

District School Board of Niagara Health & Safety Requirements

In addition to completing the Ministry of Labour Health and Safety eLearning Module and concussion training required by Nipissing University, teacher candidates assigned to the District School Board of Niagara (DSBN) are required to complete the following training prior to the first day of placement.

Please follow these instructions carefully:

1. Print this package.
2. Read the attached Health and Safety Orientation Package and complete the quizzes included in the package:
 - Health and Safety at Work: Prevention Starts Here Quiz
 - WHMIS Quiz
3. Once you have read the package and completed both quizzes, bring the package (including completed quizzes) to the Practicum Office (F208) or scan to ptoffice@nipissingu.ca, where a staff member will verify your answers and sign as "Placement Supervisor".
4. Once the Practicum Office has verified the answers to your quizzes, please contact your associate teacher to make arrangements to complete the Safety Orientation Checklist (Appendix A – attached). **The Safety Orientation Checklist must be completed prior to or on the first day of each new placement.**
5. Following the completion of the Safety Orientation Checklist, you must submit the completed Health and Safety Orientation Package (including the Safety Orientation Checklist) to the Principal or Vice-Principal (DSB Administrator) for verification and signature. **Your package must be verified prior to or on the first day of your placement. You will not be permitted to begin your placement until the completed package has been submitted to the Principal/Vice-Principal.**
6. Your completed package will remain with the Principal/Vice-Principal for the duration of your placement at that school. It will be returned to you at the end of the placement for future DSBN placements. **Please note: the Safety Orientation Checklist cannot be re-used. A new one must be completed for every placement within the DSBN.**

Failure to comply with these requirements may jeopardize your placement.

If you have questions, please contact the Practicum Office at ptoffice@nipissingu.ca or 705-474-3450 ext. 4555.



HEALTH AND SAFETY ORIENTATION PACKAGE

Trainee Name

Trainee Signature

Date Package Completed

PLACEMENT ONE:

Placement Supervisor Name

Placement Supervisor Signature

Date Completion Verified

DSBN Administrator Name

DSBN Administrator Signature

Date Package Received

PLACEMENT TWO:

Placement Supervisor Name

Placement Supervisor Signature

Date Completion Verified

DSBN Administrator Name

DSBN Administrator Signature

Date Package Received

PLACEMENT THREE:

Placement Supervisor Name

Placement Supervisor Signature

Date Completion Verified

DSBN Administrator Name

DSBN Administrator Signature

Date Package Received

Please contact your Associate Teacher to complete the
Safety Orientation Checklist (Appendix A) for site-specific training for each placement.

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HEALTH AND SAFETY ORIENTATION INTRODUCTION

The purpose of this orientation package is to provide unpaid trainees and learners at the District School Board of Niagara (DSBN) with Health and Safety training. This training includes:

- Health and Safety at Work: Prevention Starts Here
- Workplace Hazardous Materials Information System (WHMIS)
- Violence and Harassment in the Workplace
- Slip, Trip and Fall Prevention
- Understanding MSDs
- Safe Use of Ladders
- Asbestos Awareness
- Lockdown, Hold and Secure & Shelter in Place
- Anaphylaxis
- Accessibility Standards for Customer Service
- Accessibility in the District School Board of Niagara

The trainees are required to read the training package in its entirety and complete the quizzes for the Worker Awareness and WHMIS training prior to beginning the first placement. Quizzes are to be marked by the Placement Supervisor. A grade of 80% or higher must be achieved.

The Associate Teachers are responsible for completing site-specific training with the trainee using the Safety Orientation Checklist (Appendix A) prior to or on the trainee's first day of each placement.

The completed Safety Orientation Package and Safety Orientation Checklist must be submitted to the DSBN Administrator prior to or on the trainee's first day of each placement and will remain in the DSBN Administrator's office during the duration of the trainee's placement at that site.

The Health and Safety Orientation Package is valid for the school year in which it is completed. However, the Safety Orientation Checklist is valid only at the specific site in which it is completed.



HEALTH AND SAFETY AT WORK

Prevention Starts Here for
Workers

Welcome

Welcome to the health and safety at work - Ministry of Labour mandatory module for workers. This information and instruction is divided into the following sections:

- **Section 1: Get on Board**
- **Section 2: Get in the Know**
- **Section 3: Get Involved**
- **Section 4: Get More Help**



Health and Safety at Work

The learning module you are about to complete:

- Explains your rights and responsibilities on the job, and tells you what Ontario's Occupational Health and Safety Act (OHSA) expects from employers, supervisors and workers
- Explains what you need to know and understand in order to work safely
- Explains that everyone in the workplace, from the employer to the newest worker, has different but important duties to keep the workplace safe
- Explains how employers have the most authority and greatest responsibility in the workplace
- Explains how to prevent injuries and illnesses at work

Section 1: Get on Board

At the conclusion of this section, you will be able to:

Describe why you play an important role to health and safety in the workplace

Describe the duties of the employer

Describe the duties of the supervisor

Describe the duties and rights of the worker

The Facts:

- Every job has hazards, no matter how safe it looks
- You should be aware of anything in the workplace that could hurt you or make you sick
- People starting new jobs are three times more likely to sustain a workplace injury in the first month of the job
- New and young workers are often not told, or do not understand the hazards of the job. Therefore, they are the most likely to get injured at work.

Purpose:

The purpose of the OHSA and regulations is to keep workers from getting sick or injured on the job. There are inspectors from the Ministry of Labour who make sure the laws are followed and may issue orders or lay charges if they are not. If a person is convicted of breaking the law, there are penalties, such as fines or time in prison.

Duties of the EMPLOYER

OHSA says every employer needs to:

- Ensure workers know about the hazards and dangers in the workplace, as well as how to work safely
- Ensure every supervisor knows how to enforce health and safety practices
- Create health and safety policies and procedures for the workplace
- Ensure everyone knows and follows health and safety procedures
- Ensure workers wear and use protective equipment
- Do everything reasonable to keep workers from being injured or acquiring illness on the job

Duties of the SUPERVISOR

- Supervisors are a crucial part of your workplace's Internal Responsibility System (IRS). This is a very important concept for workplace health and safety
- Under the OHSA, every supervisor is also considered to be a worker and has the same workplace duties and rights as a worker

The OHSA also gives supervisors specific duties related to their role as a supervisor, including:

- Informing workers about hazards, dangers, and responding to their concerns
- Educating workers on how to work safely, ensuring workers follow the law, workplace health and safety policies, and procedures
- Ensuring workers wear and use the right protective equipment
- Doing everything reasonable in the circumstances to protect workers from being hurt or getting a work-related illness

Duties of a WORKER

As per the OHSA, every worker is required to:

- Follow the law, as well as the workplace health and safety policies and procedures
- Always wear or use protective equipment and clothing that the DSBN requires
- Work and act in a way that won't hurt them or any other worker
- Report any hazard they find in the workplace to their supervisor

Rights of a WORKER

- **Right to Know:** All workers have the right to know about potential or identified hazards in the workplace.
- **Right to Participate:** Workers have the right to receive workplace health and safety training, as well as participate with the Multi-Workplace Joint Health and Safety Committee (MWJHSC).
- **Right to Refuse Unsafe Work:** If a worker deems a working condition hazardous, it must be brought to the attention of the supervisor and the Health and Safety Site Representative. Notification to the Health and Safety Officer must occur as well.

Section 2: Get in the Know

At the end of this section you will be able to:

- **Explain** that you have the right to know about workplace hazards
- **Identify** examples of workplace hazards
- **Identify** ways that DSBN and supervisors can protect you from workplace hazards
- **Describe** other ways to find out about workplace hazards

You Need to Know About Hazards

- A hazard is anything that can hurt you or other people you work with
- Injuries from hazards happen every day in Ontario workplaces
- There is a hazard at the root of every work-related injury or sickness
- Sometimes hazards may combine to create a larger hazard
- You need to know about hazards in your workplace before you start working



Common Hazards

Here are some of the most common hazards in Ontario workplaces:

- **Repetition**
 - o It is even riskier when you are in an awkward position or use a lot of force; think of someone who bends over all day or someone who lifts heavy things repeatedly, especially if it is above the shoulders or below the knees.
- **Slips, Trips, or Falls**
 - o Think of something as easy as slipping on coffee spilled on the floor, tripping in a cluttered work area, or falling off a raised platform that has no guard rails.

- **Motorized Vehicles**
 - Think of being hit by a contractor vehicle that is backing up on the school site, or someone getting hit by a parent in the Kiss and Ride drop off.
- **Using or Working near Machinery**
 - Machines can be very hazardous as many workers have been seriously injured by the equipment they operate.
- **Workplace Violence**
 - It can happen to people in many workplaces. Schools are not immune to the workplace violence issues.
- **Less Visible Hazards**
 - Chemicals, fumes, or toxic dust
- **Germ and Viruses in schools**
- **Loud noises**
- **Poor lighting**
- **Sharp objects or equipment**
- **Objects that can fall from a height**
- **Electricity and other energy sources**

Important Questions About Your Job that You Need to Know the Answers to:

- What are the hazards of my job?
- Is there any special training needed for my job?
- Do I have the right protective equipment for my job?
- If I have any questions about safety who do I ask?
- How do I report an injury?
- What do I do in an emergency?
- Who do I report unsafe equipment to?
- Am I focusing on the task and doing it safely?
- When will I get training about job specific hazards?

Protecting You from Hazards

Engineering Controls:

- The best way is to eliminate the hazard completely. A good example is replacing a toxic cleaning chemical with a non-toxic one.
- If the hazard cannot be eliminated, consideration should be given to reducing the hazard. An example of this is improving ventilation systems, or putting a barrier around a dangerous piece of equipment. These are called "**engineering controls**".

Administrative Controls:

- Reduce how long or how often you come in contact with the hazard.
- This can be done by arranging work differently so that you are not exposed as long.

Personal Protective Equipment:

- The OHSA says that one of your duties as a worker is always to wear **Personal Protective Equipment (PPE)** that your employer requires.
- If the OHSA or DSBN says you have to wear or use these things to do the work, you must wear the PPE.
- Some of the machinery in your workplace may have a guard which protects you from coming in contact with a moving part.
- If the DSBN has deemed that the guard has to be used, it must be used.
- The OHSA maintains that you must never remove or disable a protective device that is required.
- The OHSA recommends you do not use any equipment or machine in a way that could hurt you or any other worker.

Other Ways to Find Out About a Hazard

- Review DSBN's health and safety policies, procedures, and guidelines. Follow safety procedures as outlined.
- If you see a hazard on the job or a "close call", report it to your supervisor to ensure that no one gets hurt.
- **WHMIS:**
 - The law says every worker has to have access to information and training about chemicals or hazardous materials in the workplace.
 - The Workplace Hazardous Materials Information System (WHMIS) Regulation says that you need to receive information and instruction on how to use, store and get rid of hazardous materials safely.
 - This information is available on labels and Safety Data Sheets (SDS).
- **Equipment:**
 - If your job involves using equipment, know how to operate that equipment safely.
 - One way to get information on the safe use of machinery is from the operator's manual. It tells you about hazards and has instructions on how to use the equipment safely.
 - If there is no manual available for the equipment you are using, you should ask your supervisor for information on how to operate the equipment safely.

Section 3: Get Involved

At the conclusion of this section you will be able to:

- Explain your right to participate in all aspects of health and safety in the workplace
- Give examples of ways that you can participate in health and safety in your workplace
- Describe the roles of multi-workplace joint health and safety committee (MWJHSC) and health and safety site representatives

Get Involved

- Understanding the Occupational Health and Safety Act is all about knowing the health and safety duties of employers, supervisors, and workers, and putting them into action.
- If you see a hazard on the job, you have a duty to speak up (e.g. report equipment that is not working properly).
- It is important that you report to your supervisor or employer an injury, incident, or close call, so that they can prevent such occurrences from happening again.
- You can ask questions when you are not sure about a health and safety issue.
- You can help the representative or committee with health and safety inspections by pointing out possible hazards in your work area.
- You can put your health and safety training and what you have learned into action.

