireless scanning system that eliminates the repetitive motion of handling each book and scanning each barcode.</p> <p>Maintenance could use a non-toxic herbicide instead of using a toxic chemical weed killer on school grounds.</p>
<b>Engineering Controls</b>	<p>The music room could have foam acoustical panels installed to absorb sound and reduce noise levels.</p> <p>Labs could have fume cupboards installed to limit exposure to hazardous or toxic fumes, vapours or dusts from chemistry experiments.</p> <p>The furnace/boiler room in the school could be locked and only be accessible by maintenance, isolating the noise and other physical hazards.</p> <p>Paper shredders could be equipped with plastic safety guards, paper sensors and cabinet door sensors to guard against hand injuries.</p> <p>Custodians could use self-propelled or riding floor polishers to reduce force required to push/pull polishers.</p> <p>Driving simulators could be used for initial driver's education instruction.</p>
<b>Administrative Controls</b>	<p>Safety rules, such as locking up chemicals in the lab when they are not being used, could help prevent hazardous chemical spills or reactions.</p> <p>A policy that spills on floors must be reported and cleaned up immediately could prevent slips and falls.</p> <p>Personal hygiene practices, like proper hand washing techniques, could be used to reduce the spreading of germs from viruses like the common cold.</p> <p>Implement/track mandatory safety orientation and training for all staff.</p> <p>Emergency response drills could include responses to incidents of violence where the school may have to be locked down until the situation is secured.</p>
<b>Personal Protective Equipment</b>	<p>CSA-approved green tag safety boots could be required when mowing lawns.</p> <p>Chemical aprons, face shields and neoprene gloves could be required to use certain disinfectant cleaning products/solutions.</p> <p>Operators of power mobile equipment could be required to wear hearing protection.</p> <p>Mesh gloves may be required by cafeteria staff using knives to prepare food. High visibility vests may be required when working on parking lots.</p> <p>Gloves could be required when picking up trash bags or litter on the school grounds.</p>
<b>Combination</b>	<p>To control lifting and carrying hazards when filling a bucket for wet mopping:</p> <ul style="list-style-type: none"> <li>• Provide buckets with wheels or a bucket wheel dolly (engineering control).</li> <li>• Attach a hose to the faucet so that water can be fed directly into bucket without lifting (engineering control).</li> <li>• Implement a policy/practice that buckets are only to be filled to <math>\frac{1}{2}</math> - <math>\frac{2}{3}</math> full mark to minimize pulling weight (administrative control).</li> </ul>

## Things to do

### School division, board or administration

1. Remind school and division administrators that:
  - a. Schools have a responsibility to identify, eliminate and/or control hazards;
  - b. Supervisors are responsible for ensuring workers use appropriate hazard controls; and
  - c. Workers are responsible to follow hazard controls.
2. Ensure that each school and work site documents hazard controls and submits copies of completed Job Hazard Analyses (JHAs) to the system office.
3. Ensure that each school's and work site's identified hazard controls comply with legislation.

### School and system administrators

1. Discuss the types of hazard controls with supervisors and workers. *See Appendix 7 Job Hazard Analysis (JHA) Form Template.*
2. Ask each supervisor to work with staff to:
  - a. Determine which controls would eliminate or reduce the risk associated with identified hazards; and
  - b. Use the assessed risk for each identified hazard to prioritize, implement the appropriate controls.
3. Ensure hazard controls are implemented.

## Health & Safety Messages

The following messages should help you communicate the importance of controlling hazards:

- Engineering controls, administrative controls and personal protective equipment help eliminate and reduce hazards.
- Everyone has a responsibility to use the hazard controls identified for each task.
- If you think a control won't work for a specific hazard, talk to your supervisor.



## February – March

# *OHS Orientation & Training*

Effective training is essential to good health and safety. Health and safety is about how your organization functions. It is about doing jobs right the first time. Worker orientation and training are essential parts of an effective health and safety system. Your occupational health and safety system will not work unless supervisors and workers know what to do and how to do it. Regulation 3-8 speaks directly to training of workers. Workers must be trained in all matters that are necessary to protect their health and safety. Training must be delivered before they begin work at a place of employment, or workers are moved from one work activity or work site to another and the hazards, facilities or procedures differ. The training required per regulation 3-8 must include:

- Procedures to be taken in the event of a fire or emergency;
- The location of first-aid facilities;
- Identification of prohibited or restricted areas;
- Precautions to be taken for the protection of the worker from physical, chemical or biological hazards;
- Any procedures, plans, policies and programs required by the legislation; and
- Any other matters necessary to protect the workers' health and safety at work.

The time a worker takes to attend training, per regulation 3-8, is credited to the worker as time at work, and the worker does not lose pay or other benefits with respect to that time.

Ensure no worker is permitted to perform work unless the worker has been trained and has sufficient experience to perform the work safely, or is under close and competent supervision.

Your training program builds health and safety precautions into every job and increases the level of health and safety knowledge. The program must determine how health and safety training will be developed and delivered and by whom.

The first stage in every health and safety system begins with health and safety education and training during worker orientation, when a new worker starts with the organization, or when a worker is transferred to a different job. On the first day of work, new workers must learn critical information.

An orientation must cover any topic relevant to the health and safety of the worker including emergency procedures, first-aid facilities, any restricted areas, precautions required to protect workers from hazards, and any other health and safety procedures, plans, policies and programs that apply to the worker.

Workers who change jobs need the same orientation and training as someone who has just started. Someone who transfers from one workplace to another may require additional orientation and specific work site training. They may know the work site, but they are still new to the job.

Workers who deal with any type of hazard must receive training in proper practices and procedures before performing the tasks. Training is needed to safely use equipment and materials, and to understand production processes or procedures in the workplace.

All jobs contain hazards. As an employer, you must ensure that each worker is trained or deemed competent where required by legislation.

**“Training”** means to give information and explanation to a worker with respect to a particular subject-matter and require a practical demonstration to ensure the worker has acquired the knowledge or skill related to the subject matter.

Health and safety training should be built into workers’ duties and responsibilities, as well as training on specific work tasks. When you start a training program, you need a clear idea of the competencies required for each job. Training needs to be consistent so that everyone doing that job is doing it to the same standards.

**“Competent”** means possessing knowledge, experience and training to perform a specific duty.

**“Competent worker”** means a worker trained to perform a task or to carry out a duty while under close and competent supervision during that training.

Different jobs require different training and different levels of competencies. Training required by the legislation that applies to school divisions could include, but is not limited to:

- Violence prevention and response (regulation 3-26);
- Occupational health committee co-chairperson training (regulation 4-9);
- First aid (Part 5 of the regulations);
- Lifting and handling loads (regulation 6-15);
- Infectious disease hazard exposure control plan (regulation 6-22);
- Personal protective equipment (Part 7 of the regulations);
- Machine safety (regulation 10-1);
- Powered mobile equipment (Part 11 of the regulations);
- Confined space entry (Part 18 of the regulations);
- Chemical and biological substances (Part 21 of the regulations);
- Hazardous products (The Occupational Health and Safety Workplace Hazardous Materials Information System Regulations); and
- Fire safety plans (regulation 25-2).

### School division, board or administration

1. Communicate the importance of health and safety training to division, school and system administrators. Make sure they understand that all workers must have adequate qualifications, training and experience.
2. Inform division, school and system administrators where staff can receive orientation and training.
3. Develop a training budget and schedule so all workers will have the ability to develop the orientation, training and level of competencies required to do their jobs safely.
4. Ensure that each school and work site develops an employee occupational health and safety training strategy and submits copies of their completed training plans to the system office.
5. .

### School and system administrators

1. Develop an employee health and safety orientation checklist. See *Appendix 10 Employee Occupational Health and Safety Orientation Checklist Template*.
2. Develop a list of skills required for each job category. Use the hazard assessments in this process.
3. Determine who has training and who needs training.
4. Ask workers to identify additional health and safety training they may need.
5. Ask each supervisor to develop a health and safety orientation for their area. Ensure that all relevant safety data sheets (SDSs) and safe work practices/procedures are covered.
6. Ensure each supervisor makes sure each staff member gets the orientation and training required to do their job, including any competency requirements as per the legislation.
7. Determine if anyone at the work site needs specialized training, such as transportation of dangerous goods (TDG) training. Workers who ship, transport or receive dangerous goods should have TDG training and renew their certificates every three years.
8. Keep copies of the training records in the occupational health and safety file.
9. Keep track of training courses that require re-certification, such as TDG and first aid.
10. Ensure the OHC's duty to promote and recommend the means of delivery of the safety management system for the education and information of workers is ongoing. Allow the OHC to comment and make recommendations on orientation and training programs.

## Health & Safety Messages

The following messages should help you communicate the importance of occupational health and safety training:

- In Saskatchewan, the legislation sets the minimum standards for specific employee orientation and training requirements.
- With orientation, education and training, we can keep our workplace safe.
- We must renew and update our training constantly.
- We all need orientation and training, which includes required competencies, to do our job safely.
- Safety in the workplace is a value for all of us.



## April – May

# *Inspecting the Workplace*

Within the school system, an occupational health and safety applies on all work sites, not just the classroom. The entire operation must be healthy and safe. Section 2 looked at different jobs and tasks used to identify the hazards for each job. Another important aspect of hazard identification is the inspection process.

A health and safety inspection is a planned examination of a workplace and workplace operations to identify hazards, substandard conditions and substandard actions. Inspections should gradually review all operations, giving special attention to:

- Areas/Activities with reported safety concerns, hazards, and incidents; and
- High-hazard areas, activities and jobs.

The types of inspections done at workplaces include, but are not limited to the following:

- Spot inspections undertaken on a random basis as part of general safety responsibilities
- OHC pre-meeting inspections
- Regular, planned full plant/facility inspections
- Supervisor-targeted safety walk inspections
- Daily housekeeping inspections
- Pre-work inspections
- Pre-use equipment inspections
- Personal protective equipment inspections
- Preventative maintenance equipment inspections

The legislation requires employers to conduct general inspections of:

- Plant (i.e., buildings, facilities, tools, equipment, and machinery);
- Systems of work (i.e., manufacturing processes, jobs, etc.);
- The working environment (i.e., ventilation, heat, humidity, light, job design, work flow, etc.); and
- Items such as mobile equipment, tools, scaffolds, and cranes.

Inspections must be routine and ongoing. How often you inspect depends on the number of potential hazards in the work area. The important thing is to schedule a regular time to complete inspections. For example, you could plan to inspect shop classrooms or science labs every day. Mechanical rooms or maintenance areas may need monthly inspections, while administrative areas may only need inspections twice a year.

An effective inspection program can:

- Compare conditions with standards. A standard is a level of quality or excellence by which something is judged. A standard is a workplace requirement. Standards are used to measure workplace conditions and should be built into inspection processes;
- Determine if gaps exist;
- Identify the causes for any gaps;
- Implement corrective actions that make a workplace healthier and safer; and

Workplaces with effective inspection systems are more likely to avoid incidents. Employers who encourage effective inspections often avoid many of the costs associated with undetected health and safety problems.

Inspections work best when they are part of a team effort that involves the person who works in the area most of the time, a supervisor and someone from outside the area. Team inspections are effective because they bring different perspectives. By including teachers, administrators, supervisors, and workers, you give everyone a fair chance to identify, assess and control the hazards in the workplace.

While regulation 3-12 requires the employer to arrange for regular examinations of any plant under the control of the employer, regulation 3-17 requires the employer to enable the OHC to inspect the place of employment at reasonable intervals. It is recommended that OHCs inspect the workplace before each regularly scheduled meeting. Give the OHC members the time to do a thorough inspection. A suggestion would be to divide the workplace into zones and thoroughly inspect one zone before each OHC meeting.

Documentation is the final key step in the inspection process. There are many forms of inspection checklists, and the legislation has no legal requirement for using a particular type of checklist. A good inspection checklist is your foundation for your inspection processes. A good checklist allows you to compare conditions based on a standard with the conditions you find during the inspection. A good checklist statement or question should state the standard the condition should meet and be able to be answered by a 'yes' or 'no' — 'yes' whatever is being inspected meets the standard or 'no' it doesn't.

For example: An inspection checklist statement like, "Fire extinguishers are in working condition", does not state the standard for what 'working condition' is. Better checklist statements would be:

- The fire extinguisher is fully charged.
- The fire extinguisher's ring pin is in place.
- The fire extinguishers seal is intact.