The RIGHT to Participate in Health and Safety Summary

- The OHS Act gives you the right to participate and get involved in keeping your workplace safe and healthy.
- Below are two ways in which you can participate in keeping your workplace safe:
 - 1) Report hazards to your supervisor(s)
 - 2) Provide prevention solutions

Health and Safety Representatives and MWJHSC

- The MWJHSC plays an important role in helping to keep workplaces safe
- Health and Safety Site Representatives perform monthly inspections
- Information from these inspections is brought back to the MWJHSC
- The MWJHSC then makes recommendations to the DSB to improve health and safety
- There are employer and worker members on the MWJHSC; everyone has a say in identifying and solving problems

What to Look For and What to Ask

- The OHSA states that your employer must post the OHSA and other Health and Safety Information
- Items found on the **Health and Safety bulletin board**:
 - o Posted names of your MWJHSC members
 - o Policy E3 (Health and Safety) and E15 (Workplace Violence and Harassment Prevention)
 - o Current copy of Minutes of the MWJHSC meetings
 - o Latest copy of your school's Monthly Inspection report
 - o Latest copy of your school's Annual Inspection report
 - o WSIB Poster: In Case of Injury at Work (4 step) of what to do if a worker is injured in the workplace
 - o "Health & Safety at Work: Prevention Starts Here" poster
- **Always be on the lookout for hazards to yourself or others.**
Before you start your workday, ask yourself questions like:
 - o Is any of the machinery broken?
 - o Are there warning labels or signs?
 - o Is there any moving equipment you could get caught in?
 - o Is there something you could slip or trip on?
 - o Do you need protective equipment?
 - o Do you know how to do this job safely?
 - o Is there another worker nearby who can get hurt by what you are doing?
 - o Is this task more than you can physically handle?
 - o Have you been trained to do this job safely?
 - o How do you report hazards?
 - o Are there any chemicals in the workplace that will make you sick?
- Prevention starts here by asking questions and following the OHSA and the workplace Health and Safety procedures



Be a Safety Role Model: How you perform, think and talk about the work, can affect the safety of you and the people you work with.

Section 4: Get More Help

At the conclusion of this section you will be able to:

- Explain your right to refuse unsafe work
- Recognize that your employer cannot threaten, fire or dismiss you for exercising your rights or asking your supervisor to do what the OHSA requires them to do
- Seek additional information about health and safety

The **RIGHT** to Refuse Unsafe Work

- If you have reason to believe that the work you are doing or the equipment you are using might hurt you or someone you work with, you can refuse to do that work.
- A work refusal is carried out in the following steps:
 1. Tell your employer or supervisor, and your Health and Safety Representative or a MWJHSC member, that you believe you are in danger , that you're refusing to do the work, and why.
 2. Your supervisor, DSBN, Health and Safety Representative, or MWJHSC will try to solve the problem.
 3. If the problem is not resolved or if you still have reason to believe the work is unsafe, you can continue to refuse the work.
 4. A Ministry of Labour Inspector will be called in to investigate.
- Some workers, such as teachers, have a limited right to refuse work. For example, care of students is the teachers' first priority.
- Talk to your MWJHSC member if you think your right to refuse work may be limited by the work you do.
- You cannot be disciplined for doing what the OHSA expects you to do.
- If you feel that your employer is taking action against you for raising a health and safety concern, you can discuss such issue with an MWJHSC member

Conclusion

Please complete the following quiz to conclude the Worker Health and Safety Awareness in the 4 Steps module as required by the OHSA.

HEALTH AND SAFETY AT WORK: PREVENTION STARTS HERE QUIZ
District School Board of Niagara

Trainee		
Name:	Signature:	Date:
Placement Supervisor		
Name:	Signature:	Date:

Grade: _____

- 1. Who does the OHSA put the greatest responsibility on to make sure no one gets hurt or sick on the job?**
 - a. Teachers
 - b. Students
 - c. Caretakers
 - d. DSBN

- 2. Where should you be able to find Health & Safety information in your workplace?**
 - a. On the SMART Board
 - b. In the classroom
 - c. In the Administrator's office
 - d. On the Health & Safety Bulletin Board

- 3. When is it okay to take safety shortcuts on the job?**
 - a. Always
 - b. Wednesdays
 - c. Never
 - d. Sometimes

- 4. Who should you report a hazard to?**
 - a. Your colleagues
 - b. The Niagara Regional Police
 - c. Your Supervisor
 - d. The Ministry of Labour

- 5. Who can help you with any concerns you may have about working safely?**
- a. The caretaker
 - b. Your colleagues
 - c. Google
 - d. The Health & Safety Site Representative
- 6. If you have any doubts about the safety of the work you are doing, who should you ask?**
- a. Your colleagues
 - b. Your Supervisor
 - c. The secretary
 - d. The caretaker
- 7. Who can you call if your supervisor is having difficulty dealing with a hazard?**
- a. MWJHSC
 - b. Health and Safety Site Representative
 - c. Health and Safety Officer
 - d. All of the above
- 8. When should you find out about hazards on the job?**
- a. After working with the hazard
 - b. When your supervisor feels like telling you
 - c. Before you begin work
 - d. After you have been injured by a hazard
- 9. Can an employer in Ontario punish you for doing what the OHSA says?**
- a. Under certain circumstances
 - b. Sometimes
 - c. Never
 - d. Always
- 10. As a worker, which one of the items below is your responsibility?**
- a. To worry only about oneself in health and safety matters
 - b. To tell the employer what they must do
 - c. To wear PPE assigned
 - d. To direct the work



WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM

WHMIS Training

Introduction

Every day, workers across Canada are exposed to hazardous materials on the job. Many materials within DSBN workplaces have the potential to cause illness or injury, including:

- Cleaning Products
- Solvents
- Paints
- Chemicals

WHMIS is designed to ensure employers and workers have up to date information about hazardous materials used in the workplace.

Overall Goal

It is important that you know about all hazardous products that you work with, and know how to protect yourself by working safely.

At the end of this session, you should be able to answer these three important questions:

- What are the hazards of the product?
- How do I protect myself from those hazards?
- What do I do in case of an emergency?

Common Elements

The elements that will be discussed here are:

- Hazard groups, classes, and categories
- Pictograms
- Signal words
- Hazard statements
- Precautionary statements

Classes Signal words Categories Pictograms
Hazard groups
Precautionary statements

Hazard Groups

Hazard Group -> Hazard Class -> Hazard Category

There are 2 major hazard groups under **WHMIS**

- **Physical** – flammable liquid, gases under pressure
- **Health** – skin corrosion/irritation, acute toxicity

Within each hazard group, there are hazard classes.

- Each hazard group includes hazard classes that have specific hazardous properties.
- For example under the physical hazards group, there are hazard classes that are based on the physical or chemical properties of the product – such as flammable, oxidizing, and corrosive. The health hazard group includes hazard classes that are able to cause a health effect - such as being an irritant to eyes, or being acutely toxic (poisonous). It is not uncommon for a product to belong to more than one hazard group. For example, benzene has both hazardous physical and health properties.

Hazard Classes

Hazard Group -> Hazard Class -> Hazard Category

Each hazard group is divided further into hazard classes. Under **WHMIS**, there are:

- 19 physical hazard classes
- 12 health hazard classes

There are also 2 environmental classes from GHS but these classes are not mandatory in Canada.

Physical Hazard Classes

Physical Hazard Classes

- | | |
|---|--|
| - Explosives* | - Pyrophoric solids |
| - Flammable gases | - Self-heating substances and mixtures |
| - Flammable aerosols | - Substances and mixtures which, in contact with water, emit flammable gas |
| - Oxidizing gases | - Oxidizing liquids |
| - Gases under pressure | - Oxidizing solids |
| - Flammable liquids | - Organic peroxides |
| - Flammable solids | - Corrosive to metals |
| - Self-reactive substances and mixtures | |
| - Pyrophoric liquids | |

***WHMIS** is not adopting the explosive hazard class. It is covered by other legislation in Canada.

Flammable gases, Flammable aerosols, Flammable liquids, Flammable solids

- These four classes cover products that have the ability to ignite (catch fire) easily.
- The main hazards are fire or explosion.

Oxidizing gases, Oxidizing liquids, Oxidizing solids

- These three classes cover oxidizers, which may cause or intensify a fire or cause a fire or explosion.

Gases under pressure

- This class includes compressed gases, liquefied gases, dissolved gases and refrigerated liquefied gases. Compressed gases, liquefied gases and dissolved gases are hazardous because of the high pressure inside the cylinder or container. The cylinder or container may explode if heated. Refrigerated liquefied gases are very cold and can cause severe cold (cryogenic) burns or injury.

Self-reactive substances and mixtures

- These products may react on their own to cause a fire or explosion, or may cause a fire or explosion if heated.

Pyrophoric liquids, Pyrophoric solids, Pyrophoric gases

- These products can catch fire very quickly (spontaneously) if exposed to air.

Self-heating substances and mixtures

- These products may catch fire if exposed to air. These products differ from pyrophoric liquids or solids in that they will ignite only after a longer period of time or when in large amounts.

Substances and mixtures which, in contact with water, emit flammable gases

- As the class name suggests, these products react with water to release flammable gases. In some cases, the flammable gases may ignite very quickly (spontaneously).

Organic peroxides

- These products may cause a fire or explosion if heated.

Corrosive to metals

- These products may be corrosive (chemically damage or destroy) to metals.

Combustible dust

- This class is used to warn of products that are finely divided solid particles. If dispersed in air, the particles may catch fire or explode if ignited.

Simple asphyxiants

- These products are gases that may displace oxygen in air and cause rapid suffocation.

Physical hazards not otherwise classified

- This class is meant to cover any physical hazards that are not covered in any other physical hazard class. These hazards must have the characteristic of occurring by chemical reaction and result in the serious injury or death of a person at the time the reaction occurs. If a product is classified in this class, the hazard statement on the label and SDS will describe the nature of the hazard.

Health Hazard Classes

Health Hazard Classes

- Acute toxicity
- Skin corrosion/irritation
- Serious eye damage/ eye irritation
- Respiratory or skin sensitization
- Germ cell mutagenicity
- Carcinogenicity
- Reproductive toxicity
- Specific target organ toxicity – single exposure
- Specific target organ toxicity – repeated exposure
- Aspiration hazard

Acute toxicity

- These products are fatal, toxic or harmful if inhaled, following skin contact, or if swallowed.
- Acute toxicity refers to effects occurring following skin contact or ingestion exposure to a single dose, or multiple doses given within 24 hours, or an inhalation exposure of 4 hours.
- Acute toxicity could result from exposure to the product itself, or to a product that, upon contact with water, releases a gaseous substance that is able to cause acute toxicity.

Skin corrosion/irritation

- This class covers products that cause severe skin burns (i.e., corrosion) and products that cause skin irritation.

Serious eye damage/eye irritation

- This class covers products that cause serious eye damage (i.e., corrosion) and products that cause eye irritation.

Respiratory or skin sensitization

- A respiratory sensitizer is a product that may cause allergy or asthma symptoms, or breathing difficulties if inhaled. A skin sensitizer is a product that may cause an allergic skin reaction.

Germ cell mutagenicity

- This hazard class includes products that may cause or are suspected of causing genetic defects (permanent changes (mutations) to body cells that can be passed on to future generations).

Carcinogenicity

- This hazard class includes products that may cause or are suspected of causing cancer.

Reproductive toxicity

- This hazard class includes products that may damage or are suspected of damaging fertility or the unborn child.
- Note: There is an additional category which includes products that may cause harm to breast-fed children.

Specific target organ toxicity – single exposure

- This hazard class covers products that cause or may cause damage to organs (e.g., liver, kidneys, or blood), following a single exposure.
- This class also includes a category for products that cause respiratory irritation, drowsiness or dizziness.

Specific target organ toxicity – repeated exposure

- This hazard class covers products that cause or may cause damage to organs (e.g., liver, kidneys, or blood) following prolonged or repeated exposure.

Aspiration hazard

- This hazard class is for products that may be fatal if they are swallowed and/or enter the airways.

Biohazardous infectious materials

- These materials are microorganisms, nucleic acids or proteins that cause or is a probable cause of infection, with or without toxicity, in humans or animals.

Health hazards not otherwise classified

- This class covers products that are not included in any other health hazard class. These hazards have the characteristic of occurring following acute or repeated exposure and have an adverse effect on the health of a person exposed to it - including an injury or resulting in the death of that person. If a product is classified in this class, the hazard statement will describe the nature of the hazard.

Environmental Hazard Classes

- Hazardous to the aquatic environment
- Hazardous to the ozone layer

NOTE: It is not mandatory to include the environmental hazard classes in Canada, but they are mentioned because you may see these classes identified on labels or SDS for the products you use.

Hazard Categories

Hazard Group -> Hazard Class -> Hazard Category

A category is a sub-division of a hazard class. A category identifies the **degree of hazard** within a hazard class.

- Category 1 is the highest level of hazard
- Category 2 in the same class has a lower degree of hazard than Category 1, and so on.

Sometimes letters are used, A) being the highest.

TIP! The numbering system tells you about the level of hazard present.

- The objective is not to remember how many categories are in each hazard class. The key point to remember is that a category 1 in any hazard class has the greatest hazard.

- This numbering system gives you clues about the precautions and control measures that will be required to prevent exposure. Learn to look for this information on labels and safety data sheets. If you are unsure about something, ask your supervisor.
- Categories may also be identified with alphabetical references (e.g., A is a greater hazard than B, etc.)

Example of Category Ranking

The “Flammable liquid” hazard class has 4 categories defined by flash points (FP) and boiling points (BP)

- Category 1: $FP < 23 \text{ deg C}$, $BP \leq 35 \text{ deg C}$
- Category 2: $FP < 23 \text{ deg C}$, $BP \geq 35 \text{ deg C}$
- Category 3: $FP \geq 23 \text{ deg C}$, $BP \leq 60 \text{ deg C}$
- Category 4: $FP > 60 \text{ deg C}$, $BP \leq 93 \text{ deg C}$

Category 1 has the lowest flash point and boiling point, making it the most hazardous category for handling and storage.











TIP! The key point is to know that category 1 has the greatest hazard

Hazard Pictograms

Ten hazard pictograms are used

- Hazard classes and categories are assigned a pictogram
- Each has a distinctive red “square set on point” shape with a solid border (except the biohazardous infectious materials pictogram)
- The pictogram represents the potential hazard (e.g., fire, health hazard, corrosion, etc.)
- Hazard pictograms are used to represent the hazard classes - Each hazard class or category has an assigned hazard pictogram - Most pictograms have a distinctive “square on point” border, which is solid red in colour
- Inside this border is a symbol that represents the potential hazard (e.g., fire, health hazard, corrosive, etc.)
- Together, the symbol and the border are referred to as a pictogram
- The biohazardous infectious material symbol remains the same round black circle as previously used in WHMIS 1988
- The pictogram provides an image that immediately shows a worker what type of hazard is present

- This way, even with a quick glance, someone can realize that, for example, the product is a danger to health, is corrosive, or may be a fire hazard

	Exploding bomb		Flame over circle
	Corrosion		Gas cylinder
	Health hazard		Exclamation mark
	Flame		Environment (not mandatory)
	Skull and crossbones		Biohazardous infectious materials

Education and training for these hazard classes is beyond the scope of this training module.

Exploding Bomb Pictogram

Types of explosive hazards

- Unstable explosives
- Mass explosion
- Severe projection
- Fire, blast or projection
- May explode in fire



Classes using this symbol:

- Explosives (includes (sensitivity to shock, impact and friction; thermal instability; fire and heat hazards) (not mandatory)
- Self-reactive substances (Type A and B)
- Organic peroxides (Cat. A, and B)

Flame Pictogram

Flammables can ignite easily and burn rapidly

Fires need: fuel, oxygen, and heat (e.g., an ignition source such as a spark)

Common classes that use this pictogram:

- Flammable liquids
- Flammable solids
- Flammable aerosols
- Flammable gases



Flame Over Circle Pictogram

The “o” is for oxygen and the flames show that oxidizers are a significant fire hazard.

Oxidizers make fires:

- Burn more intensely
- Burn faster
- Occur effortlessly, sometimes without an ignition source



Three classes use this pictogram

- Oxidizing gas
- Oxidizing liquids
- Oxidizing solids

Gas Cylinder Pictogram

The 4 hazard categories for Gases under pressure are:

- Compressed gas
- Liquefied gas
- Refrigerated liquefied gas
- Dissolved gas



Other potential hazards to consider:

- Health hazards
- Uncontrolled release of high pressure gas
- Suffocation
- Frostbite

Corrosion Pictogram

This pictogram is used for the physical hazard class:

Corrosive to Metals.

- Can attack (corrode) some metals



Also used by two health hazard classes:

- Skin corrosion/irritation (category 1, 1A to 1C), and serious eye damage/eye irritation (category 1)
- Can cause destructive, irreversible damage to the skin and eyes

Skull and Crossbones Pictogram

These products are fatal, toxic or harmful if inhaled, following skin contact, or if swallowed.

- This class represents acute toxic (short-term) effects



Health Hazard Pictogram

Pictograms are used for products that cause chronic health effects:

- Respiratory or skin sensitization - Respiratory sensitizer (cat. 1, 1A, 1B) – Asthma-like response
- Germ cell mutagenicity - Causes changes to cells that can be passed on to offspring
- Carcinogenicity - Can cause cancer
- Reproductive toxicity – Impacts on human fertility, development of unborn children
- Specific Target Organ Toxicity (STOT) – single exposure (cat. 1 and 2)
- Impact on specific organs or systems following an exposure
- STOT – repeated exposure - Impact on specific organs or systems following repeated exposure
- Aspiration hazard - When products can enter the lungs and cause serious lung injury



Exclamation Mark Pictogram

The hazard classes that use this pictogram are:

- Respiratory or skin sensitization - Skin sensitizer (cat. 1, 1A, 1B)
- Causes allergy response by skin (redness, itching, swelling, etc.)
- Specific target organ toxicity - Single exposure (cat. 3) – e.g., coughing
- Skin corrosion/irritation - Skin irritation (cat. 2) – e.g., redness or inflammation that is reversible
- Serious eye damage/eye irritation - Eye irritation (cat. 2, 2A) – e.g., effects that are reversible within 21 days; also severe skin irritants
- Acute toxicity - Oral, Dermal, Inhalation (cat. 4) – products that may be harmful if inhaled, swallowed or through skin contact



Environment Pictogram

- This Pictogram is used for substances that can have an effect on the environment. The use of these classes and pictogram is not mandatory in Canada.
- Classes
 - o Hazardous to the aquatic environment
 - o Hazardous to the ozone layer



Biohazardous Infectious Materials Pictogram

- These are materials or organisms (or the toxins they produce) that can cause diseases in people or animals.
 - o Includes: bacteria, viruses, fungi, parasites
- These organisms can live in body tissues and fluids



- Usually found in hospitals, health care facilities, laboratories, veterinary practices or research facilities

Hazard Statements

Hazard statements are brief, standardized sentences that help to describe the degree of the hazard. Examples include:

- “Extremely flammable gas”
- “Contains gas under pressure; may explode if heated”
- “Fatal if inhaled”
- “Causes eye irritation”

Tip! The wording of the hazard statement helps describe the degree of hazard. For example, “May cause cancer” indicates a higher hazard than “Suspected of causing cancer”.

Signal Words

There are only two signal words used:

- **“Danger”** and **“Warning”**
- Danger is used for higher hazards

Note: Some of the lower ranking hazard class/categories do not use a signal word.

Precautionary Statements

Precautionary statements provide information about how to minimize or prevent exposure including storage, handling, first aid, personal protective equipment, and emergency measures.



Examples include:

- “Keep container tightly closed”
- “Wear protective gloves/protective clothing/eye protection/face protection”
- “If exposed or concerned: Get medical advice/attention”

- “Fight fire remotely due to the risk of explosion”
- “Protect from sunlight”

Putting these elements together

Together, the pictogram, signal word, hazard statement, and the hazard class and category name provide you with information about that hazardous product.

Class/Category	Skin corrosion/irritation - Category 1	Skin corrosion/irritation - Category 2
Pictogram		
Signal word	Danger	Warning
Hazard statement	Causes severe skin burns and eye damage.	Causes skin irritation.

Consumer Products







How do consumer products fit into the picture?

Any product that is packaged in a size typically available to retail consumers and available to the public is exempt from WHMIS.

The symbols for Consumer Products are different than those of **WHMIS**.

However, once a Consumer Product is brought onto the property of the DSBN, it becomes regulated by the Occupational Health and Safety Act and **WHMIS** Regulation. **All staff must follow WHMIS SDS and labelling requirements.**

Consumer Product Warning Labels

	Hazard	Precautions	Degrees of Hazard	Label Warning				
TOXIC PRODUCTS								
	Poisonous	Do not get in eyes or on skin. Do not breathe fumes. Wear protective clothing and safety equipment as indicated on the label.	Very toxic	- Extreme Danger - Sales Restricted				
	May be lethal.		Toxic	- Danger				
	or May cause serious and irreversible effects.		Harmful	- Caution				
CORROSIVE PRODUCT								
	Causes Burns	Do not mix with other chemicals. Do not get in eyes or on skin. Do not breathe fumes. Do not swallow. Wear protective clothing as indicated on the label.	Very Corrosive	- Extreme Danger				
	Will cause chemical burns to the skin, eyes and lungs.		Corrosive	- Danger				
	May form dangerous fumes when mixed with other chemicals.		Irritant	- Caution				
FLAMMABLE PRODUCT								
	Fire hazard	Read the specific instructions on the label. Use only in well ventilated areas. Keep away from flames and objects that spark. Store in a safe location.	Very Flammable	- Extreme danger				
	May ignite if exposed to a spark or flame		Flammable	- Danger				
	or May spontaneously ignite		Spontaneously Combustible	- Caution				
PRESSURIZED CONTAINER								
	Explosion Hazard	Do not puncture. Do not burn. Store away from heat.	Example of Consumer Labelling The symbols and hazard warnings must be on the front or main display panel of the container.					
	Under Pressure may explode if heated.		 DANGER  CORROSIVE POISON CORROSIF					
	If ruptured hazardous contents will be released		These warnings may be located in a border anywhere on the displayed part of the container.					
<table><tr><td>English</td><td>French</td></tr><tr><td>Warnings, Precautions, First Aid and hazardous ingredients</td><td>Mise en garde, précautions et premier soins et ingrédients dangereux</td></tr></table>					English	French	Warnings, Precautions, First Aid and hazardous ingredients	Mise en garde, précautions et premier soins et ingrédients dangereux
English	French							
Warnings, Precautions, First Aid and hazardous ingredients	Mise en garde, précautions et premier soins et ingrédients dangereux							
QUICK SKIN BONDING ADHESIVES								
Bonds Skin Instantly		Do not get in mouth, eyes or on skin.						

Supplier Label

Labels alert you to the major hazards and provide some precautions. Supplier labels will look different than the old **WHMIS** labels and will have some different information. Labels use all of the elements we just discussed.

A supplier label will have the following elements:

1. **Product Identifier** – name of the product
2. **Pictogram(s)** – the symbol that represents the hazard class. In some cases, no pictogram is required
3. **Signal Word** – a word used to alert the reader to a potential hazard and to indicate the severity of the hazard

4. **Hazard Statement(s)** – an assigned statement that describes the hazard(s)
 5. **Precautionary Statement(s)** – standardized phrases that describe measures to be taken to minimize or prevent adverse effects resulting from exposure to a hazardous product or resulting from improper handling or storage of a hazardous product
 6. **Initial Supplier Identifier** – the name, address or telephone number of either the Canadian manufacturer or Canadian importer
- The elements we just discussed such as the pictograms, signal words, hazard statements and precautionary statements will be grouped together on a label. The label will also include the product name and the supplier identification.
 - Labels must be available in both English and French.
 - There is no set format for a label. To find the label, look for the pictogram(s), signal word, and hazard statements.

Workplace Label

You may need to make a workplace label. It should have the:

- Product name (matching the SDS)
- Safe handling precautions
- Reference to the SDS (if available)

A workplace label is used, for example, when you transfer a product to a new container.

- A workplace label may also be used when a product is made and used on-site or when the supplier label is missing or not legible.
- Alternative ways to identify hazardous products may need to be used in the workplace, in some situations. This alternative identification method may include warning signs, symbols, placards and coding systems. They can be used as long as everyone in the workplace has had the appropriate education and training about the identification system.

Safety Data Sheets (SDS)

SDS:

- Provides more detailed information than the label
- Uses a standard 16-section format. Information must always be in the same section
- Must be accessible in the workplace (e.g., in a binder or stored electronically)
- The requirement to update a material safety data sheet of every three years, no longer applies. The SDS must be accurate at the time of every sale. Suppliers have an ongoing responsibility to make sure SDS and labels are accurate and compliant. SDS must be updated when there is new information that changes how the hazardous product is

classified, or when there are changes to the way you will handle, store or protect yourself from the hazards of the product.