Your checklist statements or questions should be specific to your work site and operations. If the school division does not have site-specific inspection checklists, there is a sample inspection checklist in *Appendix 11* that can be modified to suit your needs. If the checklist you are using has items that are not applicable (N/A) on it, then your checklist is not site specific.

A checklist works best when it is organized. Organize the checklist questions by topic and then sequence your statements or questions by the order inspection items come up during the walk through. For example, it doesn't make sense to run around the workplace to check every fire extinguisher and then go through the entire workplace again to check all the first-aid boxes.

A checklist is a tool to help the inspector complete a good inspection. If the checklist is designed properly, it has several advantages. A site-specific checklist:

- Helps ensure inspections are completed systematically and efficiently;
- Helps inspectors remember what to inspect; and
- Allows for comparing actual conditions with established standards.

During an inspection, if a hazard or sub-standard condition or action is found, it is important to record the deficiency accurately in the comment section on your checklist. Note specifically what the hazard is or the standard that is not met. Some hazards require informing the supervisor or employer right away. If the danger is imminent, take steps to correct the situation immediately.

After the inspection, the administration should complete an inspection report to:

- Compile a list of deficiencies (i.e., hazards, substandard conditions or actions) the inspection team found;
- Assess the risk of each deficiency;
- Identify corrective actions or controls to address each deficiency; and
- Assign responsibility and a target date for the corrective actions or controls to be implemented.

*See Appendix 11 Sample Inspection Checklist and Inspection Report Form Template.*

### School division, board or administration

1. Ensure school and system administrators understand and support the importance of regular work site inspections.
2. Work with school and system administrators, supervisors and workers to develop and implement inspection processes and standards that specify:
  - The types of inspections that need to be performed (i.e., regular planned facility inspections, targeted safety walk inspections, daily housekeeping inspections, pre-work inspections, pre-use equipment inspections, PPE inspections or preventative maintenance equipment inspections);
  - An inspection schedule that ensures the appropriate type of inspection is conducted with sufficient frequency to control the risk associated with the school division's operations;
  - The assignment of the appropriate personnel to conduct each type of inspection;
  - The forms, such as site-specific checklists, that will be used when conducting each type of inspection;
  - How to report inspection results and address any deficiencies.
3. Provide resources and time for inspection teams to conduct inspections.
4. Review inspection reports.
5. Ensure deficiencies from inspection reports are dealt with in a timely manner.
6. Ensure completed inspection reports are submitted to the authority office.

### School and system administrators

1. Provide a brief overview of the inspection process to all staff.
2. Ensure inspection teams have the necessary training, resources and time to conduct inspections.
3. Ensure inspections are completed as scheduled.
4. Address all deficiencies identified during inspections in a timely manner.
5. Review and sign off inspection reports.
6. Communicate inspection results to the appropriate employees, along with appropriate recognition, recommendations and follow-up actions, to affected workers.
7. Keep a copy of all inspection reports in the health and safety file and submit copies to the school authority office.

## Health & Safety Messages

The following messages should help you communicate the importance of inspecting the work site:

- Everyone in the school division is a worker and faces occupational health and safety hazards.
- Inspections help us identify what is working well, as well as what to correct or change.
- Everyone is responsible to participate in regular and continuous work site inspections.
- Inspections are an opportunity to build teams and open lines of communication.
- Inspections help create a culture of health and safety.



# June

## *Planning for Emergencies & Incident Investigations*

### Emergency Response Planning

As your safety management system strengthens, your school system will see fewer emergencies and incidents. When an emergency does occur, your ability to respond quickly and appropriately will lessen the impact.

Most schools have model emergency response plans for students. Regular fire drills are one example of how schools identify a possible emergency, put a plan in place, and then test the plan. A safety management system addresses response plans for all potential emergencies.

All school division work sites, including central offices and maintenance areas, must have an emergency response plan for fires, hazardous materials spills or releases, and violence. Emergency response plans must include the processes for:

- Sounding the alarm. The type of alarm should be appropriate for the type of emergency. In some emergencies a silent alarm would be more appropriate than using the fire alarm.
- Directing emergency response efforts. Every plan should have a defined command structure that outlines who is in charge and directing the emergency response efforts. Include personnel lists that detail emergency response duties/responsibilities, the name of the person assigned the task and how to reach them in the event of an emergency.
- Evacuation or lockdown plans. There should be a primary evacuation plan and contingency evacuation plans. Mark evacuation routes well and have emergency lighting. Lockdown plans should include specific instructions and clearly indicate how the 'all clear' will be communicated.
- Accessing external resources. Calling 911 will summon police, fire and first responders to your facilities and work sites; however, calling in other professionals, such as crisis counsellors or hazmat specialists, may also be required.
- Attending to casualties. In an emergency, the first step is to attend to injuries. Your emergency response plan should describe how to respond to injured workers who may require anything from first aid to offsite treatment.

To comply with the legislation, a violence emergency response plan must also include:

- Lists of work sites and staff positions that have been or are likely to be exposed to violent situations;
- Processes to inform workers of any threats of violence;
- Information on what the employer has done to minimize or eliminate the risk of violence;
- Training for workers to recognize potentially violent situations;

- Processes for appropriate responses to incidents of violence;
- Procedures for reporting violent incident; and
- Processes to ensure workers receive treatment or counseling, if required.

The school division should conduct a vulnerability assessment to identify any other potential emergencies that could arise. Some suggestions to consider would include plans to respond to power outages, water line breaks, natural gas leaks, tornadoes, winter storms, train derailments, disasters in neighboring buildings, medical emergencies, bomb threats, and other threats of violence.

### **Steps in Emergency Response Planning:**

1. Identify possible types of emergencies.
2. Develop a plan to deal with each type of emergency. The plan should describe the necessary steps and who is responsible for each one.
3. Provide training. The level of training will depend on the person's role.
4. Purchase the necessary equipment, including first-aid supplies. Ensure supplies are up to date and remain stocked.
5. Test the plans by conducting drills. Evaluate drills for effectiveness.
6. Following a drill, debrief and modify the plans as needed.

All school division work sites, including central offices and maintenance areas, should review their existing emergency response plans to ensure they are current.



## Incident Investigation

An **incident** is an unwanted, unplanned event that results in or could have resulted in a loss. The terms accident and incident are often used interchangeably, but the preferred term is incident. It is Mission: Zero's campaign that all incidents are predictable and as such preventable. Therefore, there is no such thing as accidents, only incidents.

All workers should know how incidents are defined at your workplace. Incidents are generally defined as follows:

- A “**Medical aid incident**” is an incident where an employee was injured and received treatment by a health care provider at a health care facility.
- A “**First aid incident**” is an incident where an employee was injured, but not seriously enough to require medical aid. Do not confuse a first-aid incident with providing ‘first aid’ as defined in Regulation 1-2(1)
- A “**Property/Equipment damage incident**” is an incident where no employee was injured but property or equipment was damaged.
- A “**Near miss incident**” is an unwanted and unplanned event, that didn't but could have resulted in an injury or loss to property or production.
- A “**Serious accident**” (Regulation 2-2) and a “**Dangerous occurrence**” (Regulation 2-3) are defined by legislation.

Incidents are often a warning that the workplace's health and safety system isn't working properly. That is why safety-conscious employers investigate all incidents. Experience suggests that effective incident investigations prevent recurrences and make the workplace safer and healthier. That is why the legislation requires that certain incidents are investigated, and that the investigation report contains specific information. *See Appendix 3 for key sections of the legislation that focus on reporting and investigating incidents.*

An **investigation** process is part of a safety management system. An investigation is a systematic process used to:

- Discover what happened and why by gathering evidence and uncovering facts.  
Go through each event before, during, and immediately after the incident and ask ‘why’ each happened. Incidents usually have many contributing factors. Equipment, materials, tasks, environment and people are factors to analyze during an incident investigation. Evaluate the role of every factor. Each time the answer reveals a contributing cause, ask why this situation was allowed to exist.
- Determine the causes of the incident.  
Link together all the evidence and factors to determine causation. The direct cause of an incident is what happened immediately before the incident. The indirect causes of an incident are the substandard acts and conditions that set the stage for the incident. The root causes of an incident are the underlying problem(s) that allow substandard acts and conditions to exist.
- Identify and implement corrective actions to prevent re-occurrence.  
Corrective actions should address the indirect and root causes of the incident. Addressing the substandard acts and conditions that set the stage for the incident will make the workplace safer in the short term, but addressing the underlying problems that allowed the substandard acts and conditions to exist prevent a similar incident.

Ultimately, the employer is responsible for the effectiveness of incident investigations. To make incident investigations effective, the school division can integrate them into their safety management system. Investigation processes must identify what incidents require an investigation, including the process to follow when an incident occurs. Investigation processes should also include the assignment of specific investigation roles and responsibilities for each type of incident investigation. While the OHC plays an important role in incident investigations, the school division should assign other employees investigation responsibilities. The school division could create an investigation team from various positions or assign investigation responsibilities to specific positions, such as principals and vice-principals.

In the event of a workplace incident, workers must seek medical attention as required and report the incident to their supervisor or employer. *See Appendix 13 First Aid Reporting Form Template and Appendix 14 Incident Reporting Form Template.*

Once the incident has been reported, the employer must:

- Report the incident to OHS Branch as required by the legislation, as soon as reasonably possible. *See Appendix 3 for key sections of the legislation that focus on reporting incidents.*
- Report any injury that prevents a worker covered by the WCB from earning full wages, or that necessitates medical aid, to the WCB within five days of becoming aware of it. *See Appendix 17 for information on reporting to the WCB.*
- Investigate the incident, implement corrective actions to prevent recurrence, and document the investigation, keeping a copy of the report for future reference. *See Appendix 15 Incident Investigation Form Template.*
- Report any lost time injury that results in a worker receiving medical treatment to the OHC co-chairpersons and allow them a reasonable opportunity for review.
- Where required by the legislation, allow the OHC to conduct an investigation.

**Incident investigation is a skill. Individuals who have a lead role in your safety management system should receive specific incident investigation training. A Workplace Incident Investigation training course is available online at [www.worksafesask.ca](http://www.worksafesask.ca).**



### School division, board or administration

1. Determine the potential emergencies and develop or update emergency plans for each situation.
2. Provide copies of the plans to all division schools and work sites.
3. Ensure the necessary resources and time are available to develop emergency response plans and investigations.
4. Ensure your safety management system includes incident investigation procedures and assign responsibilities for conducting investigations are assigned.
5. Ensure individuals who have a lead role in investigating incidents receive specific incident investigation training.
6. Remind school administrators of the importance of incident investigation and follow up.

### School and system administrators

1. Develop or update emergency plans so they are ready for the next school year.
2. Make sure the workplace has an appropriate number of workers trained in first aid.
3. Make sure the OHC co-chairpersons are trained in incident investigation.
4. Make sure the workplace has adequate first-aid supplies.
5. Appoint a person to create and look after a confidential first-aid records filing system. Keep records for at least three years.
6. Review all first aid and injury response procedures.
7. Have senior management and the OHC review all incident investigation procedures.
8. Schedule fire and security alert drills to test the emergency response plan.
9. Set up a logbook to keep track of all emergency drills and actual response situations.

## Health & Safety Messages

The following messages should help you communicate the importance of planning for emergencies and investigating incidents.

- We must have appropriate emergency response supplies and equipment.
- We must have appropriate first-aid supplies and workers trained in first aid.
- Workers need to report all incidents, no matter how minor.
- Be prepared to respond to an emergency, from providing first aid to locking down.
- Supervisors must keep records of every work-related illness or injury (these records are to be kept confidential).
- The employer shall report to the OHC co-chairpersons any time loss injury that results in a worker receiving medical treatment and allow the co-chairpersons reasonable opportunity to review the injury.
- Immediately report all serious injuries to OHS Branch, and the WCB or other insurer in the time period established by each organization.
- Investigations of incidents are not to lay blame, but to prevent recurrences. Investigations turn a reactive situation into a proactive opportunity.

This Schoolkit has taken you through the school year, prompting you to take a systematic approach to introducing a safety management system. Year two could look very similar to your first year. Each new year brings new staff. Although you are familiar with health and safety procedures, for many workers this is a new work site with many unknowns. Returning staff can also deepen their health and safety understanding. The goal is that everyone within your organization continues to increase their understanding of occupational health and safety.

Begin every school year by meeting to:

- Renew and reinforce your commitment to a healthy and safe workplace with your staff, and
- Assess each work area's orientation and training needs.

Use October and November to reassess the hazards and risks. Look for new hazards that have entered the work site. Review your hazard controls during December and January. This is a good time to pull out the hazard assessments and:

- Determine whether the controls are effective.
- Update safety procedures as necessary.
- Review the controls and procedures with workers during health and safety meetings.

In February and March, evaluate your progress and examine your budget to make sure you have the resources for next year's training and other health and safety needs. In the spring, review your inspection schedule and your emergency, first aid, and incident investigation procedures.

Possible next steps:

- Track statistics (through the WCB or other insurance) for work-related injuries and look for trends.
- Develop a process for managing contractor health and safety.
- Incorporate health and safety into other systems. For example:
  - Transportation and busing
  - Field trips
  - Professional development
  - Facility environment issues (e.g., air quality, mould, asbestos, etc.)



**Thank you for working  
towards Mission: Zero  
in our schools!**

# Glossary

**Accident.** A more appropriate term is incident. See definition of “incident”.

**Administrative control.** Policies, procedures, practices, rules, and standards that outline how work is to be done with the goal of preventing incidents by reducing the duration, frequency and severity of exposure to hazards. Administrative controls to reduce the risk of hazards include:

- Safety rules, practices, policies, procedures, and processes;
- Emergency response plans;
- Personal hygiene practices;
- Competent supervision; and
- Worker orientation and training.

**Competent.** Possessing knowledge, experience and training to perform a specific duty.

**Competent worker.** ‘Competent worker’ a worker trained to perform a task or to carry out a duty and who is under close and competent supervision during that training. See regulation 2(1)(m).

**Compliance.** Meeting the requirements of occupational health and safety legislation.

**Contractor.** A person who, or partnership or group of persons that, pursuant to one or more contracts, directs the activities of one or more employers or self-employed persons, or retains an employer or self-employed person to perform work at a place of employment and knows or ought reasonably to know the provisions of the SEA and regulations applying to the workplace at the time of retaining the person.

**Direct cause.** What directly led to the incident, such as an unsafe work practice or an equipment failure.

**Discriminatory action.** Any action or threat of action by an employer that does or would affect a worker adversely with respect to any terms or conditions of employment or opportunity for promotion. This includes: termination, layoff, suspension, demotion or transfer of a worker, discontinuation or elimination of a job, change of a job location, reduction in wages, change in hours of work, reprimand, coercion, intimidation or the imposition of any discipline or other penalty. It does not include the temporary assignment of a worker to alternate work, without loss of pay to the worker, as a notice of contravention or work refusal is resolved. See SEA 3-1(1)(i).

**Due diligence.** A person has a legal duty to take every precaution reasonable given the circumstances to avoid both harm and an offence against the law. It is a very high standard to take reasonable care. In context of the OHS legislation, the following principles encompass due diligence:

**General duties:** The SEA imposes a duty on everyone in the workplace to take reasonable care of their health and safety and that of others, to the degree that they have the authority and ability to do so. This general duty is in addition to and goes far beyond complying with the law.



**Regulatory compliance:** If someone is charged with contravening the legislation, they cannot defend themselves successfully by claiming that they did not intend to break the law or comply. To defend themselves adequately, a person must be able to show that they took every reasonable practicable action to ensure compliance.

**Reasonably practicable:** A person must show that they took every possible precaution, unless they can show the benefits of taking the precaution are greatly exceeded by the cost in time, trouble and money. The greater the risk, the greater the health and safety measures required.

**Proactive:** Due diligence requires a proactive and systematic approach to health and safety. Implement a safety management system that:

- Identifies hazards;
- Assess the risks associated with those hazards;
- Implements measures to eliminate or minimize those risks; and
- Monitors each part of the program to ensure it is adequate and efficient.

Employers must develop and implement this plan in consultation with their workers. Workers must comply with the program to the extent that they have the knowledge, authority and ability to do so.

**Emergency.** A situation that poses an immediate risk to health, life, property or environment.

**Emergency response plan.** An employer's documented plan to respond to a specific incident or set of circumstances in order to minimize the possible consequences of the emergency.

**Employees.** Managers, supervisors and workers.

**Employer.** A person, firm, association or body that has, in connection with the operation of a place of employment. Within every school system, the employer is the school board. The employer can designate a representative who then acts on their behalf.

**Engineering controls.** The use and design of machinery, equipment, the workplace and/or process to eliminate or reduce worker exposure to a hazard. Engineering controls to reduce the risk of hazards include:

- Using design modifications to make the hazard less dangerous, by reducing or eliminating noise, vibration, emissions, and/or automating tasks associated with hazardous processes;
- Modifying tools and workstations to minimize ergonomic injuries;
- Eliminating or reducing lifting, carrying, pulling, and pushing hazards, by using mechanical aids, such as hoist, lifts, or self-propelled devices;
- Enclosing a piece of equipment to contain contaminants or isolate the noise source;
- Installing shields or barriers such as machine guarding, welding curtains, sound baffles, and other mechanisms, to protect workers; and
- Diluting a hazard's effects before it reaches the worker by using automatic chemical dispensing systems or installing exhaust ventilation systems.

**First aid.** Immediate assistance given in case of injury until medical aid has been obtained.



**First aid incident.** An incident where an employee was injured but not seriously enough to require medical aid. A first aid incident should not be confused with providing first aid.

**Harassment.** Any inappropriate conduct, comment, display, action or gesture by a person that either is based on race, creed, religion, colour, sex, sexual orientation, marital status, family status, disability, physical size or weight, age, nationality, ancestry or place of origin; or adversely affects the worker's psychological or physical well-being and that the person knows, or reasonably ought to know, would cause a worker to be humiliated or intimidated; and that constitutes a threat to the health or safety of the worker. See SEA 3-1(1)(l).

**Hazard.** Any activity, situation or substance that could harm a worker. Occupational hazards are divided into two broad categories: health hazards and safety hazards. Generally, health hazards cause occupation illnesses, such as noise-induced hearing loss (NIHL). Safety hazards cause immediate physical harm, such as cuts and broken bones. Hazards exist in all workplaces.

**Hazard assessment.** A process that looks at what hazards and risks exist in the workplace and what controls could be established to eliminate or reduce the hazards and risks.

**Hazard control.** A means of reducing the risk of exposure to a hazard. Hazard controls include elimination, engineering controls, administrative controls and personal protective equipment (PPE).

**Hazard identification.** Recognition through formal or informal process of a dangerous object, event, behavior or condition that could cause injury or loss.

**Incident.** Any unplanned, unwanted event that may or may not cause injury, illness or damage. The terms Accident and incident are often used interchangeably, but the preferred term is incident. It is Mission: Zero's campaign that all incidents are predictable and as such preventable. Therefore, there is no such thing as accidents, only incidents.

**Incident investigation.** The process of systematically gathering and analyzing information about an incident. This is done for the purpose of identifying causes and making recommendations to prevent recurrence. Incident investigations are also done to meet any regulatory requirements regarding incident investigation, report writing or record keeping.

**Indirect causes.** The working conditions that set the stage for an incident, such as inadequate training or detailed procedures.

**Inspection.** An examination of a workplace, selected work area or particular hazards, machinery, tools, equipment and work practices. Findings are compared to applicable standards and best practices.

**Investigation.** A systematic process to uncover facts and factors involved in an incident, determining the root causes of the incident and future corrective actions to prevent re-occurrence.

**Job hazard analysis (JHA).** The process of systematically evaluating a job, task, process or procedure to identify hazards and their associated risks, and then eliminating or reducing the risks or hazards to as low as reasonably practicable in order to protect workers from injury.

**Medical aid incident.** An incident where an employee was injured and received treatment by a health care provider at a health care facility.

**Near miss incident.** An unwanted and unplanned event that didn't but could have resulted in an injury or loss to property or production.

**Occupational health committee (OHC).** An occupational health committee established pursuant to SEA 3-22 or SEA 3-23 or the regulations.

**Occupational health and safety.** The promotion and maintenance of the highest degree of physical, mental and social well-being of workers. SEA 3-1(1)(o).

**Orientation.** The process of familiarizing an individual to a work process, workplace, work site or environment.

**Personal protective equipment (PPE).** Any clothing, device, or other article worn or used by a worker to prevent injury or facilitate rescue.

**Plant.** Any premises, site, land, mine, water, structure, fixture or equipment employed or used in the carrying on of an occupation. SEA 3-1(1)(w).

**Policy.** The documented principles by which an employer manages its affairs. **Practicable.**

Possible given current knowledge, technology and invention. SEA 3-1(1)(x). **Practice.** A set of guidelines that one is expected to follow to carry out a task.

**Probability.** The likelihood that a given event will occur.

**Procedure.** A step-by-step guide for performing a task from beginning to end.

**Process.** A set of activities that are interrelated or that interact with one another.

**Property/Equipment damage incident.** An incident where no employee was injured but property or equipment was damaged.

**Reasonably practicable.** Practicable unless the person on whom a duty is placed can show that there is a gross disproportion between the benefit of the duty and the cost, in time, trouble and money, of the measures to secure the duty. SEA 3-1(1)(z).

**Record.** Documentation that provides evidence that activities have been performed or results have been achieved (e.g., meeting minutes, memos, bulletins, inspection reports, preventative maintenance records, hazard reports, hazard analyses, emergency response drills, training records, incident reports, etc.).

**Risk.** The probability that during a given period of activity, a hazard could result in an incident with definable consequences.

**Risk assessment.** The process of identifying, evaluating, and estimating the levels of risk associated with a hazard(s).

**Root causes.** The fundamental flaws that created the working conditions leading to an incident (like inadequate training) that may indicate defects in the employer's health and safety management system.

**Rule.** A prescribed guide for conduct or action.

**Safe operating procedures.** A form of administrative control. Written, step-by-step instructions of how to do a job from start to finish in a safe manner with consideration of the hazards and risks associated with the job.

**Safety management system.** A program of administrative and procedural plans for hazard identification, hazard control and loss prevention; the process of putting them into place and a method for maintaining their effectiveness; the combined and inter-related processes for the control of avoidable loss.

**Substandard act.** A human action that is below a given health and safety standard. Substandard acts include any hazard created because of human error or behaviour.

**Substandard condition.** A working condition that is below a given health and safety standard. Substandard conditions include any physical hazard related to equipment, materials, structures or other physical elements of the workplace.

**Supervisor.** An individual who is authorized by an employer to oversee or direct the work of workers. SEA 3-1(1)(dd).

**Task.** A set of related steps that make up a discrete part of a job. Every job is a collection of tasks.

**Train.** To give information and explanation to a worker in a particular subject matter and require a practical demonstration that the worker has acquired knowledge or skill. SEA 3-1(1)(ff).

**Training.** The organized process of providing instruction and practice to bring a worker to a required standard of proficiency (i.e., knowledge, skill, attitude and behaviour). The end result of training is skilled behaviour.

**Unusual danger.** A danger that's not normal for the job; a danger that would normally stop work; any situation where a worker is not properly trained, equipped or experienced.

**Work site.** An area at a place of employment where a worker works, or is required or permitted to be present.

**Worker.** A person who is engaged in an occupation in the service of an employer.

**Workers' Compensation Board.** Workers' compensation is a disability insurance system that protects both employers and workers against the impact of work injuries. It compensates injured workers for lost income, health care and other costs related to a work-related injury. It protects employers from being sued by workers if they are injured on the job. This system brings stability and protection to the workplace by providing coverage at a cost shared by all employers. It also protects employers and workers against the risks and expenses of injury and the uncertainties of litigation. Some school employees are covered by the WCB while others are covered by another insurance agency, such as the Saskatchewan Teachers' Federation Income Continuation Plan (ICP).



## Appendix 2: *Sample* Occupational Health & Safety Policy & Responsibilities Statement

Position school division logo here	School or work site:
	Address/city/postal code:
	Contact name/number:

### Occupational Health and Safety Policy:

(Insert school division here) is committed to the protection of our employees, contractors and volunteers.