SDS Sections

Section 1: Identification

Section 2: Hazards Identification

Section 3: Composition/Information on Ingredients

Section 4: First-Aid Measures

Section 5: Fire-fighting Measures

Section 6: Accidental Release Measures

Section 7: Handling and Storage

Section 8: Exposure Controls/Personal Protection

Section 9: Physical and Chemical Properties

Section 10: Stability and Reactivity

Section 11: Toxicological Information

Section 12*: Ecological Information

Section 13*: Disposal Considerations

Section 14*: Transport Information

Section 15*: Regulatory Information

Section 16: Other Information

* Content for these sections is not mandatory in Canada.

Use the SDS to help learn about:

- The hazards of the product
- How to work safely with the product
- First-aid measures
- Emergency measures

Always read the SDS for the products you use. If unsure, ask your supervisor before handling the product.

4 Main Purposes of an SDS

- a) **Identification** – for the product and the supplier
- b) **Hazards** – health, physical (fire, reactivity), and environmental (if provided)
- c) **Prevention** – steps you can take to work safely, and reduce or prevent exposure or an emergency
- d) **Response** – appropriate responses in various situations (e.g., first-aid, fire, accidental release)

Accessing SDS

All SDS for products within the workplaces have been provided for all staff by the DSBN. Please ask your associate teacher for the SDS applicable to your workplace.

Multi-hazard products

Many products will have more than one hazard class. For example: Gasoline has characteristics that fall into multiple hazard classes:

- flammable liquids

- serious eye damage/eye irritation
- specific target organ toxicity – single exposure

Always review the SDS and label so you are aware of all of the potential hazards, and follow the precautions and advice provided.

Before Using a Product

- ✓ Always check for a label
- ✓ Read, understand, and follow the instructions on the label (and SDS) - Ask your supervisor if you are unsure of any part of its use or storage
- ✓ Ask for new label if the old one cannot be seen or read properly
- ✓ Do not use a product that is not labelled

General Handling Information

When using any product:

- Check the label and SDS for information about the hazards and necessary precautions
- Understand emergency procedures and know what you are to do in an emergency
- Practice good personal hygiene – wash hands after handling, and before smoking, eating, drinking, or before going to the toilet
- If personal protective equipment (PPE) is needed, be sure you have the correct training in its selection, use, fit, and maintenance
- Understand ALL of the hazards associated with the product and how to use it safely - Read the label and the SDS thoroughly.
- Where possible, use a chemical or product that is less hazardous
- Understand and practice emergency procedures so that you know what to do if it becomes necessary
- Have an appropriate fire extinguisher available

Workplace Specific Training

What are the hazards of the product?

- Understand the label and SDS

How are you protected from those hazards?

- Understand the controls used in the workplace

What do you do in case of an emergency?

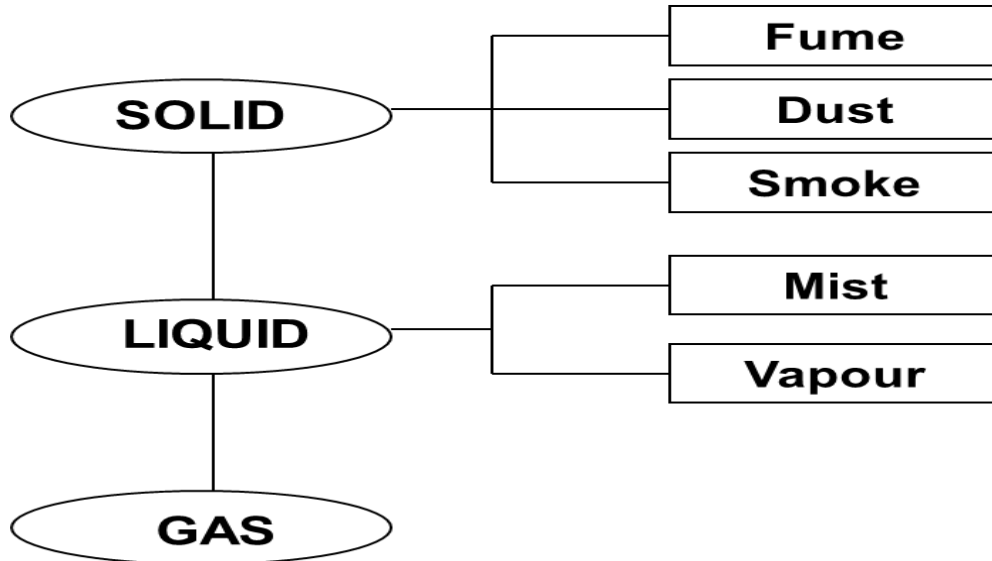
- Know the procedures to follow in the event of a spill, release, or fire; or if health effects are noticed

As a worker, can you answer these three questions about every product you work with or may be exposed to?

- What are the hazards of the product?

- How are you protected from those hazards?
- What do you do in case of an emergency?

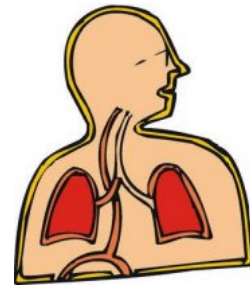
Properties of Hazardous Materials



Routes of Entry

Inhalation

This is the most common route of entry for a hazardous material. Once a hazardous material becomes inhaled, it can either exert its effects directly on the respiratory system, or onto other organs, tissues or blood. Dust particles that reach the lungs can cause scarring of the lung. Smaller particles such as welding fumes, can pass through the lungs into the bloodstream.



Absorption

Some hazardous materials have the potential to be absorbed through the skin. The hazardous agent can either exert its effects directly on the skin (dermatitis), or be absorbed and travel to other target organs and systems. Usually these hazardous materials are identified on the SDS's by the "skin notation," which indicates that there is a potential for exposure through the skin, mucous membranes or eyes, or that direct damage to the skin can result. This indicates that measures should be taken to prevent absorption such as the use of personal protective gowns, aprons, gloves, etc.



Injection

This route of entry into the human body occurs when exposure is a result of hazardous material entering the body through an accidental penetration of the skin. Accidental injection is usually the result of an injury from a sharp object such as a needle or glass. However, it can also be a result of materials being forced through the skin by the force of a gas, such as compressed air. Employees, such as E.A./C.C.W.'s may also have concerns about being bitten and exposed to bodily fluids.

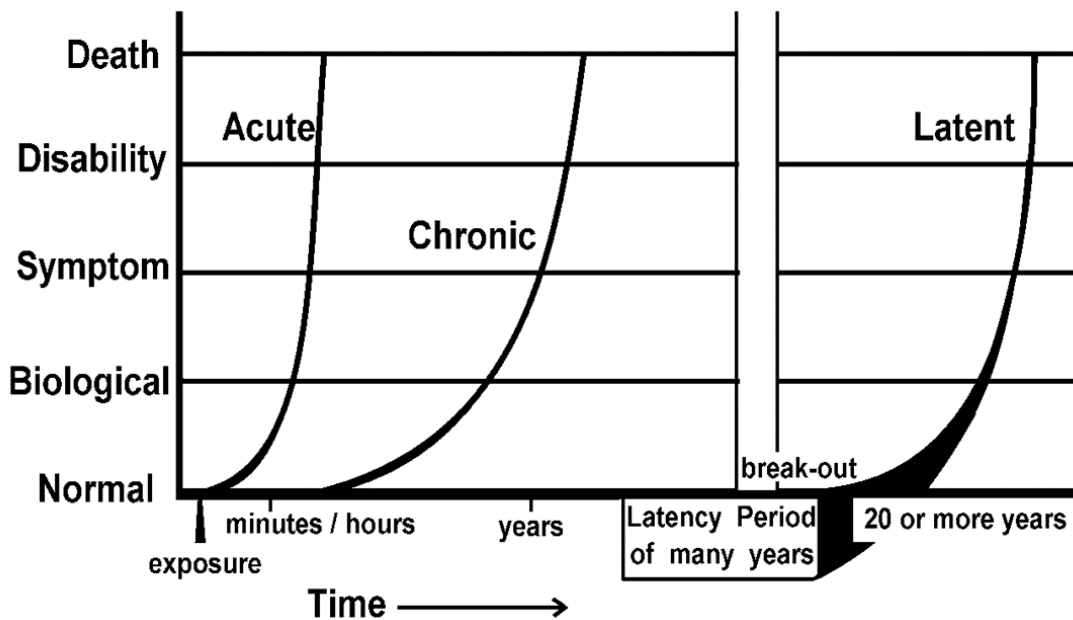


Ingestion

Ingestion of toxic materials may occur as a result of poor hygiene practices, such as eating in a contaminated work area, not washing your hands before a meal or smoking. Once swallowed, toxic substances can enter the digestive tract where they may exert their effects or be carried to other target organs via the bloodstream. Some hazardous materials may accumulate in the liver and kidney. Others affect the central nervous system. Inhaled materials can be collected in the mucous and subsequently ingested.



The Body and Health Affects



Acute

An acute effect is often produced by an exposure to a high concentration of a substance that produces immediate harmful effects, such as spilling acid on your body or breathing a high concentration of lethal gas.



Chronic

A chronic effect is often produced by an exposure to a low concentration of a substance that results in harmful effects over a longer period of time, such as smoking tobacco or drinking alcohol.



Latency Period

A latency period refers to the elapsed time between the first exposure and the onset of disease. For example, a single large exposure to asbestos dust can produce lung cancer 20 or more years later.



Information and Training: Who is Responsible?

The Employer must:

- Provide and document training to workers who use controlled products
- Consult the JHSC
- Review the program at least once a year
- Determine the need for new or refresher training

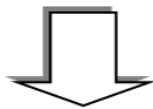
- Ensure workers can apply the principles of **WHMIS**

Workers must:

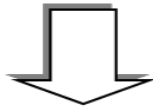
- Participate in training programs offered by the employer
- Use information provided

Three Steps to Control Hazards

RECOGNITION - Identifying the Hazard



ASSESSMENT - Measuring against standards



CONTROL - Eliminating or reducing the hazard

Recognition and Assessment of Hazards

Ask “What is the principle method used to recognize that a chemical may pose a hazard?”

- Answer: from the WHMIS label (or SDS)

Other methods of identifying hazardous materials which may be in the workplace:

Recognition - Identifying the Hazard

- | | |
|--------------------------------|--------------------|
| • Inventories | • Hazard Analysis |
| • SDS | • Observations |
| • Injury/Illness Reports | • Using the Senses |
| • Workplace Inspection Reports | |

Assessing a hazard means comparing it to a standard.

- Some standards are simple. When dealing with flammables, the standard is “fires are bad”, as are explosions, etc.
- When dealing with chemicals that may be inhaled, assessment can more complex

Controlling Hazards

Once hazards have been identified and assessed, they can be:

- controlled at the source
- controlled along the path
- controlled at the worker

The preferred method of control is: At the source

- elimination
- substitution
- isolation

The best controls eliminate the hazard altogether or reduce it to acceptable levels

For example,

- Eliminate the hazards of mercury by replacing mercury thermometers with alcohol-based or electronic ones
- Substitute a less toxic cleaning product for a more toxic one
- Isolate a hazardous chemical process from the rest of the building
- Use local exhaust ventilation such as fume hoods to capture the chemical before it gets into the air

Along the path

- Ventilation
- Barriers
- housekeeping

If you cannot eliminate the hazard at the source, along-the-path controls should be attempted next.

- General exhaust ventilation can keep the concentration of air-borne contaminants to acceptable levels
- Barriers can be erected between the hazard and workers, such as storing flammable compressed gases in an explosion-proof room or in a separate building, or using lead shields to protect from X-rays
- Good housekeeping is essential when working around chemicals, such as cleaning up spills promptly and putting lids back on solvent containers to prevent evaporation into the air

The least desired method of control is:

At the worker

- Personal Protective Equipment
- Work Practices
- Training

Conclusion

Under **WHMIS**, you also have a number of rights and responsibilities.

You have the **right** to:

- Know about any hazards that you could be exposed to in the workplace
- Refuse work that is unsafe
- Consult with your Site Health and Safety Representative or a member of the Multi-Workplace Joint Health and Safety Committee

You have the **responsibility** to:

- Participate in WHMIS training
- Handle hazardous materials safely
- Comply with all health and safety laws and regulations, and with the health and safety training you receive

The key is to think before you act. Stop and consider:

- What materials you are working with
- Read the **WHMIS** labels on these products and their SDS
- Know the potential dangers
- Understand how to use these materials to minimize risk
- How to clean up these products
- How to apply first aid

Please complete the following quiz to conclude the Workplace Hazardous Materials Information System training.