In fulfilling this commitment, the school administration will provide and maintain a safe and healthy work environment in accordance with industry standards and in compliance with legislative requirements. We will strive to eliminate any foreseeable hazards that may result in injury, illness or damage.

We are all responsible for preventing incidents within our facilities and are each expected to comply fully with all applicable health and safety laws, rules and regulations.

Incidents can be prevented through good management in combination with active employee involvement. Participation in the safety management system is the direct responsibility of all employees. All employees will perform their jobs in compliance with established safe work practices.

The information in this policy does not take precedence over the legislation. All employees should be familiar with *The Saskatchewan Employment Act (SEA)* and *The Occupational Health and Safety Regulations, 2020*(regulations). A copy of the legislation is available in every school office.

To ensure that this policy continues to meet our needs, this school division will review it each year.

Signed:

*Director of Education*

*School Division*

*Date*

## Appendix 2: *Sample* Occupational Health & Safety Policy & Responsibilities Statement

Position school division logo here	School or work site:
	Address/city/postal code:
	Contact name/number:

### Responsibilities Statement

Everyone within the operations of the (insert school division here) has responsibilities to help create and maintain a safe working environment for themselves and others. Clear expectations are necessary to ensure that everyone is aware of their rights and obligations. This will enable the (insert school division here)'s safety management system to operate effectively.

Everyone has the right to work in a safe and healthy environment. Therefore, the (insert school division here) will describe the roles and responsibilities of all levels within the operations clearly, including the board or division, management (principals, system administrators or supervisors), workers and contractors.

These expectations will be a condition of employment and must be followed. The following outlines the general roles and responsibilities for safety at (insert school division here).

**The school board and/or division will ensure that:**

- It plays a leadership role in health and safety.
- Every reasonable precaution is taken to ensure the workplace is safe and in compliance with legislative and regulatory requirements.
- The facilities, grounds, tools and equipment are maintained in safe working condition at all times.
- Processes, policies, procedures and rules to manage safety effectively and to ensure the safety of all employees, contractors, suppliers and visitors are established and monitored.
- Adequate resources are provided to manage and sustain (insert school division here) safety management system.
- All employees are aware of their legal rights, roles and responsibilities concerning safety, and are held accountable.
- Annual organizational goals to measure and track the (insert school division here)'s safety efforts are established and monitored.
- All the (insert school division here)'s health and safety processes, policies, procedures, and rules are reviewed at least once every three years and revised as needed.
- Information regarding the health and safety of employees is made available and that all employees are made aware of this information.

## **Appendix 2: *Sample* Occupational Health & Safety Policy & Responsibilities Statement**

- Appropriate and adequate records are maintained to support, monitor and track all the efforts/activities undertaken and outlined by (insert school division here)'s safety management system.
- Records of all the efforts/activities undertaken and outlined by (insert school division here)'s safety management system are periodically reviewed to assess compliance and to determine the level of safety performance.
- It has satisfied all health and safety activities, roles and responsibilities required of them by the legislation (SEA 3-8 and all applicable regulations).

### **Principals, vice-principals, system administrators and supervisors will ensure that:**

- They play leadership roles in health and safety.
- Every reasonable precaution is taken to keep employees, contractors, suppliers and visitors safe within their areas of responsibility and that their areas of responsibility are in compliance with legislative and regulatory requirements.
- Their employees are aware of their legal rights, roles and responsibilities concerning safety, and are held accountable.
- All applicable (insert school division here) health and safety processes, policies, procedures, and rules are implemented and practiced within their areas of responsibility.
- They provide a safety orientation to new employees under their direct supervision before they start work and that the orientation covers all the information applicable to their new jobs/positions required by the legislation, regulations and (insert school division here)'s safety management system.
- There is adequate and competent supervision to manage safety effectively during all working hours within their areas of responsibility.
- They monitor, coach, correct, reprimand and/or commend employees under their direct supervision as appropriate and necessary to maintain a safe work environment.
- Hazards/hazardous activities are identified, assessed, prioritized according to risk, and eliminated or adequately controlled within their areas of responsibility.
- Incidents within their areas of responsibility are reported to the applicable regulators as required by law, legislation, government bylaw and/or government act.
- Incidents within their area of responsibility are investigated.
- Appropriate and adequate records are maintained to support, monitor and track all the efforts/activities undertaken and outlined by (insert school division here)'s safety management system within their areas of responsibility.
- Periodically review records of all the efforts/activities undertaken and outlined by (insert school division here)'s safety management system to assess compliance and to determine the level of safety performance within their areas of responsibility.
- They establish, consult and cooperate with an occupational health committee.

## **Appendix 2: *Sample Occupational Health & Safety Policy & Responsibilities Statement***

- They have satisfied all health and safety activities, roles and responsibilities required of them by the legislation (SEA 3-9 and all applicable regulations) and (insert school division here)'s safety management system.

### **Workers** will ensure that they:

- Take reasonable precautions for their own health and safety and the health and safety of others.
- Adhere to and follow all applicable (insert school division here) health and safety processes, policies, procedures, and rules.
- Inspect, use and maintain all personal protective equipment as per manufacturers' specifications, legal requirements and (insert school division here)'s safety management system.
- Use any and all safeguards and devices provided for the protection of themselves or others.
- Follow approved standardized practices and procedures when using all tools and equipment.
- Use all tools, equipment and materials in a safe manner and within the capacity and purpose for which they were provided.
- Report any hazardous conditions, procedures, equipment operations or material concerns to their supervisor immediately.
- Report all injuries, no matter how small, as soon as is reasonably practical to their supervisor and never leave a (insert school division here) job or facility without reporting an injury.
- Consult and cooperate with the (insert school division here)'s occupational health committee.
- Have satisfied all health and safety activities, roles and responsibilities required of them by the legislation (SEA 3-10 and all applicable regulations) and (insert school division here)'s safety management system.

### **Contractors and suppliers** will ensure that they:

- Present proof of good standing with the Saskatchewan Workers' Compensation Board and provide proof of insurance before working on any (insert school division here) job location.
- Take reasonable precautions for their own health and safety and the health and safety of others.
- Adhere to and follow the highest standard for health and safety, be it (insert school division here) or contractor health and safety processes, policies, procedures, and rules.
- Have satisfied all health and safety activities, roles and responsibilities required of them by legislation, industry practices, and their health and safety rules and (insert school division here)'s safety management system.



## **Appendix 2: *Sample* Occupational Health & Safety Policy & Responsibilities Statement**

**Visitors, parents, guests and volunteers** will ensure that they:

- Report to the main office prior to entering the facility.
- Follow the instructions and rules of the location.

**Occupational health committees (OHCs)** have no direct responsibility for workplace health and safety, but as the internal monitors of the workplace responsibility system, they:

- Participate in the identification and control of health and safety hazards in or at (insert school division here).
- Receive, consider and resolve matters respecting the health and safety of workers.
- Meet at least quarterly and have quorum at the meetings.
- Maintain meeting minutes and post the OHC minutes on the Safety/OHC bulletin board(s).
- Conduct inspections prior to OHC meetings.
- Investigate serious incidents (regulation 3-18), dangerous occurrences (regulation 3-20) and work refusals (SEA 3-31).
- Make recommendations for corrective actions/solutions to address issues/items brought to the OHC.
- Maintain records and carry out all duties as specified in the legislation (SEA 3-27 and all applicable regulations).



## **Appendix 3: Key Legislation Requirements for Reporting & Investigating Incidents**

The following are some key sections of *The Occupational Health and Safety Regulations, 2020* that focus on reporting and investigating incidents.

### ***Accidents causing serious bodily injury***

- 2-2(1)** An employer or contractor shall give notice to the division as soon as is reasonably possible of every accident at a place of employment that:
- (a) causes or may cause the death of a worker; or
  - (b) will require a worker to be admitted to a hospital as an in-patient for a period of 72 hours or more.
- (2)** The notice required by subsection (1) must include:
- (a) the name of each injured or deceased worker;
  - (b) the name of the employer of each injured or deceased worker;
  - (c) the date, time and location of the accident;
  - (d) the circumstances related to the accident;
  - (e) the apparent injuries; and
  - (f) the name, telephone number and fax number of the employer or contractor or a person designated by the employer or contractor to be contacted for additional information.
- (3)** An employer or contractor shall provide each co-chairperson or the representative with a copy of the notice required by subsection (1).

### ***Dangerous occurrences***

- 2-3(1)** In this section, “dangerous occurrence” means any occurrence that does not result in, but could have resulted in, a condition or circumstance set out in subsection 2-3(1), and includes:
- (a) the structural failure or collapse of:
    - (i) a structure, scaffold, temporary falsework or concrete formwork; or
    - (ii) all or any part of an excavated shaft, tunnel, caisson, coffer dam, trench or excavation;
  - (b) the failure of a crane or hoist or the overturning of a crane or unit of powered mobile equipment;
  - (c) an accidental contact with an energized electrical conductor;
  - (d) the bursting of a grinding wheel;
  - (e) an uncontrolled spill or escape of a toxic, corrosive or explosive substance;
  - (f) a premature detonation or accidental detonation of explosives;
  - (g) the failure of an elevated or suspended platform; and
  - (h) the failure of an atmosphere-supplying respirator.

### **Appendix 3: Key Legislation Requirements for Reporting & Investigating Incidents**

- (2) An employer, contractor or owner shall give notice to the division as soon as is reasonably possible of any dangerous occurrence that takes place at a place of employment, whether or not a worker sustains injury.
- (3) A notice required by subsection (2) must include:
  - (a) the name of each employer, contractor and owner at the place of employment;
  - (b) the date, time and location of the dangerous occurrence;
  - (c) the circumstances related to the dangerous occurrence; and
  - (d) the name, telephone number and fax number of the employer, contractor or owner or a person designated by the employer, contractor or owner to be contacted for additional information.
- (4) An employer, contractor or owner shall provide each co-chairperson or the representative with a copy of the notice required by subsection (2).

#### ***Report re injuries***

- 2-5** On the minister's request, an employer shall provide to the division, or to any other agency that may be designated by the minister, a report setting out details of all person-hours worked and all work-related injuries during the preceding year.

#### ***Investigation of certain accidents***

- 3-18** (1) Subject to section 3-19, an employer shall ensure that every accident that causes or may cause the death of a worker or that requires a worker to be admitted to a hospital as an in-patient for a period of 24 hours or more is investigated as soon as is reasonably possible by:
- (a) the co-chairpersons or their designates;
  - (b) the employer and the representative; or
  - (c) where there is no committee or representative, the employer.
- (2) After the investigation of an accident, an employer, in consultation with the co-chairpersons or their designates, or with the representative, shall prepare a written report that includes:
- (a) a description of the accident;
  - (b) any graphics, photographs or other evidence that may assist in determining the cause or causes of the accident;
  - (c) an explanation of the cause or causes of the accident;
  - (d) the immediate corrective action taken; and
  - (e) any long-term action that will be taken to prevent the occurrence of a similar accident or the reasons for not taking action.

## **Appendix 3: Key Legislation Requirements for Reporting & Investigating Incidents**

### ***Prohibition re scene of accident***

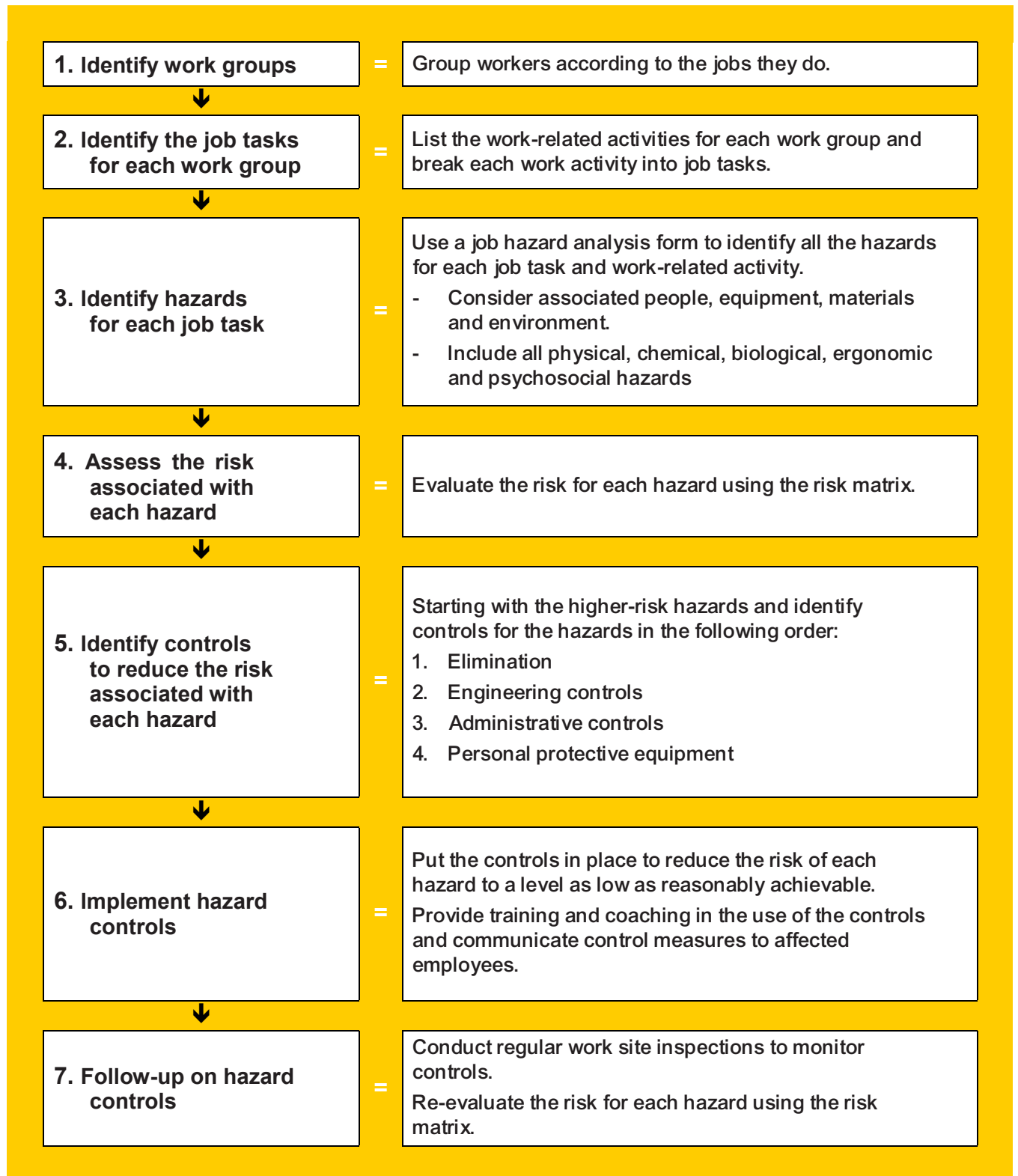
- 3-19** (1) Unless expressly authorized by statute or by subsection (2), no person shall, except for the purpose of saving life or relieving human suffering, interfere with, destroy, carry away or alter the position of any wreckage, article, document or thing at the scene of or connected with an accident causing a death until an officer has completed an investigation of the circumstances surrounding the accident.
- (2) Where an accident causing a death occurs and an officer is not able to complete an investigation of the circumstances surrounding the accident, an officer may, unless prohibited by statute, grant permission to move the wreckage, articles and things at the scene or connected with the accident to any extent that may be necessary to allow the work to proceed, if:
- (a) graphics, photographs or other evidence showing details at the scene of the accident are made before the officer grants permission; and
  - (b) the co-chairpersons of a committee or the representative for the place of employment at which the accident occurred or their designates have inspected the site of the accident and agreed that the wreckage, article or thing may be moved.

### ***Investigation of dangerous occurrences***

- 3-20** (1) An employer, contractor or owner shall ensure that every dangerous occurrence described in subsection 2-3(1) is investigated as soon as is reasonably possible by:
- (a) the co-chairpersons or their designates;
  - (b) the employer, contractor or owner and the representative; or
  - (c) where there is no committee or representative, the employer, contractor or owner.
- (2) After the investigation of a dangerous occurrence, an employer, contractor or owner, in consultation with the co-chairpersons or their designates or with the representative, shall prepare a written report that includes:
- (a) a description of the dangerous occurrence;
  - (b) any graphics, photographs or other evidence that may assist in determining the cause or causes of the dangerous occurrence;
  - (c) an explanation of the cause or causes of the dangerous occurrence;
  - (d) the immediate corrective action taken; and
  - (e) any long-term action that will be taken to prevent the occurrence of a similar dangerous occurrence or the reasons for not taking action.

Consult your copy of *The Saskatchewan Employment Act* and *The Occupational Health and Safety Regulations, 2020* for additional sections that address reporting and investigating responsibilities.

## Appendix 4: Hazard Assessment & Control Process





# Appendix 6: Job Task Inventory *Template*

## Job Task Inventory

<b>Position school division logo here</b>	School or work site:	
	Address/city/postal code:	
	Contact name/number:	
Location:		Date:
Department:		
<b>Work Group:</b>		
Job Tasks:		
1		
2		
3		
4		
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20		



## Appendix 7: Job Hazard Analysis (JHA) Template

Job Hazard Analysis (JHA)						
JOB TITLE	COMPLETED BY: (Check <input type="checkbox"/> all that apply)					JSA #
	<input type="checkbox"/> Supervisor <input type="checkbox"/> Workers holding job <input type="checkbox"/> OHC <input type="checkbox"/> Safety Officer <input type="checkbox"/> Other					
Job Tasks	Hazards Identified	Likelihood	Consequences	Rating	Corrective Actions/Controls	Date Completed
					-	
					-	
					-	
					-	
					-	
					-	
					-	
					-	
					-	
					-	
					-	

**Appendix 7: Job Hazard Analysis (JHA) Template**

Job Tasks	Hazards Identified	Likelihood	Consequences	Rating	Corrective Actions/Controls	Date Completed
					-	
					-	
					-	
					-	
					-	
					-	
<b>Review and communicate assessment with applicable employees.</b>					<b>Review assessment annually and update as necessary.</b>	
<b>Employee name</b>			<b>Initial</b>	<b>Reviewed by</b>		<b>Date</b>

## Appendix 8: Sample Kindergarten Teacher Job Hazard Analysis (JHA)

Complete a job hazard analysis (JHA) for each kindergarten teacher work activity you identified in the Kindergarten Teacher Work Inventory. The following is a sample of how you might complete a JHA for some of the job tasks required to teach a kindergarten class.

Job Hazard Analysis (JHA)						
JOB TITLE	COMPLETED BY: (Check <input checked="" type="checkbox"/> all that apply)					JSA #
Kindergarten Teacher	<input type="checkbox"/> Supervisor	<input type="checkbox"/> Workers holding job	<input type="checkbox"/> OHC	<input type="checkbox"/> Safety Officer	<input type="checkbox"/> Other	00002
Job Task	Hazards Identified	Likelihood	Consequences	Rating	Corrective Actions/Controls	Date Completed
Lesson planning and preparation	Prolonged sitting	4	3	12 M	<ul style="list-style-type: none"> <li>– Provide ergonomically adjusted chair</li> <li>– Implement safe work practice to stand up and move regularly</li> </ul>	
	Repetitive wrist and finger movements while keyboarding/mousing	4	3	12 M	– Provide ergonomically adjusted computer workstation	
					– Provide external mouse and keyboard and monitor if using a laptop	
					– Implement safe work practice to take regular breaks	
					– Include ergonomic workstation setup as an inspection checklist item	
	Prolonged viewing of a monitor screen	4	2	8 L	<ul style="list-style-type: none"> <li>– Provide external monitor if using a laptop</li> <li>– Implement safe work practice to take a 20-second eye break every 20 minutes and focus on view at least 20 meters away</li> </ul>	
	Poor indoor lighting conditions	4	2	8 L	<ul style="list-style-type: none"> <li>– Provide task lighting</li> <li>– Keep light fixtures in good working order</li> </ul>	
	Writing, drawing, using scissors, laminating, photocopying, hole-punching, stapling and using paper cutter	4	3	12 M	– Provide photocopiers that hole punch and staple	
– Provide height-adjustable tables						
– Provide electric staplers						
– Provide automatic hole punchers						
– Provide tools and equipment designed to be used by both left-handed and right-handed workers						
Working alone outside regular school hours	4	5	20 H	– Provide scissors suited to the job task		
				– Plan work activities to prevent extended continuous repetitive work, sustained awkward postures and forceful exertions		
					– Implement safe work practice to replace or repair defective equipment	
					– Implement procedures for school staff working alone that include security and door locking procedures	

## Appendix 8: Sample Kindergarten Teacher Job Hazard Analysis (JHA)

Job Task	Hazards Identified	Likelihood	Consequences	Rating	Corrective Actions/Controls	Date Completed
Transporting, setting up, taking down and storing learning materials, learning displays and learning stations	Storage rooms too small for storage required	4	3	12 M	- Provide sufficient storage space	
					- Repair and maintain floor surfaces in storage rooms	
					- Repair and maintain shelving and other storage units such as cabinets	
					- Implement a safe work practice to store heavier items on shelves between knuckle and shoulder height	
					- Implement good housekeeping practices to keep storage space free of clutter	
					- Implement a safe work practice to not overload shelving	
					- Implement a safe work practice to not extend materials past the edge of shelving	
					- Include storage room floors, shelving and cabinets as an inspection checklist item	
	Carrying materials and equipment from storage to classroom	4	4	16 H	- Provide shared equipment access and storage on same floor as classroom	
					- Repair and maintain floor surfaces	
					- Provide mechanical aids such as carts or dollies to move furniture, equipment and materials	
					- Implement a safe work practice to replace or repair defective mechanical aids such as carts or dollies	
					- Include floor conditions and housekeeping as an inspection checklist item	
					- Provide stackable lightweight containers to store classroom materials when not in use	
					- Implement a safe work practice to limit size of storage containers to reduce weight of container when full	
- Implement good housekeeping practices to ensure items such as electrical cords do not present a tripping hazard						
- Provide safe material handling training						
- Implement safe work practices for lifting and handling loads						
Setting up learning displays and classroom decorations	Hanging decorations from ceiling	4	4	16 H	- Install ceiling tile hooks to hang light weight decorations	
					- Implement a safe work practice that limits the weight and size of materials hung from the ceiling	

## Appendix 8: Sample Kindergarten Teacher Job Hazard Analysis (JHA)

Job Task	Hazards Identified	Likelihood	Consequences	Rating	Corrective Actions/Controls	Date Completed
Setting up learning displays and classroom decorations	Using a ladder	5	4	20 H	- Provide appropriate ladders and step stools	
					- Implement a safe work practice to replace and/or repair defective ladders	
					- Provide ladder safety training	
					- Implement a safe work practice that prohibits the use of makeshift climbing aids, such as boxes, chairs, desks	
					- Include ladders as an inspection checklist item	
	Hanging display materials on walls	4	3	12 M	- Install cork boards on walls used for displaying materials	
					- Implement a safe work practice that limits the weight and size of materials attached to the wall	
					- Include classroom wall displays as inspection checklist items	
	Setting up learning displays on tables/desks	4	3	12 M	- Purchase furniture used for classroom displays that have locking wheels	
					- Implement a safe work practice to replace and/or repair defective furniture and equipment	
- Implement a safe work practice to remove from service and/or repair furniture and equipment with sharp edges						
- Implement a safe work practice to not place student artwork, teaching aids and other combustible materials on or near heating sources						
- Include classroom furniture, display tables, and location of items displayed as inspection checklist items						
Teaching activities	Speaking for extended periods	4	1	4 L	- Provide FM sound systems for voice projection	
					- Configure classroom to maximize acoustics	
					- Implement safe work practices for teachers to design their work tasks to minimize speaking for extended periods	
	Standing for extended periods	4	2	8 L	- Provide anti-fatigue matting	
					- Implement safe work practices for teachers to walk around when teaching	
					- Implement safe work practices for teachers to alternate from standing to seated positions	
Working with students at desk level or lower	4	3	12 M	- Implement safe work practices for assisting students, such as bending at the knees, not the waist		