WHMIS QUIZ
District School Board of Niagara

Trainee		
Name:	Signature:	Date:
Placement Supervisor		
Name:	Signature:	Date:

Grade: _____

1. What does WHMIS stand for?

- a. Workplace Hazmat Materials Information System
- b. Workplace Housing Materials Information System
- c. Workplace Hazardous Materials Incorporating System
- d. Workplace Hazardous Materials Information System

2. How many physical hazard classes are there?

- a. 9
- b. 13
- c. 16
- d. 19

3. How many health hazard classes are there?

- a. 10
- b. 12
- c. 16
- d. 20

4. Which of the following hazard category has the highest level of hazard?

- a. 1a
- b. 1b
- c. 2a
- d. 2b

5. The two signal words used to describe the level of hazard is?

- a. Danger and warning

- b. Danger and emergency
 - c. Probability and possibility
 - d. Caution and warning
- 6. How many pieces of information are mandatory on a supplier label?**
- a. 2
 - b. 4
 - c. 6
 - d. 8
- 7. How many pieces of information are mandatory on a workplace label?**
- a. 3
 - b. 6
 - c. 9
 - d. 12
- 8. What are the three main properties of a hazardous material?**
- a. Fume, dust, smoke
 - b. Smooth, rough, bumpy
 - c. Acute, chronic, latency period
 - d. Solid, liquid, gas
- 9. What are the routes of entry?**
- a. Hands, eyes, mouth, nose
 - b. Airborne particles, liquids, sharp objects, food
 - c. Inhalation, absorption, injection, ingestion
 - d. Inhalation, absorption, injection, observation
- 10. The main ways to control a hazard are:**
- a. SDS, workplace labels, pictograms
 - b. Elimination, substitution, isolation
 - c. At the source, along the path, at the worker
 - d. At the owner, at the supervisor, at the worker



VIOLENCE AND HARASSMENT IN THE WORKPLACE

Introduction

The District School Board of Niagara (DSBN) is committed to the prevention of workplace violence, workplace harassment, and workplace sexual harassment to ensure the health and safety and dignity of all employees and workers in its workplace. Any threats or acts of violence or harassment, by or against employees, workers or the public, are unacceptable and will not be tolerated. This includes situations where an employee may be exposed to domestic violence while at work. The DSBN will take steps required to protect their workers from workplace violence from all sources.

Definitions

Workplace Violence:

- Is the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker?
- Is an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker?
- Is a statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker?

Workplace Harassment:

- Is engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome;
- May include bullying, intimidating or offensive jokes or innuendos, displaying or circulating offensive pictures or materials, or offensive or intimidating phone calls.

Workplace Sexual Harassment:

- Is engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- Making sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Violence: The Escalating Stages

Stage ONE

Many issues begin as a verbal disagreement. These disputes often begin from relatively routine everyday events. When not resolved, these can escalate and intensify.

Strategies to De-Escalate in Stage 1:

- Remain calm, quiet, confident and professional
- Listen attentively and acknowledge the person's feelings
- Slowly repeat back the issues and clarify understanding
- Speak clearly, in a positive tone, in simple language
- Ensure all violence or potentially violent incidents are reported (for a Stage 1 Incident, it may be investigated and documented).

Stage TWO

Conduct that humiliates, degrades or otherwise indicates lack of respect for the dignity and worth of another individual, such as swearing, inappropriate jokes, social isolation, pranks, rumours, insults, vandalism, condescending language, threatening actions such as shaking fists, destroying property, and/or throwing objects.

Strategies to De-Escalate in Stage 2:

- Do not get caught up in the escalation
- Keep a relaxed posture
- Maintain personal space
- Set the standard and define the consequences
- Do not make anything personal – Remember, it is the behaviour that is unacceptable, not the person

Stage THREE

Violent behaviour that results in injury which are classified as physical assaults under the Criminal Code (e.g. pushing, shoving, hitting, use of weapons, psychological trauma).

Strategies to De-Escalate in Stage 3:

- Back away to a previously arranged escape route
- Assume a non-threatening, defensive posture if necessary
- Disengage
- Call for back-up

Stage FOUR

Retreat or calming down, usually occurring after the emotional outburst and rational thinking begins.

Strategies to De-Escalate in Stage 4:

- Report and follow up. Remember, non-reporting is condoning the behaviour
- Your Supervisor will conduct an investigation to look at cause, effect and consequences
- After the aggression is released, the aggressor may experience regret or embarrassment, the investigation team may provide opportunity for expression or remorse

Warning Signs of a Possible Confrontation

** The warning signs listed below do not mean that a person will become violent. It may simply indicate that a person may be experiencing high levels of stress **

- A change in someone's normal attitude or demeanour
- Sudden changes in expression, posture, volume, tone of voice or routines
- Communication of intent to harm, anger or distress
- Threatening body posture or physical intimidation, verbal threats, or non-verbal actions of intent to do harm

Best Practices

- Ask to be supervised or teamed up during potentially confrontational situations
- Try to get yourself to a safe location in a violent, or potentially violent situation
- Inform others of your whereabouts if not in a public area
- Have control or words to alert others to dangerous situations or to get help
- Consult background information about potentially hostile students, parents/guardians
- Yell for help or make a loud noise to attract attention to yourself
- Evaluate your surroundings
- Avoid putting yourself in harm's way
- Avoid unlit and isolated areas
- Be observant of your surroundings and the people in your area
- Have an escape plan if needed
- Discuss your concerns with supervisors and co-workers
- Avoid becoming confrontational out of frustration or anger yourself
- Use any means available to communicate



SLIP, TRIP, AND FALL PREVENTION

SLIPS: Loss of balance caused by too little friction between a person's foot and a walking surface.

Common Causes:

- Wet or oily surfaces
- Occasional spills
- Weather hazards
- Loose, unanchored rugs or mats
- Flooring or other walking surfaces that are worn



TRIPS: Hit an object, lose your balance and fall

Common Causes:

- Obstructed view
- Poor lighting
- Clutter in your way
- Wrinkled carpet
- Uncovered cables
- Drawers not being closed
- Uneven (steps, thresholds) walking surfaces



FALLS: Lose your balance and drop to the floor

3 Types of Falls:

1. Falls on the same levels – slip or trip immediately precedes fall to floor/walkway
2. Falls to lower level – falls are from platforms, dock, ladders, steps, or stairs
3. Jump to lower level – an intentional jump from one level to another



PREVENTION

- Good housekeeping
- Quality of walking surfaces
- Clean up spills immediately
- Use handrails
- Tread carefully on uneven surfaces and during winter conditions
- Select proper footwear (low heels, sturdy, slip resistance, closed-toe)
- Use an appropriate pace of work
- Use the right ladder for the job



UNDERSTANDING MSDs

Musculoskeletal Disorders

MUSCULOSKELETAL INJURIES: A range of disorders involving muscles, bones, tendons, blood vessels, nerves and other soft tissues

WHAT CAN HAPPEN?

- Tendonitis – wrist, elbow, shoulder
- Bursitis – shoulder
- Carpal Tunnel Syndrome
- Back and neck pain
- Other muscle, tendon and joint injuries



WHAT CAN YOU DO?

Job Tasks

- Avoid awkward postures (long reaches, overhead work, bending for an extended period)
- Avoid forceful muscle movements
- Keep your back and neck in a natural position
- Rotate work activities to break up repetitive tasks
- Take a mini-break to stretch
- Place documents at the same level and distance as the monitor when keying
- Keep your wrists in a natural position and avoid resting them on any surface while keying
- Focus briefly on distance objects to reset your eyes when reading or working on a monitor

Seating

- Adjust your seat pan so that your thighs are parallel to the floor
- Be sure that your feet rest flat on the floor or footrest
- Be sure your lower back is supported by the chair
- Adjust arm rests so that your shoulders are relaxed

Work Stations

- Adjust your monitor so that your eyes are even with the top row on the monitor
- Position your monitor to avoid direct, bright light above, in front or behind you
- Position frequently used tools within easy reach

Safe Lifting

- Take a balanced stance
- Get close to the object and squat down to pick up the load
- Get a secure grip and carry the load close to your body
- Test the weight of the load before trying to lift it
- Lift the load gradually and smoothly, keeping your back and neck in a natural position
- Turn your whole body when moving a load, instead of twisting your back



SAFE USE OF LADDERS

LADDER SAFETY

Falls from heights are preventable. Common causes from ladder injuries occur when shortcuts are taken (e.g. using a chair or desk instead of a ladder), improper ladder use, and using the wrong type of ladder for the job. The follow are basic steps for the safe use of ladders:

SELECTING THE RIGHT TYPE OF LADDER

3 types: Step Ladder, Extension Ladder, and Fixed Ladder

- **Height:** The required height of the work being performed will dictate the height of the ladder required.
- **Material:** Electrical work requires the use of a non-conductive ladder (either fiberglass or wood). For most other types of work, aluminum ladders are recommended.
- **Weight:** Select the ladder based on the duty rating and rated use.

DUTY RATING	RATED USE	CSA CODE	ANSI
200 lbs.	Light Duty Household	Grade 3	Type III
225 lbs.	Medium Duty Commercial	Grade 2	Type II
250 lbs.	Heavy Duty Industrial	Grade 1	Type I
300 lbs.	Extra Heavy Duty Industrial	N/A	Type IA
375 lbs.	Super Heavy Duty	N/A	Type IAA

LIFTING & CARRYING A LADDER

- Balance the centre of the ladder on your shoulder
- Carry the ladder close to your body
- Ask for help

CORRECT LADDER POSITIONING

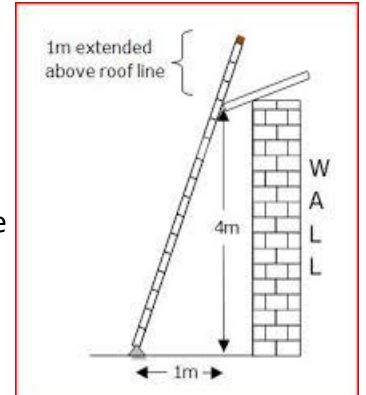
EXTENSION LADDER:

- Position the ladder on solid and level surface
- Stable at the top with each rail supported equally
- Against a structure capable of supporting the intended load
- If possible, secure the ladder at the top and bottom
- Use a 4:1 ratio angle with side rails extended at least 1 metre above the surface to be assessed

STEP LADDER:

- Position the ladder on solid footing and a level surface
- Open ladder legs completely
- Lock spreader bars

LADDER STORAGE: Store ladder in an upright position, secured by brackets or chain, and in a location which is accessible to staff.



WORKING ON A LADDER

- Inspect your footwear and keep shoes/boots free of slippery substances
- Face the ladder
- Hoist materials or attach them to a belt to avoid carrying items in your hand
- Maintain 3 points of contact (e.g. 2 hands and 1 foot or 1 hand and 2 feet on the ladder)
- Do not climb beyond the 2 highest steps or the top of the platform
- Do not sit on top of the ladder

- Keep your midline between the side rails of the ladder
- Do not overreach to either side or lean too far forward or backward



ASBESTOS AWARENESS

What is Asbestos?

- Naturally occurring mineral (rock); **Crysotile** and **Amosite** are the two most common types
- Asbestos is present in background levels in the atmosphere



Why is Asbestos in Buildings?

- The Building Code during the 1950's-1970's required **asbestos containing materials** (ACM) be used because of its properties, including:
 - Thermal and acoustical insulation value
 - Fire protection
 - Strengthening of other materials

Asbestos Use and Removal

- Every school, government building, commercial property, and even your home may have ACM in it if it was built before 1980
- ACM in good condition can and should simply be left alone, undisturbed
- Unnecessary disturbance of ACM that are in good condition in buildings can create a more severe hazard than leaving it alone

Friable or Non-Friable

According to the Ontario Regulation respecting Asbestos in Buildings (278/05), materials must be classified as either friable or non-friable.