**Appendix 8: Sample Kindergarten Teacher Job Hazard Analysis (JHA)**

Job Task	Hazards Identified	Likelihood	Consequences	Rating	Corrective Actions/Controls	Date Completed
Teaching activities	Audiovisual equipment use	4	4	16 H	- Permanently install AV equipment in classrooms. Projectors attached to ceilings, screens on walls, and operating equipment installed /secured on shelves or in cupboards	
					- Provide portable AV equipment with retractable cords	
					- Repair and maintain electrical cords and AV equipment	
					- Provide electrical cord floor covers to secure cords on the floor when using AV equipment	
					- Implement a safe work practice that all cords must be wrapped/coiled when AV equipment is not used	
					- Provide power bars with circuit protectors so electrical circuits are not overloaded	
					- Repair and maintain electrical cords and electrical equipment	
					- Disconnect and remove electrical cords immediately after use	
					- Implement a safe work practice to remove from service and/or repair defective electrical cords and equipment	
					- Include AV equipment and electrical cords as an inspection checklist item	
	- Provide training in the correct operation of specific AV equipment					
	Chalkboard and whiteboard use	4	3	12 M	- Provide height adjustable chalkboards and whiteboards	
					- Provide non-toxic scent-free markers and cleaners	
					- Provide hypoallergenic cleaning products	
					- Implement a safe work practice to regularly clean whiteboards and chalkboards	
					- Implement a safe work practice to regularly clean whiteboard and chalk erasers	
	- Include chalkboards, whiteboards and their erasers as an inspection checklist item					
	Working with physically or verbally abusive students	4	4	16 H	- Implement a non-violence policy	
					- Post non-violence policy and student behavior expectations in public areas	
- Implement violence prevention and control strategies						
- Provide non-violent crisis intervention training						

## Appendix 8: Sample Kindergarten Teacher Job Hazard Analysis (JHA)

Job Task	Hazards Identified	Likelihood	Consequences	Rating	Corrective Actions/Controls	Date Completed
Teaching activities	Exposure to communicable diseases, viruses, bacteria, and pests such as lice or scabies	4	5	20 H	- Implement a flu immunization program	
					- Implement safe work practices for the prevention of the spreading of communicable diseases	
					- Provide biohazard training	
					- Implement procedures to respond to lice or scabies infestations	
					- Implement personal hygiene practices to contain lice or scabies	
Supervising students outdoors before and after school, during noon hour and recess, and during field events	Exposure to weather conditions (sun, temperature, humidity, wind speed, precipitation) and air quality issues	4	3	12 M	- Implement safe clothing practices so that clothing appropriate for the conditions are worn	
					- Implement a weather/air quality policy for outdoor activities that addresses extreme weather conditions and air quality issues such as smoke or smog	
					- Provide training in appropriate dress for outdoor activities	
					- Provide hats and sunscreen	
	Exposure to pests such as mice, ants, flies, bees, and wasps	4	4	16 H	- Train teachers in the identification of pest hazards	
					- Implement a process for reporting pest hazards that includes having trained professionals deal with pest problems in a timely manner	
					- Provide insect repellents	
					- Provide training in appropriate dress for outdoor activities	
					- Train teachers as to what to do if bitten or stung by a pest	
	Exposure to biohazards such as blood and body fluids from student injuries and discarded needles/condoms	4	5	20 H	- Have custodians or maintenance workers trained in biohazard handling and disposal inspect school grounds daily and immediately dispose of any biohazards	
					- Provide and maintain appropriate first-aid kits and equipment	
					- Provide teachers with first-aid training	
	Walking on slippery or uneven surfaces	4	3	12 M	- Repair and maintain grounds and walkways	
- Implement a footwear policy that teachers wear appropriate non-slip shoes with full foot coverage and stable foot support						

**\*\*Disclaimer – Partial list only. This form is not meant to include all work tasks, hazards or controls. No suggested controls are guaranteed to work in all situations.**





## Appendix 9: Sample Custodian Job Hazard Analysis (JHA)

Complete a job hazard analysis (JHA) for each custodian work activity you identified in the Custodian Work Inventory. The following is a sample of how you might complete a JHA for the job tasks required to clean the interior of a school facility.

Job Hazard Analysis (JHA)		
JOB TITLE	COMPLETED BY: (Check <input checked="" type="checkbox"/> all that apply)	JSA #
Custodian	<input type="checkbox"/> Supervisor <input type="checkbox"/> Workers holding job <input type="checkbox"/> OHC <input type="checkbox"/> Safety Officer <input type="checkbox"/> Other	00001

Job Tasks	Hazards Identified	Likelihood	Consequences	Rating	Corrective Actions/Controls	Date Completed
Maintain floors by vacuuming, sweeping, mopping, stripping, waxing, scrubbing and polishing	Using vacuums, brooms and mops	4	3	12 M	- Provide vacuums, mops and broom with adjustable telescopic handles	
					- Provide vacuums with 360° easy roll castors	
					- Provide training on using proper body mechanics when vacuuming, mopping and sweeping	
	Pulling, filling and emptying buckets	5	4	20 H	- Provide buckets that have wheels	
					- Provide hoses to fill buckets with	
					- Move drains from sinks to floors to make emptying buckets easier	
	Moving /lifting furniture	4	4	16 H	- Purchase furniture that has locking wheels	
					- Provide carpet sliders to assist with pushing	
					- Implement safe work practices to identify and inform what pieces of furniture require a two-person lift	
	Chemical exposure to cleaning products, strippers, and waxes	4	4	16 H	- Provide training on using proper body mechanics when lifting, pushing and pulling	
					- Purchase the least toxic chemical products available	
					- Provide WHMIS and TDG training	
- Have custodians review SDSs for all chemicals used						
- Provide all PPE, such as neoprene gloves, chemical aprons, face shields, and respirators, indicated on SDSs						
- Train custodians in how to use and maintain required PPE						
- Provide first-aid measures, such as eye wash stations, indicated on SDS						
- Develop an emergency response plan to deal with chemical spills						
- Train custodians on emergency response plans to deal with chemical spills						

## Appendix 9: Sample Custodian Job Hazard Analysis (JHA)

Job Tasks	Hazards Identified	Likelihood	Consequences	Rating	Corrective Actions/Controls	Date Completed
Maintain floors by vacuuming, sweeping, mopping, stripping, waxing, scrubbing and polishing	Slips or falls on wet floors	4	4	16 H	<ul style="list-style-type: none"> <li>– Use signage to indicate wet floors</li> <li>– Implement a safe work practice that all custodians must wear non-slip footwear</li> </ul>	
	Emptying vacuum canisters	3	4	12 M	<ul style="list-style-type: none"> <li>– Provide canisters with contained filter bags to avoid dust exposure</li> </ul>	
					<ul style="list-style-type: none"> <li>– Select filter bags based on a low lifting weight when full rather than capacity to reduce weight lifted</li> </ul>	
	Noise from floor cleaning/polishing equipment	4	4	16 H	<ul style="list-style-type: none"> <li>– Replace older models with newer models that emit less noise</li> </ul>	
					<ul style="list-style-type: none"> <li>– Test noise levels and provide the appropriate hearing protection required for safe noise exposure levels</li> </ul>	
	Electrical hazards from floor cleaning/polishing equipment	4	5	20 H	<ul style="list-style-type: none"> <li>– Implement safe work practice to inspect all equipment before operating using a pre-use equipment inspection checklist</li> </ul>	
					<ul style="list-style-type: none"> <li>– Implement a preventative maintenance program based on manufacturer's specifications for all equipment</li> </ul>	
					<ul style="list-style-type: none"> <li>– Implement a safe work practice that all damaged equipment be removed from use until repaired</li> </ul>	
	Lifting and carrying floor cleaning/polishing equipment up and down stairs	4	4	16 H	<ul style="list-style-type: none"> <li>– Provide floor cleaning/polishing equipment for each floor</li> </ul>	
					<ul style="list-style-type: none"> <li>– Purchase light-weight machines</li> <li>– If equipment must be carried, implement safe work practices for machines that require two people to lift and carry up and down stairs</li> </ul>	
Tripping hazards from cords and hoses	5	3	15 M	<ul style="list-style-type: none"> <li>– Purchase high visibility (red or yellow) cords and hoses</li> </ul>		
				<ul style="list-style-type: none"> <li>– Purchase equipment with retractable cords</li> </ul>		
				<ul style="list-style-type: none"> <li>– Implement a safe work practice that all cords and hoses must be wrapped/coiled when equipment is not used</li> </ul>		
Remove garbage and recyclables	Lifting hazards when emptying containers	5	4	20 H	<ul style="list-style-type: none"> <li>– Provide small containers to collect heavy items such a food scraps, wood scraps or books to reduce weight</li> </ul>	
					<ul style="list-style-type: none"> <li>– For larger garbage containers put in a false bottom or tie bottom of garbage bags to limit capacity</li> </ul>	
					<ul style="list-style-type: none"> <li>– Drill small holes in the bottom of containers to eliminate suction effect</li> </ul>	
					<ul style="list-style-type: none"> <li>– Use front opening collection containers to prevent the need to lift bags up and out</li> </ul>	

## Appendix 9: Sample Custodian Job Hazard Analysis (JHA)

Job Tasks	Hazards Identified	Likelihood	Consequences	Rating	Corrective Actions/Controls	Date Completed
Remove garbage and recyclables	Exposure to chemical and biological hazards from damaged garbage bags	4	5	20 H	– Implement processes to ensure all chemicals and chemical containers are disposed of as per SDS specifications	
					– Implement processes to ensure science teachers dispose of biological and chemical hazards in the appropriate manner and into properly labelled secure containers.	
					– Provide heavy duty bags that can be closed securely and are less likely to tear	
					– Provide appropriate gloves and implement a safe work practice that all custodians must wear gloves when handling garbage	
	Carrying heavy and/or multiple garbage bags and recyclables to dumpsters	5	3	15 M	– Provide carts or dollies to transport garbage to dumpsters	
					– Locate dumpsters as close as possible to building exits to reduce distance garbage must be transported	
	Walking on slippery or uneven surfaces	4	3	12 M	– Implement a policy that walkways to dumpsters must be maintained and all uneven surfaces fixed immediately	
					– Implement a safe work practice to remove ice and snow from walkways to dumpsters before carrying out garbage and recyclables	
– Implement a safe work practice that all custodians must wear non-slip footwear						
Lifting garbage bags and recyclables into dumpsters	4	3	12 M	– Provide a step stool/platform to allow for better working height when lifting lid and placing garbage bags		
				– Provide container with locking-hinge lid so it can be propped open to free both hands for handling garbage bags		
General cleaning of furniture, desks, walls, ceilings, chalk or white boards, windows, lockers, closets and storage areas	Repetitive wrist and elbow movements to clean desks and chalk/white boards	4	3	12 M	– Provide training on using proper body mechanics when wiping surfaces	
					– Implement a safe work practice to alternate wiping tasks with other tasks that use different joint movements	
	Reaching above shoulder height to clean walls and windows	4	3	12 M	– Provide window squeegees with adjustable telescopic handles	
					– Provide mops with flat 360° rotatable heads and adjustable telescopic handles	
				– Provide training on using proper body mechanics when reaching above shoulder height		

## Appendix 9: Sample Custodian Job Hazard Analysis (JHA)

Job Tasks	Hazards Identified	Likelihood	Consequences	Rating	Corrective Actions/Controls	Date Completed
General cleaning of furniture, desks, walls, ceilings, chalk or white boards, windows, lockers, closets and storage areas	Working at heights	4	5	20 H	- Provide the proper ladders or scissor lifts	
					- Provide training on safe ladder use and working at heights	
					- Provide PPE, such as fall arrest equipment	
					- Train custodians in how to use and maintain required PPE	
	Using pressure washers	4	4	16 H	- Train custodians on the safe operation of pressure washers	
					- Provide PPE, such as eye, skin and hearing protection	
	Exposure to biological hazards such as body fluids and hantavirus from mouse droppings	4	5	20 H	- Train custodians in how to use and maintain required PPE	
					- Implement procedures for handling blood and other body fluids	
					- Train custodians on blood-borne pathogens and personal hygiene practices	
					- Rodent proof the facility	
					- Inspect regularly for signs of rodent infestations	
					- Control rodent populations by using kill traps instead of rodenticides	
Clean and disinfect washrooms	Exposure to chemical disinfectants, acid bowl cleaners, glass cleaners	5	5	25 H	- Implement procedures for handling rodents and rodent droppings	
					- Train custodians on hantavirus and personal hygiene practices	
					- Provide approved and appropriately fitted PPE, such as gloves, respirators, and eye protection	
					- Train custodians in how to use and maintain required PPE	
					- Purchase the least toxic chemical products available	
					- Provide WHMIS and TDG training	
	Awkward postures such as stooping and kneeling	5	4	20 H	- Have custodians review current SDS for all chemicals used	
					- Provide all PPE, such as neoprene gloves, chemical aprons, face shields, and respirators indicated, on SDS	
					- Train custodians in how to use and maintain required PPE	
					- Assess ventilation and provide adequate ventilation as indicated on SDS	
					- Purchase toilet brushes and plungers with longer or extendable handles	
					- Provide training on proper body mechanics for reaching below knee level	
					- Provide kneepads to be used when kneeling is required	

**\*\*Disclaimer – Partial list only. This form is not meant to include all work tasks, hazards or controls. No suggested controls are guaranteed to work in all situations.**

# Appendix 10: Employee Occupational Health & Safety Orientation Checklist *Template*

<b>Position school division logo here</b>	School or work site:
	Address/city/postal code:
	Contact name/number:

Name:	Date:
Position:	Location:

**GENERAL HEALTH AND SAFETY ORIENTATION Topics Covered**

<input type="checkbox"/> Division Occupational Health and Safety Policy <input type="checkbox"/> Harassment Policy <input type="checkbox"/> Violence Policy <input type="checkbox"/> Working Alone Policy <input type="checkbox"/> WHMIS <b>Worker Rights</b> <input type="checkbox"/> The right to know <input type="checkbox"/> The right to participate <input type="checkbox"/> The right to refuse unusually dangerous work <input type="checkbox"/> Work refusal process <b>Health and Safety Responsibilities</b> <input type="checkbox"/> School board and division <input type="checkbox"/> Principals, vice principals system administrators, and supervisors <input type="checkbox"/> Workers <input type="checkbox"/> Occupational health committee <input type="checkbox"/> Contractors and suppliers <input type="checkbox"/> Visitors, parents, guests and volunteers <b>Accountability and Measurement</b> <input type="checkbox"/> OHS discipline policy and procedure <input type="checkbox"/> OHS organizational goals <input type="checkbox"/> OHS performance expectations	<b>Hazard Identification and Control</b> <input type="checkbox"/> Hazard definitions <input type="checkbox"/> Hazard/Concern reporting form <input type="checkbox"/> Hazard reporting process <input type="checkbox"/> Risk assessment process <input type="checkbox"/> Inspection process <input type="checkbox"/> Inspection checklists/forms <b>Incident Reporting and Investigations</b> <input type="checkbox"/> Incident definitions <input type="checkbox"/> Incident reporting form <input type="checkbox"/> Incident reporting process <input type="checkbox"/> Incident witness statement form <input type="checkbox"/> Incident investigation form <input type="checkbox"/> Incident investigation process <input type="checkbox"/> Regulatory reporting requirements <input type="checkbox"/> Regulatory reporting process <b>Emergency Response Procedures</b> <input type="checkbox"/> Fire <input type="checkbox"/> Explosion <input type="checkbox"/> Hazardous spill <input type="checkbox"/> Violent action <input type="checkbox"/> External disaster <input type="checkbox"/> Bomb threat <input type="checkbox"/> Hostage taking
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**JOB SPECIFIC HEALTH AND SAFETY ORIENTATION Topics Covered**

<input type="checkbox"/> Personal protective equipment <input type="checkbox"/> Site-specific WHMIS <input type="checkbox"/> Safety rules <b>Facility Tour</b> <input type="checkbox"/> Fire alarms, hoses and extinguishers <input type="checkbox"/> Spill kits <input type="checkbox"/> First-aid kits/stations <input type="checkbox"/> Restricted/Prohibited areas <input type="checkbox"/> Job-specific hazards <input type="checkbox"/> Emergency evacuation procedures <input type="checkbox"/> OHC member introductions <input type="checkbox"/> OHS bulletin board	<b>Safe Work Practices</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <b>Safe Work Procedures</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
--	---

Supervisor signature:	Date:
Worker signature:	Date:



## Appendix 11: Sample Inspection Checklist & Inspection Report Form Template

<b>Position school division logo here</b>	School or work site:
	Address/city/postal code:
	Contact name/number:
Location:	
Inspected by:	Date:
<b>INSPECTION CHECKLIST</b>	

Priority Index: 1) <i>Imminent danger</i> 2) <i>High risk</i> 3) <i>Medium risk</i> 4) <i>Low risk</i>	Yes	No	Priority	Comment
<b>SECTION A – Slipping, Tripping and Falling</b>				
Are hallways and classrooms free of obstructions to pedestrians?				
Are classroom aisles free from debris and obstructions?				
Are cords (e.g., phone/electrical) secured out of aisles and work areas?				
Are spills cleaned up?				
Are wet floor caution signs available/in use?				
Are step ladders available for staff to use to reach and hang decorations?				
Are step ladders in good condition?				
Do outside steps and walkways provide safe footing?				
Have areas with high slip and fall potential (around water fountains, entryways, etc.) been identified and hazards addressed?				

## Appendix 11: *Sample* Inspection Checklist & Inspection Report Form *Template*

Priority Index: 1) <i>Imminent danger</i> 2) <i>High risk</i> 3) <i>Medium risk</i> 4) <i>Low risk</i>	Yes	No	Priority	Comment
<b>SECTION B – Falling Objects</b>				
Are materials stacked so that they cannot fall to a lower level?				
Are shelves and cabinets free of overload?				
Is ice buildup on roof edges removed?				
<b>SECTION C – Electrical</b>				
Is there insulation on electrical cords?				
Are appropriate plugs equipped with grounding prongs?				
Are covers and cover plates in place?				
Are equipment and lights free of loose connections?				
Are electrical panels labelled and shut?				
Are outlets free of overloads?				
Are electrical tools and equipment inspected, maintained and in good working order?				
Is emergency lighting tested and maintained?				



## Appendix 11: *Sample* Inspection Checklist & Inspection Report Form *Template*

Priority Index: 1) <i>Imminent danger</i> 2) <i>High risk</i> 3) <i>Medium risk</i> 4) <i>Low risk</i>	Yes	No	Priority	Comment
<b>SECTION D – Fire Prevention</b>				
Are flammable liquids properly labelled, in approved containers and stored in approved cabinets?				
Is waste disposed of properly?				
Is equipment shut off at the end of the day?				
Can employees explain the evacuation procedures?				
Are evacuation signs and routes posted?				
Are all exit signs illuminated?				
Are personal space heaters, electric hot plates or coffee makers, etc., clear of flammable or combustible materials?				
<b>SECTION E – First Aid and Emergency Response</b>				
Can employees explain the emergency response plan?				
Are emergency contact numbers posted?				
Can employees point out where first-aid kits are located?				
Are first-aid kits regularly inspected and maintained?				
Can employees point out where the eye wash stations are located?				
Are eye wash stations regularly inspected and maintained?				
Are SDSs easily accessible where required?				
Are emergency equipment and exits free of obstruction?				
Are fire hoses, extinguishers and suppression systems maintained?				

## Appendix 11: *Sample Inspection Checklist & Inspection Report Form Template*

Priority Index: 1) <i>Imminent danger</i> 2) <i>High risk</i> 3) <i>Medium risk</i> 4) <i>Low risk</i>	Yes	No	Priority	Comment
<b>SECTION F - Miscellaneous</b>				
Are abrasion hazards such as sharp edges on corners of furniture or wall-mounted fixtures removed?				
Are the aisles free of any blind corners?				
Is adequate light available?				
Are work stations/areas arranged ergonomically?				
Are employees working in an ergonomically correct manner?				
Can employees say they know where to access the health and safety policy?				
Do employees have any other concerns with the general working environment?				
Is PPE available in areas where it is required?				
Is the use of PPE enforced?				
Is PPE regularly inspected and in good repair?				
Are machine guards in place?				
Are safety signs posted on equipment?				
Is asbestos-containing material identified and labelled?				



## Appendix 12: Hazard/Concern Reporting Form *Template*

<b>Position school division logo here</b>	School or work site:
	Address/city/postal code:
	Contact name/number:

<b>HAZARD/CONCERN REPORT</b>
<b>PART 1 TO BE FILLED OUT BY THE WORKER</b>

<b>Reported to:</b>	<b>Date Reported:</b>
---------------------	-----------------------

**Description of hazard/concern:**  
Describe in detail and be specific (e.g., ice on front sidewalks, security procedures not followed after school hours, broken ladder in classroom 292). Use an additional sheet of paper if required.

**Solutions/Corrective actions recommended:**  
Describe in detail your ideas on how to eliminate this hazard or reduce associated risk. Use an additional sheet of paper if required.

<b>Part 1 completed by:</b>		
Name & Title (Please Print)	Date	Signature

<b>PART 2 TO BE FILLED OUT BY THE SUPERVISOR</b>
<b>Corrective Actions Identified</b>

Corrective action/Control to be implemented	Degree of risk	Completion Target Date (DD/MM/YY)	Date Completed (DD/MM/YY)	Verified by (Signature)

<b>Part 2 completed by:</b>		
Name & Title (Please Print)	Date	Signature

## Appendix 13: First Aid Reporting Form *Template*

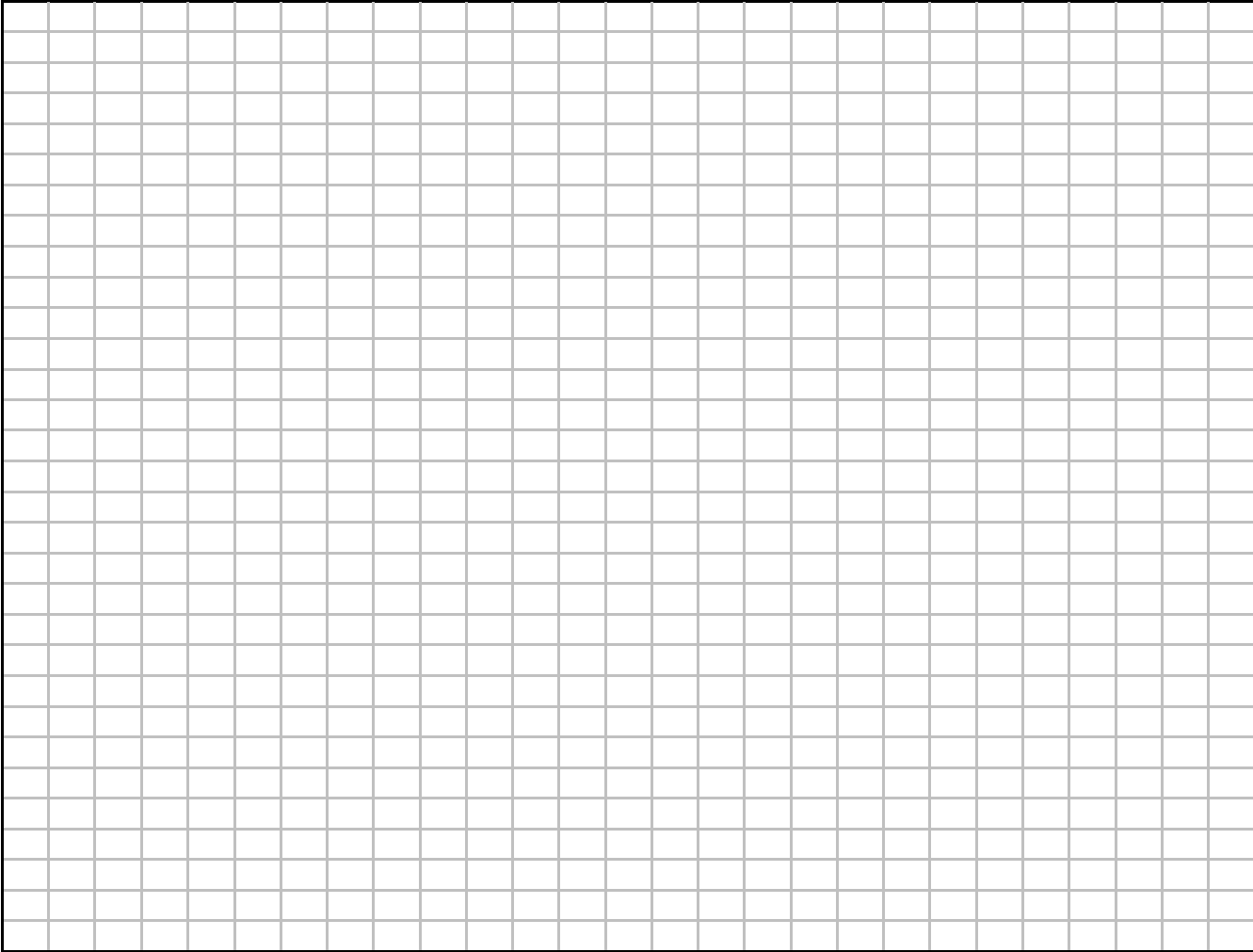
<b>Position school division logo here</b>	School or work site:
	Address/city/postal code:
	Contact name/number:
<b>FIRST AID REPORT</b>	
Date and time of injury or illness:	
Name and occupation of injured worker:	
Names of witnesses:	
Date and time of report:	
Description of injury or illness:	
Treatments:	
Signature of supervisor or first-aid attendant:	