Friable: Materials that can easily be crumbled, powdered or pulverized by hand pressure when dry, or is loose in composition (e.g. fireproofing, insulation, gaskets, and ceiling tiles)

Non-Friable: Materials that cannot be easily crumbled by hand pressure (e.g. floor tiles, transite board or piping, plaster)

Asbestos and Health

- Primary hazard associated with asbestos is **lung damage** due to the inhalation of fibres over a long period of time
- Asbestos becomes a danger when asbestos fibres are released into the air and they are breathed in
- Depending on the type of fibre, length of exposure, and the individual's other risk factors (e.g. smoking), exposure can cause:
 - Asbestosis – scar tissue caused from penetration of asbestos fibres

- Mesothelioma – rare cancer of the lining of the lungs, or lining of the stomach
- The average latency of diseases associated with asbestos is 15 – 50 years

Legislation

O. Reg 278/05 states there is no requirement to remove asbestos within building if it is **not disturbed**.

Asbestos Surveys

An inventory of ACM has been performed in all buildings owned by the DSBN. The inventory contains the location and type of all ACM, whether it is friable or non-friable, and the condition of the material. The inventory is updated at least every 12 months or whenever new information (e.g. renovations) occurs.

Repair and Maintenance

Damaged or degraded ACM will be remediated via removal, encapsulation or enclosure by approved personnel to ensure asbestos fibres do not become airborne.

Emergency Procedures

If you encounter fallen material or unintentionally disturb a material that may be suspected of containing asbestos, the following steps must be taken:

1. Stop all work activity in the area to avoid further disturbance
2. If debris is found in accessible areas, isolate the area
3. Any clothing or tools that have become contaminated with asbestos fibres must be damp wiped before leaving the area
4. Contact your supervisor and refer to the asbestos survey
5. Contact the Environmental Services Coordinator if material is found to be asbestos-containing according to the survey

Your Responsibilities

- Maintain current knowledge of ACM within the place of work, the **Asbestos Survey** and the **Asbestos Management Program** (speak to the Administrator to access these)
- Report any abnormal conditions or circumstances that may increase the airborne exposure level of asbestos dust in the work place
- Refrain from disturbing ACM in your work area
- **Do not panic** if you accidentally disturb ACM



LOCKDOWN, HOLD AND SECURE & SHELTER IN PLACE

Introduction to Lockdowns

Staff, students and visitors in Ontario's schools have the right to learn, work, and be present in a safe and secure environment. However, the possibility of a threat is a reality which cannot be overlooked. Everyone who spends any amount of time in an Ontario school on a regular basis, needs to know how to protect themselves and how to protect their students, in the event of a threat in or within the vicinity of the school.

DEFINITIONS

Lockdown: A procedure that is initiated when school officials believe that there is a credible threat to student and staff safety.

Hold and Secure: A response to a threat within the general vicinity of the school. It should be used to secure the school when there is an ongoing threat outside, and not related to the school.

Shelter in Place: A response to an environmental or weather-related situation where it is necessary to keep all occupants within the school to protect them from an external situation, where it is safer to remain inside the school.

School Preparations

A brief plan outlining the procedures to be followed in a "Lockdown", "Hold and Secure" and "Shelter in Place" should be available in each classroom. All volunteers, support staff, and occasional staff are to be made aware of the contents and location of such plans.

Lockdown Scenarios

Lockdown #1 – Threat is INSIDE or OUTSIDE the school. Staff/students are inside the school.

All Staff Responsibilities:

- **MOVE** – students and staff go to nearest supervised and safe area away from sight lines.
- **LOCK** – classroom and office doors. If the threat is outside, lock all external doors to the school.
- **CLOSE** – windows
- **DRAW** – curtains
- **TURN OFF** – lights
- **REMAIN QUIET** – turn off all electronic devices. Wait for the announcement, "Attention staff and students, we are now moving out of lockdown"

Teacher Responsibilities:

- **CONFIRM** – take student attendance and be prepared to respond to attendance inquiries

Lockdown #2 – Threat is INSIDE the school. Staff/students are outside the school.

Yard Duty/Teaching Staff Responsibilities:

- **BLOW** – whistle repeatedly
- **MOVE** – all students to line up in designated areas
- Follows directions of staff to remain in designated area OR move to emergency evacuation site

Outside Staff & Students Responsibilities:

- **REMAIN QUIET** – turn off all electronic devices (staff may use cell phones to report vital information and medical emergencies)
- Wait for the announcement “Attention staff and students, we are now moving out of lockdown”

Lockdown #3 – Threat is OUTSIDE the school. Staff/students are outside the school.

Yard Duty/Teaching Staff Responsibilities:

- **BLOW** – whistle repeatedly
- **MOVE** – students and staff are to enter the school as quickly as possible - Proceed to nearest safe area and follow Lockdown #1

All Staff Responsibilities:

- **LOCK** – classroom and office doors. If the threat is outside, lock all external doors to the school
- **CLOSE** – windows
- **DRAW** – curtains
- **TURN OFF** – lights

Teacher Responsibilities:

- **CONFIRM** – take student attendance and be prepared to respond to attendance inquiries

Other Considerations

Portables

- Due to thin wall construction, it is recommended that desks be tipped onto their sides with desk tops facing out, and all desks placed in a circle. Students and staff should be located within that circle, down on floor below the top edge of the desk. Barricade the door if necessary.

Open Areas (Gymnasiums, Libraries, Cafeterias, etc.)

- Any open area is highly vulnerable. Try and find an area where you can remain out of sight such as the gymnasium storage closet, behind bookcases, or consider evacuating to the exterior of the school.



SUPPORTING STUDENTS WITH PREVALENT MEDICAL HEALTH CONDITIONS

Introduction

The District School Board of Niagara (DSBN) is committed to support students who have **anaphylaxis, asthma, diabetes, epilepsy or other life-threatening medical conditions**.

Students with prevalent medical conditions should be enabled to participate in school to their full potential as outlined in their Plan of Care and that daily routine management activities are performed in such a way as to promote inclusion in a safe, accepting and healthy learning environment that supports well-being.

Terms and Definitions

Anaphylaxis – is a sudden and severe allergic reaction, which can be fatal, requiring medical emergency measures be taken.

Asthma – is a chronic, inflammatory disease of the airways in the lungs.

Diabetes – is a chronic disease, in which the body either cannot produce insulin or cannot properly use the insulin it produces.

Epilepsy – is a neurological condition which affects the nervous system.

Plan of Care - is a form that contains individualized information on a student with a prevalent medical condition (formerly Emergency Action Plan).

Plan of Care – DSBN

Has posted the Supporting Students with Prevalent Medical Health Conditions Policy and Plan of Care templates on the DSBN website

<https://www.dsbn.org/prevalent-medical-conditions/>

Has created Administrative Procedure 3-32 Supporting Students with Prevalent Medical Health Conditions

Will communicate expectations that students are allowed to carry their medication and supplies to support the management of their medical condition, as outlined in their Plan of Care

Plan of Care Responsibilities

Staff will:

- Review the contents of the Plan of Care **for every student** with whom they have direct contact
- Share information about a student's signs and symptoms with other students, as outlined in the Plan of Care and authorized by the Administrator in writing
- Follow DSBN strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's Plan of Care

- Support inclusion by allowing students with prevalent medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in their Plan of Care, while being aware of confidentiality and the dignity of the student
- Log medication on the Record of Administration of Oral/Topical Medication form (AP 3-32 Appendix F)

Anaphylaxis

Anaphylaxis is a severe and life threatening allergic reaction caused by exposure to a trigger (allergen). It can be life threatening and requires immediate first aid response and immediate medical intervention. Anaphylaxis management includes:

- Know the location of student's Epinephrine Auto-Injector at all times
- Be aware of what types of anaphylaxis a student may have
- Be aware of any safety measures or other information as prescribed by the student's Plan of Care
- Provide EpiPen for student self-administration or assist student with administration
- If symptoms persist, call 911.

Body System	Symptoms
Skin	Hives (red itchy welts or swelling on skins)
Eyes	Swollen, itchy, running, or bloodshot, or with mucous
Nose	Running, itchy, stuffy, sneezing
Throat	Sore, swollen
Stomach/Digestive System	Vomiting, cramps, bloating, nausea, diarrhea
Respiratory System	Difficulty breathing, severe asthmatic reaction
Circulatory System	Drop in blood pressure, unconsciousness
Other	Disorientation, sense of foreboding, fear or apprehension, sense of doom

Asthma

Asthma is a chronic, inflammatory disease of the airways in the lungs. There is currently no known cure for the disease, but there is medication that can alleviate symptoms.

An asthma attack occurs when the airways of an individual with asthma tighten, making it difficult to breathe. Asthma attack symptoms may include the following:

- excessive cough
- excessive wheeze
- excessive chest tightness

- labored breathing/ gasping
- sweating
- anxiety and fear
- decreased activity level
- unable to complete sentences due to shortness of breath
- blue lips or nail beds

Asthma management includes:

- Ensure that students with asthma know where their inhaler is at all times
- Special attention should be paid to students with asthma on the following conditions, as these conditions may trigger an asthma attack to occur:
 - Extreme hot and cold temperatures
 - Windy conditions
 - Changes in humidity
 - Changes in barometric pressure
 - Determine which triggers may affect students with asthma, and determine the viability of eliminating them from the school setting
 - Some triggers may be easy to eliminate such as excessive exercise or irritants in the air. While others may be more difficult such as allergens.

Diabetes

Diabetes is a disease resulting from a lack of insulin action. Insulin is a hormone produced by the pancreas. Without insulin, carbohydrates (starch and sugars) in the food we eat cannot be converted in the energy (called blood glucose or “blood sugar”) required to sustain life. Instead, unused glucose accumulates in the blood and spills out into the urine.

Hypoglycemia (low blood sugar) and hyperglycemia (high blood sugar) result from difficulties in managing blood sugar. Both conditions are known to affect students’ learning, behaviour and participation in activities.

Signs and symptoms of low blood sugar include:

- Cold, clammy or sweaty skin
- Paleness

- Shakiness, tremor, lack of coordination
- Dizziness
- Hunger
- Irritability, hostility, poor behaviour, tearfulness
- A staggering gait
- Confusion
- Headache
- Blurred vision
- Weakness/fatigue
- Loss of consciousness and possible seizure if not treated early

Signs and symptoms of high blood sugar include:

- Extreme thirst
- Frequent urination
- Headache
- Hunger
- Abdominal pain
- Blurry vision
- Warm, flushed skin
- Irritability

Diabetes management includes:

- Be aware of the various sources which may cause a student's blood sugar to increase or decrease
- Be aware of any safety measures or other information as prescribed by the student's Plan of Care
- Ensure there is proper communication with both administration and the parent(s)/guardian(s) of the student
- Ensure students are monitoring their blood sugar as prescribed by their plan of care

- Keep a watchful eye on what students are eating on lunch/breaks

Epilepsy

Epilepsy is characterized by recurrent seizures. Most seizures are brief events that last from several seconds to several minutes. Recovery time following a seizure will vary and there may be a prolonged period of fatigue and/or mood changes.

Epilepsy Symptoms include:

- Temporary confusion
- A staring spell
- Loss of consciousness or awareness
- Fear, anxiety or déjà vu
- Uncontrollable jerking movements of the arms and legs

Epilepsy management includes:

- Be aware of potential triggers for students which may cause an epileptic seizure to occur
- Be aware of any safety measures or other information as prescribed by the student's Plan of Care
- Ensure there is proper communication with both administration and the parent(s)/guardian(s) of the student.
- If a Seizure occurs:
 - Notify office
 - Remain calm and track time and duration of seizure
 - Stay with student until fully conscious
 - Do NOT restrain or interfere with student's movements
 - Do NOT put any object inside the student's mouth
 - Do NOT attempt to pull on the student's tongue



ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

Overview of People with Disabilities

Types of Disabilities

There are many types of disabilities. Disabilities can be visible, hidden, permanent, or occur at certain times.

Some disabilities include:

- Physical
- Vision
- Speech/language
- Mental health
- Hearing
- Deaf-blind
- Learning
- Developmental/
intellectual

Legislative Background

The **Human Rights Code** provides a duty to accommodate.

The **Ontarians with Disabilities Act, 2001** (ODA) was developed to improve the opportunities for people with disabilities by identifying and removing barriers.

In 2005, the **Accessibility for Ontarians with Disabilities Act** (AODA) was passed with the purpose to achieve a fully accessible Ontario by the year 2025. This will be achieved by:

- Developing accessibility standards
- Enforcing the standards
- Applying the standards across public, broader public and private sectors

Customer Service – Ontario Regulation 429/07 provides the requirements for providing accessible customer service, including this training requirement.

Customer Service Standard

The **Customer Service Standard** was approved in July, 2007. The standard requires that:

- Accessible customer service policy, practices and procedures be developed
- All staff receive information and instruction in accessible customer service
- A feedback method be developed
- Alternate communication methods be available
- Notice of temporary service disruptions be posted

Compliance and Enforcement

Compliance and enforcement of the Customer Service Standard includes that:

- All sector must comply within specific time frames (for School Boards, the compliance date is January 1, 2010)
- Accessibility Reports are required
- Inspectors may be appointed to verify compliance

What is Accessible Customer Service (ACS)?

- Flexible service that meets the needs of an individual customer
- Putting the person first
- Understanding that some methods of service may not work for all people
- Allowing for comments and suggestions on how to improve accessible customer service
- Providing as much notice as possible if there is a disruption in service

Principles of Accessible Customer Service

1. **Dignity:** Service is provided in a respectful manner consistent with the needs of the individual
2. **Independence:** Services for persons with disabilities shall support their independence while respecting their right to safety and personal privacy
3. **Integration:** Services allow people with disabilities to fully benefit from the same services, in the same place and in the same or similar way
4. **Equal Opportunity:** Service outcome is the same for persons with disabilities as for persons without disabilities
5. **Sensitive:** Service is provided in a manner that is respectful to an individual's needs
6. **Responsive:** Service is delivered in a timely manner, considering the nature of the service and the accommodation required
7. **Inclusive:** Committed to an inclusive environment as one where people experience both the feeling and reality of belonging and where, as a result, they are able to fulfill their full potential

Interaction

When interacting with the **public**, remember the acronym **T.A.L.K.**

T = take the time to ask, "How may I help you?"

A = ask, don't assume, never assist unless asked

L = listen attentively and speak directly to the customer

K = know the accommodations and special services that are available

Physical Disabilities

There are many types and degrees of physical disabilities, and not all require a wheelchair. People who have arthritis, heart or lung conditions or amputations may also have difficulty with moving, standing or sitting. It may be difficult to identify a person with a physical disability. A physical disability may affect an individual's ability to:



- Perform functional tasks such as holding a pen, turning a key, or gripping a door knob
- Move around independently
- Control the speed or coordination of movements
- Reach, pull or manipulate objects
- Have strength or endurance

Tips to Remember:

- Speak directly to your customer, not to their companion or attendant
- People with physical disabilities often have their own ways of doing things - Ask before you help
- Be patient - Customers will identify their needs to you
- Don't touch assistive devices, including wheelchairs, unless it's an emergency
- If you need to have a lengthy conversation with someone who uses a wheelchair or scooter, consider sitting so you can make eye contact at the same level
- Provide information about accessible features of the school/site
- Remove obstacles and rearrange furniture to ensure clear passage
- If a counter is too high or wide, step around it to provide service
- Provide seating for those that cannot stand in line

Hearing Impairment

People who have hearing loss may be deaf or hard of hearing. Like other disabilities, hearing loss has a wide variety of degrees. People who are hearing impaired may require assistive devices when communicating or utilize alternate forms of communication. A person who is deaf, oral deaf, deafened or hard of hearing may be unable to:



- Use a public telephone
- Understand speech in noisy environments
- Pronounce words clearly enough to be understood

Tips to Remember:

- Don't assume that a person with a hearing impairment has another disability.
- Always ask how you can help; Don't shout – speak clearly.

- Attract the customer's attention before speaking. Try a gentle touch on the shoulder or wave of your hand.
- Make sure you are in a well-lit area where your customer can see your face and read your lips.
- If your customer uses a hearing aid, try to speak in an area with few competing sounds.
- Look at, and speak directly to your customer. Address the customer, not the interpreter.
- If necessary, ask if communicating via pen and paper is easier for sharing of information.
- Face the person and keep your hands and other objects away from your face and mouth.
- Be clear and precise when giving directions, and repeat or rephrase if necessary. Make sure you have been understood.
- Don't touch or address service animals – they are working and have to pay attention at all times.
- Any personal matters should be discussed in a private room to avoid other people overhearing.
- Be patient. Communicating for people who are deaf may be different because their first language may not be English. It may be American Sign Language.

Vision Disabilities

Vision disabilities reduce one's ability to see clearly. Very few people are totally blind. Some have limited vision such as tunnel vision. Some can see the outline of objects while others can see the direction of light.



Impaired vision can restrict a person's ability to read signs, locate landmarks or see hazards. In some cases, it may be difficult to tell if a person has a vision disability. Others may use a guide dog or a white cane. Vision loss can result in:

- Difficulty reading or seeing faces
- Difficulty maneuvering in unfamiliar places
- Inability to differentiate colours or distances
- A narrow field of vision
- The need for bright light or contrast
- Night blindness

Tips to Remember:

- Identify yourself when you approach your customer and speak directly to them.
- Speak normally and clearly.
- Never touch your customer without asking permission, unless it is an emergency.
- If you offer assistance, wait until you receive permission.
- Don't assume the individual can't see you. Many people who have low vision still have some sight.

- Don't touch or address service animals – they are working and have to pay attention at all times.
- Offer your arm (the elbow) to guide the person and walk slowly. Do not grab or pull.
- If you're giving directions or verbal information, be precise and clear.
- Don't leave your customer in the middle of a room. Show them to a chair, or guide them to a comfortable location.
- Identify landmarks or other details to orient your customer to the environment around them.
- Don't walk away without saying good-bye.
- Be patient. Things may take a little longer.

Speech or Language Impairments

Some people have problems communicating. It could be a result of cerebral palsy, hearing loss, or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or not being able to express oneself or understand written or spoken language. Some people who have severe difficulties may use communication boards or other assistive devices. Disabilities may include:

- Pronunciation
- Pitch and loudness
- Hoarseness or breathlessness
- Stuttering or slurring

Tips to Remember:

- Don't assume that a person with a speech impairment has another disability. For example, if a customer has difficulty speaking, don't assume they have an intellectual or developmental disability as well.
- If you don't understand, ask your customer to repeat the information.
- Don't interrupt or finish your customer's sentences. Wait for them to finish.
- Whenever possible, ask questions that can be answered with "yes" or "no".
- Be patient and polite, and give your customer whatever time he/she needs to get his/her point across.
- Patient, respect and a willingness to find a way to communicate are your best tools.

Deaf – Blind Disabilities

A person who is deaf-blind cannot see or hear to some extent. This results in greater difficulties in accessing information and managing daily activities. Most people who are deaf-blind will be accompanied by an intervenor, a professional who helps with communicating. Intervenors are trained in special sign language



that involves touching the hands of the client in a two-hand, manual alphabet or finger spelling, and may guide and interpret for their client.

Tips to Remember:

- Don't assume what a person can or cannot do. Some people who are deaf-blind have some sight or hearing, while others have neither.
- A customer who is deaf-blind is likely to explain to you how to communicate with them or give you an assistance card or a note explaining how to communicate with them.
- Speak directly to your customer as you normally would, not to the intervenor.
- Identify yourself to the intervenor when you approach your customer who is deaf-blind.
- Don't touch or address service animals – they are working and have to pay attention at all times.
- Never touch a person who is deaf-blind suddenly or without permission, unless it is an emergency.

Mental Health

It is possible that you will not recognize a person with a mental health disability unless you are informed of it. Therefore, usually, it will not affect customer service at all.

However, if someone is experiencing difficulty in controlling their symptoms or is in crisis, you may need to help out. Be calm and professional and let your customer tell you how you can best help.

Tips to Remember:

- Treat a person with a mental health disability with respect and consideration.
- Be confident and reassuring. Listen carefully and work with your customer to meet their needs.
- If someone appears to be in a crisis, ask them to tell you the best way to help.

Learning Disabilities

Learning disabilities can result in a host of different communications difficulties for people. They can be subtle, as in having difficulty reading, or they can be more pronounced. They can interfere with a person's ability to receive, express or process information. You may not be able to know that someone has a learning disability unless you are told, notice the way a person acts, ask questions, or uses body language.



Tips to Remember:

- Patience and a willingness to find a way to communicate are your best tools.
- When you know that someone with a learning disability needs help, ask how you can best help.

- Speak clearly and directly to your customer.
- Take some time – people with some kinds of learning disabilities may take a little longer to understand and respond.
- Try to find ways to provide information in a way that works best for them (e.g. have a paper and pen handy).
- If you are dealing with a child, be patient, encouraging and supportive.
- Be courteous and patient and your customer will let you know how to best provide service in a way that works for them.

Intellectual/Developmental Disabilities

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit one's ability to learn. You may not be able to know that someone has this disability unless you are told, or you notice the way people act, ask questions or use body language.

Customers with an intellectual or developmental disability may understand more than you think. They will appreciate the respect and consideration that you show them.

Tips to Remember:

- Don't assume what a person can or cannot do.
- Use plain language and speak in short sentences.
- Make sure your customer understands what you have said.
- If you can't understand what's being said, don't pretend. Ask again.
- Provide one piece of information at a time.
- Be supportive and patient.
- Speak directly to your customer, not to their companion or attendant.

Other/Temporary Disabilities

Other/temporary disabilities result from a range of other conditions (e.g. accidents, seizure disorders, heart disease, stroke and joint replacement)

How to Interact with People Who Use Assistive Devices

An assistive device is a **tool, technology or other mechanism** that enables a person with a disability to perform everyday tasks and activities, such as activities of daily living, personal care, communicating, and mobility. Personal assistive devices can include things such as wheelchairs, scooters, walkers, braces, computer software programs, hearing aids, canes, or speech amplification devices.

Tips to Remember:

- Don't touch or handle any assistive device without permission.
- Don't move assistive devices or equipment, such as canes and walkers, out of your customer's reach.
- Let your customer know about accessible features in the immediate environment that are appropriate to their needs (e.g. elevators, accessible washrooms, etc.).

Assistance of a Guide Dog and Other Service Animals

People with vision loss may use a guide dog, but there are other types of service animals as well. Hearing alert animals help people who are deaf or hard of hearing. Some service animals are trained to alert an individual to an oncoming seizure.

Under the Accessible Customer Service Standard, service animals are allowed on the parts of the premises that are open to the public or to other third parties, unless the animal is otherwise excluded by law. You may ask a person for a letter from a physician or nurse verifying that their animal is required for reasons relating to their disability if it is not readily apparent.

Tips to Remember:

- Avoid touching or addressing service animals – they are working and have to pay attention at all times.
- Avoid making assumptions about the animal. If you're not sure if the animal is a pet or a service animal, ask your customer.
- Provide the location of fresh water for the service animal and where service animals may be walked to relieve themselves.

Assistance of a Support Person

In accordance with DSBN Policy C-3, a support person is defined as "a person who assists or interprets for a person with a disability as they access the services of the Board". A support person is distinct from an employee who supports a student in the system.

A support person must be allowed to accompany an individual with a disability to any part of the premises that is open to the public or to third parties. If a fee is payable for admission, the provider shall ensure that notice is given in advance of the amount, if any, payable in respect of the support person.

Disruption of Services

If there is a temporary disruption of services (e.g. elevator repairs) the provider shall give notice to the public.

Notice of the disruption must include the following:

- Name of the event/service
- Reason for the disruption
- Anticipated duration of disruption
- Alternate service locations if available
- Contact information

Notice may be given by posting the information at a conspicuous place on the premises and/or the provider's website.

Feedback Process

All concerns related to accessibility shall be reported to the Health and Safety Department.

An Accessibility Standards for Customer Service Feedback Form is available at the following link:

www.dsbni.edu.on.ca/uploadedfiles/FeedbackProcessDocument.pdf

Summary

- The District School Board of Niagara is committed to making every effort to provide services to students, parents/guardians, the public and staff that are free of barriers and biases.
- Treating all people who come to our worksites with individual respect and courtesy is at the heart of service excellence.



ACCESSIBILITY IN THE DISTRICT SCHOOL BOARD OF NIAGARA

DSBN's Mission

The DSBN is committed to student success by working together to inspire, support and empower all learners to achieve their full potential.

Accessible Ontario

The TeachAble Project: Integrated accessibility standards orientation for school board program and classroom staff.



Ontario's new **Integrated Accessibility Standards Regulation (IASR)** requires that all staff receiving training on both:

- a. The requirements of the accessibility standards set out in the IASR
- b. The Ontario Human Rights Code as it pertains to persons with disabilities

Accessible Standard and the Ontario Human Rights Code

The Ontario Human Rights Code contains provisions that promote and protect the rights of persons with disabilities.