## Appendix 14: Incident Reporting Form *Template*

<b>Position school division logo here</b>	School or work site:
	Address/city/postal code:
	Contact name/number:

INCIDENT REPORT	
Name of worker:	Date of incident:
Position:	Time of incident:
Phone:	Date reported:
<b>Witnesses?</b> <input type="checkbox"/> YES <input type="checkbox"/> NO	
If YES, list names below and attach witness statements:	
<b>Type of incident:</b> <input type="checkbox"/> Near miss <input type="checkbox"/> Property/Equipment damage <input type="checkbox"/> Medical-aid injury <input type="checkbox"/> First-aid injury <input type="checkbox"/> Dangerous occurrence Regulations 2-3 & 3-20 <input type="checkbox"/> Serious incident Regulations 2-2 & 3-18 <input type="checkbox"/> Fatality Regulation 3-19	
<b>Was there an injury?</b> <input type="checkbox"/> YES <input type="checkbox"/> NO	
If YES, describe injury below and submit WCB forms:	
<b>Description of incident</b> (including events leading up to incident):	
<b>Immediate action taken:</b>	
<b>Suggestions to correct hazard or prevent recurrence:</b>	

## Appendix 14: Incident Reporting Form *Template*

Location of incident:	
<b>Draw out the incident scene.</b> Include the locations of all witnesses, equipment, machinery, buildings, etc., in relation to the incident site.	
	
Please describe the details of your drawing.	
Signature:	Date:
Principal/administrator/supervisor name/signature:	Date:

All serious incidents (regulation 2-2) and dangerous occurrences (regulation 2-3) must be reported to LRWS.





## Appendix 15: Incident Investigation Form *Template*

<b>Incident Investigation Results</b> (Attach additional paper if required)		
<b>Direct cause of incident</b> (What happened immediately before the incident and directly caused the incident)	Degree of Risk	
<b>Indirect cause(s) of incident</b> (Substandard acts and conditions that set the stage for the incident)	Degree of Risk	
<b>Root cause(s) of incident</b> (The underlying problem(s) that allowed substandard acts and conditions to exist)	Degree of Risk	
Corrective actions taken to protect the health and safety of workers	Completion Target Date	Date Completed
Corrective actions taken to prevent the recurrence of incident	Completion Target Date	Date Completed

Investigator Signature \_\_\_\_\_

Principal/Administrator/Supervisor Signature \_\_\_\_\_



## Appendix 16: Incident Witness Statement Form *Template*

Location of incident:

**Draw out the incident scene.** Include the locations of all witnesses, equipment, machinery, buildings, etc., in relation to the incident site.

A large grid area for drawing the incident scene. The grid consists of 20 columns and 30 rows of small squares, providing a scale for the drawing.

**Please describe the details of your drawing.**

Signature:

Date:

## Appendix 17: WCB Injury Report Forms

### How to report a workplace injury to the WCB:

You must report any workplace injury that requires medical attention to the WCB within five days of becoming aware of it.

If you don't file an **Employer's Initial Report of Injury (E1)** form within five days, you could be fined up to \$1,000. You could also be charged with the full cost of compensation benefits and medical aid paid to the injured worker for that claim.

You should also make sure the worker submits a **Worker's Initial Report of Injury (W1)** form. If an injured worker asks you for a W1 form, you must provide it to them. You can get the forms online or from a WCB office.

There are several ways to report an injury:

#### *Online*

Go to [www.wcbsask.com](http://www.wcbsask.com). Click **File an injury incident form (E1)** under Employers. Complete the report online, print a copy for your records and click submit to send the report to the WCB automatically.

#### *By phone*

Dial 1.800.787.9288. A WCB representative will fill out the E1 form with you over the phone.

#### *By fax or mail*

Request an E1 from our office, or click **File an injury incident form (E1)** under Employers. Download a copy of the E1 form, print a copy and complete it in pen. Make a copy for your records and sign the other to be mailed or faxed to the WCB. Use the fax number or mailing address on the form to send it in.

Click on any field to start editing.

## Employer's Initial Report of Injury

WCB claim number: \_\_\_\_\_

Reporting options: 1) Phone: 1.800.787.9288 2) [wcb.sask.com](http://wcb.sask.com) 3) Fax 4) Email: [forms@wcb.sask.com](mailto:forms@wcb.sask.com)

Has this incident occurred on the premises or a health-care provider?  Yes  No  Unsure

Claim number: \_\_\_\_\_

Is this injury related to a previous injury?  Yes  No  Unsure

Claim number: \_\_\_\_\_

### Section A: employer information

Complete this form as soon as you are aware of the injury.

*You must complete this form if a worker seeks medical treatment for a work injury.*

Business name: \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

WCB firm number: \_\_\_\_\_

City: \_\_\_\_\_

Industry rate code: \_\_\_\_\_

### Contact for information

Contact person: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

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

### Section B: worker information

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

Specific description of injury: \_\_\_\_\_

Address: \_\_\_\_\_

Occupation: \_\_\_\_\_

City: \_\_\_\_\_ Prov: \_\_\_\_\_ Postal code: \_\_\_\_\_

Social Insurance Number: \_\_\_\_\_

Email: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Phone(s): \_\_\_\_\_ / \_\_\_\_\_

Hire date: \_\_\_\_\_

Provide any information you have if you think this may NOT be a work injury.

### Section C: injury information

1. Injury date: \_\_\_\_\_ 2. Fatality?  Yes  No

MM/DD/YYYY

3. Reported to employer on: \_\_\_\_\_ 4. Province/state of injury: \_\_\_\_\_

MM/DD/YYYY

5. Area of body injured: \_\_\_\_\_

6. In your own words, describe the incident as best you can: \_\_\_\_\_

7. Did the worker receive care from a health-care professional or visit a health-care facility due to this incident?

Yes  No  Unsure

8. Do you have any reason to believe that this is not a work-related incident?  Yes  No

Explanation (if applicable): \_\_\_\_\_

9. Name of health-care provider or facility (if known): \_\_\_\_\_

10. Additional comments: \_\_\_\_\_

### Section D: wage and employment information

11. Has or will the injured worker miss time from work after the date of injury?  Yes  No  Unsure

12. First day off and time worker left work due to this injury: Date: \_\_\_\_\_ Time: \_\_\_\_\_  a.m.  p.m.  
MM/DD/YYYY

13. Has the worker returned to work?  Yes  No  Unsure

If yes, when did the worker return to work? \_\_\_\_\_  
MM/DD/YYYY

14. Was the return to work for full or modified duties?  Full duties  Modified duties

15. Which best describes the worker's employment?  Full time - hourly  Full time - salary  Part time - hourly  
 Part time - salary  Piecework  Owner/operator  Casual  Other

Comments (if applicable): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. What is the worker's gross (bi-weekly, monthly, annual) \_\_\_\_\_ salary? \$ \_\_\_\_\_

If hourly paid, how many hours per week does the worker work? \_\_\_\_\_

If hourly paid, what is the worker's hourly wage? \$ \_\_\_\_\_

17. What were the gross earnings for the worker from either the 52 weeks prior to the first day off due to injury or since the date of hire (if less than 52 weeks)? \$ \_\_\_\_\_

18. Date range for earnings \_\_\_\_\_ to \_\_\_\_\_  
MM/DD/YYYY MM/DD/YYYY

19. Was the worker off work without pay at any time during the above gross earnings period?  Yes  No

If yes, how many total working days was the worker off without pay? \_\_\_\_\_

20. What was the reason for this unpaid time off? \_\_\_\_\_

21. Does the worker have regular days off?  Yes  No

If "Yes," mark which days off: Sun Mon Tue Wed Thu Fri Sat

If "No," mark the days off for the month of the injury, plus one month before and one month after the first day off due to injury-

Month of injury period	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Month after injury period	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Month before injury period	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

22. TD1 exemptions:  Single  Spouse, if partial Provincial amount \$ \_\_\_\_\_ Federal amount \$ \_\_\_\_\_  
 Other \$ \_\_\_\_\_ Number of children 18 years or younger: \_\_\_\_\_

23. Who should receive earnings loss payments?  Worker  Employer

24. Additional comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section E: wage and employment contact**

Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Email: \_\_\_\_\_ Position: \_\_\_\_\_

**Section F: declaration**  
I declare all the information provided is true and correct. I understand that criminal prosecution or penalties may result from any attempt to (1) obtain compensation benefits by fraudulent means and/or (2) prevent collection of compensation benefits.

Please print and sign form before mailing/faxing.

Date MM/DD/YYYY \_\_\_\_\_ Name (please print) \_\_\_\_\_ Signature \_\_\_\_\_





Saskatchewan  
Workers'  
Compensation  
Board

200 - 1881 Scarth Street  
Regina SK S4P 4L1  
www.wcbsask.com

Phone: 306.787.4370  
Toll free: 1.800.867.7590  
Fax: 306.787.4311  
Toll free fax: 1.888.844.7773

E5

Click on any field to start editing.

Reset Form

## Employer's Progress Report

WCB claim number: \_\_\_\_\_

### Section A: Employer Information

### Section B: Worker Information

Name, address

Name, address, postal code

Business phone

WCB firm number

To complete

1. Type or print
2. Be accurate and provide all information requested.
3. Ensure you date and sign the declaration at bottom.
4. Attach additional information, if relevant.
5. Mail OR fax report to WCB, keep copy for your own records.
6. Contact the WCB if you have any questions.

The WCB will send you this form monthly if you have an injured worker who is away from work.

### Section C: Complete A or B

#### A. The worker has returned to work

#### B. The worker has NOT returned to work

1. Date returned: \_\_\_\_\_ Time: \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

2. Is the worker doing the same job as before the injury?  
 Yes  No, explain: \_\_\_\_\_

3. Is the worker earning the same amount now as before the injury?  
 Yes  No, now earning \$ \_\_\_\_\_ (hour/week/month)

4. Did the worker work between the day of injury and the day they returned to work?  No  Yes, give dates:  
\_\_\_\_\_ Time: \_\_\_\_\_ a.m. \_\_\_\_\_  
\_\_\_\_\_ Time: \_\_\_\_\_ a.m. \_\_\_\_\_

5. Did you pay the worker anything for the period of work?  
 Yes, amount \$ \_\_\_\_\_  No, reason: \_\_\_\_\_

1. Have you discussed a return-to-work plan with this worker?

No  Yes

2. Is the worker expected to return to work?  No  Yes, when:  
Date returned: \_\_\_\_\_ Time: \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

3. Will the return to work be:  Full duties  Modified duties, explain: \_\_\_\_\_

4. Will the return to work result in compensation?  
\_\_\_\_\_ and the date of this? \_\_\_\_\_  
\_\_\_\_\_ a.m. \_\_\_\_\_ p.m.  
\_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

The injured worker will receive a Worker's Progress Report (W3).

I declare all the information provided is true and correct. I understand that criminal prosecution or penalties may result from any attempt to (1) obtain compensation benefits by fraudulent means and/or (2) prevent collection of compensation benefits.

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

Title: \_\_\_\_\_

Signature: \_\_\_\_\_  
Please print & sign form before mailing/faxing.





**Labour Relations and Workplace Safety**

**Occupational Health and Safety Branch**

300 - 1870 Albert St.

Regina SK S4P 4W1

**Toll free 1.800.567.SAFE (7233)**

**Fax 306.787.2208**

**Online [www.saskatchewan.ca](http://www.saskatchewan.ca)**

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