Ontario Human Rights Code recognizes that all people:

- Have human rights that cannot be infringed upon or dismissed
- Have individual dignity and worth
- Are entitled to equal rights and opportunities without discrimination
- Need a climate of understanding and mutual respect, so that everyone feels a part of society and can contribute fully to it

Human Rights are Everybody's Responsibility

Everyone living in Ontario must:

1. Not discriminate against or harass others
2. Address discrimination when we see it or experience it
3. Report incidents of discrimination, either to school authorities or to the Human Rights Tribunal of Ontario, and urge others who have been discriminated against to do so as well
4. Learn about human rights and teach them to others, to ensure that people know their rights and responsibilities under the Code

Protected Grounds

The Code recognizes that discrimination occurs most often because of a person's membership in a particular group in society. The Code protects people based on the following grounds:

Age

- 18 + (employment and all other areas)
- 16 + (housing)

Ancestry

- Family descent

Citizenship

- Membership in a state or nation

Colour

- Associated with race

Disability

- Physical, cognitive, mental and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, drug and alcohol dependencies, environmental sensitivities, and other conditions.

Creed

- Religion or faith

Ethnic Origin

- Social, cultural or religious practices drawn from a common past

Family Status

- A parent/child relationship

Gender Expression

- The external attributes, behaviour, appearance, dress, etc. by which people express themselves and through which others perceive that person's gender

Gender Identity

- A person's conscious sense of maleness and/or femaleness; this sense of self is separate and distinct from biological sex

Marital Status

- Applies equally to common-law, same-sex and opposite-sex relationships; includes widowhood, separation, and divorce

Place of Origin

- Country or region

Race

- Common descent or external features such as skin colour, hair texture, and facial characteristics

Receipt of Public Assistance

- In housing only

Record of Offences

- Provincial offences or pardoned federal offences (in employment only)

Sex

- Discrimination can be sexual in nature, or because of pregnancy. This ground includes the right to breastfeed in public areas or in the workplace.

Sexual Orientation

- Includes lesbian, gay, bisexual, heterosexual, two-spirited, questioning, etc.

Exceptions to Protected Grounds

There are some exceptions to these protected (prohibited) grounds in the area of employment, such as:

- An organization that serves a group protected by the Code, such as religious, educational or social institutions serving ethnic groups, people with disabilities, religious groups, etc., may choose to employ only members of that group
- An employer may choose to hire or not hire, or to promote or not promote his or her own spouse, child or parents, or the spouse, child or parent of an employee
- An employer may discriminate based on age, sex, record of offences or marital status if these are genuine requirements of the job, such as:
 - A shelter for abused women may choose to hire only women as counsellors
 - A fitness club may hire only male attendants to work in the men's locker room
 - A child care facility may refuse to hire someone convicted of child molesting on the ground that the hiring would pose a safety risk to the children
- In the above instances, the employer must consider whether any accommodation can be made to enable that person to work in the job

Profile of Disability in Ontario

<p>The goal of the Accessibility for Ontarians with Disabilities Act</p> <p>is to have an accessible Ontario by 2025.</p>

Accessibility Standards cover the following areas:

- Customer Service (implemented)
- Built environment (implemented for new construction and major changes to existing features)
- Employment *
- Information and Communications *
- Transportation *

* Combined in the Integrated Accessibility Standards Regulation

Integrated Accessibility Standards

The Integrated Accessibility Standards became an Ontario Regulation in July, 2011 and address the following 3 standards:

1. Information and Communications
2. Employment
3. Transportation

Accessibility Standards address issues that pose major barriers for people with disabilities. A barrier could be:

- A physical barrier
- An architectural barrier
- An information or communications barrier
- An attitudinal barrier
- A technological barrier
- A policy or practice

Barriers are further reinforced by:

- | | |
|-----------------------|---------------------|
| - Bias | - Prejudice |
| - Lack of information | - Lack of Awareness |
| - Stereotypes | - Unwillingness |
| - Myths | |

Putting Integrated Accessibility Standards into Practice

School Boards must have policies, practices and procedures that ensure accessible services for people with disabilities in the areas of: information and communications, employment, and

student transportation. **They must also have a multi-year Accessibility Plan** outlining strategies to prevent and remove barriers.

Program/Classroom Staff

As of January 2013....

- All staff who design, deliver, or teach educational programs and courses will undertake accessibility awareness training related to their responsibilities
- A key intent of this requirement is that classroom staff will be able to deliver instruction through a lens of accessibility awareness

The **TeachAble Project** offers Program and Classroom Staff a rich array of resources designed to build accessibility awareness.



INFORMATION & COMMUNICATIONS STANDARD

As of January 2013...

Training Resources & Materials:

- When requested, School Boards need to be able to provide educational and training resources or materials in an accessible format
- The School Board will procure an accessible or conversion ready electronic format where available
- Where the resource is not available in these formats, comparable resources will be provided

Information about Programs:

- When requested, School Boards need to be able to provide information on the requirements, availability and descriptions of its education programs in an accessible format

Student Records

- When requested, School Boards need to be able to provide student records in an accessible format

As of January 2015...

- School Boards are required to provide accessible formats and communication supports upon request to people with disabilities in a timely manner and at no greater cost than charged to others

- School Boards, in determining the best format, must consult with the person making the request

Website

As of January 2014...

- School Boards must ensure that new websites and new web content meet WCAG (Web Content Accessibility Guidelines)* 2.0, Level A accessibility standards

By January 2021...

- School Boards must ensure that all its websites and web content meet WCAG 2.0 Level AA accessibility standards

Libraries

As of January 2015...

- When requested, School Boards needs to be able to provide, procure or acquire accessible or conversion ready format of **print resources** for a person with a disability

By January 2020....

- School Libraries will be able to provide, procure or acquire an accessible or conversion ready format of **digital or multi-media resources** upon request by a person with a disability

ACCESSIBLE EMPLOYMENT STANDARD

This Standard builds on existing requirements of the *Ontario Human Rights Code* to accommodate persons with disabilities.

As of January 2014...

- School Boards are required to have processes to ensure that...
 - Recruitment is accessible (e.g. making accommodations for interviews)
 - Workplace information and communications are provided in accessible formats
 - Individual accommodation plans are developed for employees with disabilities
- School Boards are required to have processes to ensure that...
 - Employees returning to work after disability-related absences are accommodated
 - Accessibility needs are considered through the full spectrum of employment including performance management, career development and redeployment

- Individualized workplace emergency response information is provided for employees with disabilities

ACCESSIBLE TRANSPORTATION STANDARD

As of July, 2011...

- School Boards shall ensure provision of integrated accessible school transportation for their students,

OR

- Appropriate alternative accessible transportation services for students with disabilities where integrated accessible services are not possible or not the best option for a student

As of January, 2014...

- School Boards shall consult with parents/guardians of students with disabilities to develop individual school transportation plans that detail student assistance needs for each student with a disability
- This includes plans for boarding, securement and debording, and a process to identify and communicate roles and responsibilities for all those involved in the student's transportation



SAFETY ORIENTATION CHECKLIST

Site-Specific Training to be completed by Associate Teacher at each placement

PLACEMENT ONE LOCATION: _____

<i>Trainee Name:</i>	<i>Trainee Signature:</i>
<i>Associate Teacher Name:</i>	<i>Associate Teacher Signature:</i>
<i>Date Completed:</i>	<i>DSBN Administrator Name:</i>

SITE-SPECIFIC HEALTH AND SAFETY ORIENTATION:	COMPLETED (✓)	N/A (x)
Site tour		
Location of staff rooms, restrooms, and emergency wash stations		
Name and contact information for Administrator(s), Health and Safety Site Representative and First Aid persons		
Health and Safety Bulletin Board		
Location of the first aid supplies, equipment, facilities		
Location of fire exits and fire extinguishers		
Identification of restricted/prohibited areas, tools, equipment and machinery		
Housekeeping and special clean-up procedures		
Procedures for reporting accidents and injuries		
Emergency plan and procedures for evacuation (including who to contact, fire safety rules, and other emergency equipment and procedures)		
Discussion of hazards in the work area (e.g. noise, chemicals, radiation, physical etc.)		
Safe work procedures and operation of equipment (including specific restrictions, safety precautions and procedures)		
General and specific safety rules for the work area		
Use and location of Personal Protective Equipment (PPE)		
Machine Guarding		
Working with electrical equipment (lock out/tag out)		
HEALTH AND SAFETY ORIENTATION PACKAGE MODULES:	COMPLETED (✓)	
Health and Safety at Work: Prevention Starts Here Training and Quiz		
WHMIS Training and Quiz		
Violence and Harassment in the Workplace		
Slip, Trip and Fall Prevention		
Understanding MSDs		
Safe Use of Ladders		
Asbestos Awareness		
Lockdown, Hold and Secure & Shelter in Place		
Anaphylaxis		
Accessibility Standards for Customer Service		
Accessibility in the District School Board of Niagara		

Additional health and safety topics presented during orientation must be documented and attached to this package



SAFETY ORIENTATION CHECKLIST

Site-Specific Training to be completed by Associate Teacher at each placement

PLACEMENT TWO LOCATION: _____

<i>Trainee Name:</i>	<i>Trainee Signature:</i>
<i>Associate Teacher Name:</i>	<i>Associate Teacher Signature:</i>
<i>Date Completed:</i>	<i>DSBN Administrator Name:</i>

SITE-SPECIFIC HEALTH AND SAFETY ORIENTATION:	COMPLETED (✓)	N/A (x)
Site tour		
Location of staff rooms, restrooms, and emergency wash stations		
Name and contact information for Administrator(s), Health and Safety Site Representative and First Aid persons		
Health and Safety Bulletin Board		
Location of the first aid supplies, equipment, facilities		
Location of fire exits and fire extinguishers		
Identification of restricted/prohibited areas, tools, equipment and machinery		
Housekeeping and special clean-up procedures		
Procedures for reporting accidents and injuries		
Emergency plan and procedures for evacuation (including who to contact, fire safety rules, and other emergency equipment and procedures)		
Discussion of hazards in the work area (e.g. noise, chemicals, radiation, physical etc.)		
Safe work procedures and operation of equipment (including specific restrictions, safety precautions and procedures)		
General and specific safety rules for the work area		
Use and location of Personal Protective Equipment (PPE)		
Machine Guarding		
Working with electrical equipment (lock out/tag out)		
HEALTH AND SAFETY ORIENTATION PACKAGE MODULES:	COMPLETED (✓)	
Health and Safety at Work: Prevention Starts Here Training and Quiz		
WHMIS Training and Quiz		
Violence and Harassment in the Workplace		
Slip, Trip and Fall Prevention		
Understanding MSDs		
Safe Use of Ladders		
Asbestos Awareness		
Lockdown, Hold and Secure & Shelter in Place		
Anaphylaxis		
Accessibility Standards for Customer Service		
Accessibility in the District School Board of Niagara		

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SAFETY ORIENTATION CHECKLIST

Site-Specific Training to be completed by Associate Teacher at each placement

PLACEMENT THREE LOCATION: _____

<i>Trainee Name:</i>	<i>Trainee Signature:</i>
<i>Associate Teacher Name:</i>	<i>Associate Teacher Signature:</i>
<i>Date Completed:</i>	<i>DSBN Administrator Name:</i>

SITE-SPECIFIC HEALTH AND SAFETY ORIENTATION:	COMPLETED (✓)	N/A (x)
Site tour		
Location of staff rooms, restrooms, and emergency wash stations		
Name and contact information for Administrator(s), Health and Safety Site Representative and First Aid persons		
Health and Safety Bulletin Board		
Location of the first aid supplies, equipment, facilities		
Location of fire exits and fire extinguishers		
Identification of restricted/prohibited areas, tools, equipment and machinery		
Housekeeping and special clean-up procedures		
Procedures for reporting accidents and injuries		
Emergency plan and procedures for evacuation (including who to contact, fire safety rules, and other emergency equipment and procedures)		
Discussion of hazards in the work area (e.g. noise, chemicals, radiation, physical etc.)		
Safe work procedures and operation of equipment (including specific restrictions, safety precautions and procedures)		
General and specific safety rules for the work area		
Use and location of Personal Protective Equipment (PPE)		
Machine Guarding		
Working with electrical equipment (lock out/tag out)		
HEALTH AND SAFETY ORIENTATION PACKAGE MODULES:	COMPLETED (✓)	
Health and Safety at Work: Prevention Starts Here Training and Quiz		
WHMIS Training and Quiz		
Violence and Harassment in the Workplace		
Slip, Trip and Fall Prevention		
Understanding MSDs		
Safe Use of Ladders		
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