

PROCEDURE 266	
Adopted	December 2015
Last revised	April 2018
Review date	April 2022

TECHNOLOGICAL EDUCATION SAFETY

1) PURPOSE

Hastings and Prince Edward District School Board is committed to ensuring the safety and well-being of students and employees. This administrative procedure has been developed to support administration, school teams, students and their families in understanding all the procedures and guidelines in place to support a safe learning environment within all Technological Education courses.

2) BACKGROUND

The Hastings and Prince Edward District School Board System Plan is committed to student achievement and well-being. Board procedures regarding safety within technological education classes and programs are aligned with the *Occupational Health and Safety Act (OHSA)*, ensuring health and safety in schools is an essential part of overall board safety.

In planning for safe learning environments in technological education classrooms, safety is considered from the perspective of the employee present in the area as a worker under the *Occupational Health and Safety Act*, from the perspective of students and visitors within the classrooms and facilities both morally and legally (as specified by the *Education Act* and board procedures), and from the perspective of the responsibilities of local site administration, central staff and the board with respect to ensuring safety of the facility and staff, students and visitors.

The *Education Act* sets out the specific duties and responsibilities of boards, supervisory officers, principals, teachers, parents and students. It is widely acknowledged that student safety and well-being is a shared responsibility. Hastings and Prince Edward District School Board has established a clear and accessible procedure to reduce the possibility of student injuries and promote safety mindedness in their schools.

There is an expectation (commonly referred to as the “Reasonably Prudent Parent Doctrine”) that a school board and its employees or volunteers provide the same standard of care for students as would be provided by a reasonably careful or prudent parent. The duty of care is to protect students from all reasonably for-seeable risks of harm.

The *Occupational Health and Safety Act (OHSA)* sets out the duties and obligations of employers, supervisors and workers for health and safety practices in the workplace. The *OHSA* also requires employers and supervisors to be knowledgeable of the requirements of the act and its regulations, as well as their responsibilities. The *OHSA* also outlines the fines and penalties for employers and supervisors that are found to be in breach of the *OHSA*.

While the *OHSA* is provincial legislation, the *Criminal Code of Canada* assigns criminal liability to organizations, including corporations, for the acts of their representatives. This creates a legal obligation for all persons directing work to take reasonable steps to ensure safety of workers and the public.

3) DELEGATION OF RESPONSIBILITIES

- a) There are key areas of responsibility that must be clearly delegated for all areas and addressed for their individual school and facility. These delegations of responsibilities

include administration, department heads, technological education teachers, students, board facilities, custodian/maintenance and other local partners or board-defined roles. The fulfillment of these responsibilities provides the safest possible learning environments for both staff and students in technological education courses.

i) School board responsibilities:

- (1) Establish and maintain a written board procedure for technological education safety
- (2) Provide and maintain prescribed equipment, materials and protective devices in good condition and use as indicated
- (3) Ensure the measures and procedures prescribed are carried out in the workplace
- (4) Ensure a building/structure (or any part thereof) or other part of a workplace, whether temporary or permanent, is capable of supporting any loads that may be applied to it
- (5) Provide information, instruction and supervision to a worker to protect the health and safety of the worker
- (6) When appointing a supervisor, appoint a qualified and trained individual
- (7) Acquaint a worker (or a person with authority over a worker) with any hazards related to the handling, storage, use, disposal and transport of any article, device, equipment or biological chemical or physical agent
- (8) Provide assistance and cooperation to the Joint Health and Safety committee and the health and safety representative at the school in the carrying out of any of their functions
- (9) Take every precaution reasonable in the circumstances for the protection of a worker
- (10) Prepare and post annually a written health and safety procedure and a copy of the *OHSA*
- (11) Develop a process to implement and maintain the health and safety program
- (12) Share with Joint Health and Safety Committee or safety representatives, copies of reports or the results of reports that pertain to worker safety
- (13) Meet the requirements of all regulations related to hazardous, chemical or biological materials including the limiting and monitoring of exposures, health services, training for workers and inventories
- (14) Maintain records of the use, storage, and disposal of all hazardous, chemical or biological materials

ii) Principal responsibilities:

- (1) Follow the guidelines within the Ministry of Education's *Teacher Assignment in Ontario Schools, A Resource Guide, Revised Edition March 2011* for teacher assignment to technological education courses.
- (2) Review, emphasize and support the use of the Technological Education Safety procedure, supporting documents and forms with all technological education staff, every September and as needed. Record awareness sessions as they occur.
- (3) Ensure a program is set up for safety orientation for new staff.
- (4) Ensure that technological education staff complete annual WHIMIS refresher training; record and communicate completion to the health and safety officer
- (5) Ensure that each teacher has been satisfactorily trained on use of equipment within the classroom, such as machine guarding, lock-out and use of personal protective equipment.
- (6) Provide proper safety equipment in all technology areas, ensure that any equipment, protective device or clothing required by the employer is used or worn by the worker

- (7) Ensure teachers are familiar with general safety, board procedures such as fire prevention (Procedure 153: Emergency Response) and first aid (Procedure 162: Treatment of Injured or Ill Students and Staff Members)
- (8) Ensure that staff health and safety training information is current and that all training is documented
- (9) Ensure that all equipment purchased or donated follows the technological education purchasing guidelines as outlined in Form 266-3: Technological Education Equipment Purchasing/Donation Requirements
- (10) Ensure that all equipment exchanged with another technological education program within Hastings and Prince Edward District School Board follows the technological education exchange guidelines as outlined in Form 266-4: Technological Education Equipment Exchange Requirements
- (11) Ensure that all equipment disposed of follows the technological education disposal guidelines as outlined in Form 266 -5: Technological Education Equipment Disposal Process.
- (12) Advise worker of any potential or actual health or safety dangers known by the supervisor
- (13) If prescribed, provide a worker with written instructions about the measures and procedures to be taken for the worker's protection
- (14) Be aware of current legal issues about liability for classroom accidents and ensure that such is part of in-service sessions for staff
- (15) Assist and encourage the teacher to correct and avoid situations that could result in liability to the teacher and the school
- (16) Hold staff accountable for safety practices in their respective areas
- (17) Take every precaution reasonable in the circumstances for the protection of workers
- (18) Ensure that all occasional teachers working in the technology areas are informed about and understand the standard accident and emergency procedures
- (19) Communicate accident records with the health and safety officer for assistance with the analysis in determining the most frequent causes of accidents and the more severe types of accidents
- (20) Take corrective measures to change accident-causing conditions
- (21) Make safety literature, posters, and safety promotional material available to all persons associated with the technology program
- (22) Do not permit the overcrowding of classes, taking into account the physical size of a room, the arrangement of equipment, furniture and facilities in the room, and the kind of activities that are being carried out in the room
- (23) Ensure that the use of space has not changed unless changes have been done in collaboration with the health and safety officer and facility services
- (24) Make the technological education teacher aware of any student medical condition that could result in a safety problem at the beginning of the year/semester
- (25) Ensure that individuals are designated to be responsible for safety in the technology department
- (26) Prohibit after-hours access to the technological education facilities

iii) Department head responsibilities

- (1) Ensure that each technology area has a floor plan posted in a strategic place to show the location of items such as:
 - (a) Fire extinguishers
 - (b) Fire blankets
 - (c) Emergency power stop buttons
 - (d) Emergency kit
 - (e) Eyewash station(s)
 - (f) Emergency exits

- (g) Special shut off valves (gas, etc.)
- (h) Nearest fire pull station
- (2) Ensure that a first aid kit is available in each technology area (and maintained)
- (3) Ensure implementation and understanding of the safety procedures. This includes developing specific departmental safety procedures or rules for specific areas
- (4) Ensure a designated teacher is responsible for specific areas of safety in his or her specific areas
- (5) Ensure that all technological education staff is current in WHIMIS training
- (6) Inform the principal when the physical condition or other factors in the classroom may detrimentally affect safe instruction
- (7) Ensure equipment is locked out and room is not accessible (rekeyed) when a program is disbanded
- (8) Inform the principal, in writing, of any known or potential safety hazard
- (9) Incorporate, in some form, the Live Safe! Work Smart! Program into the various course curricula
- (10) Encourage the use of safety posters, literature, and audiovisual aids
- (11) Advise the technological education staff to ensure that all student projects are able to be completed with safety guards in place
- (12) Ensure that there is an appropriate spill kit and spill procedure present where applicable
- (13) Ensure that there is an eyewash station and procedure present where applicable.
- (14) Ensure that there is a weekly eye wash flush schedule posted as required.
- (15) Develop, implement, and post a standard accident emergency procedure in each technology area
- (16) Ensure that current (valid for 3 years from date on MSDS/SDS sheet) inventories of Material Safety Data Sheets/Safety Data Sheets (MSDS/SDS) are maintained
- (17) Ensure that no unapproved or unsafe equipment, materials, or procedures are used in the area.
- (18) Ensure any equipment purchased or donated has met the technological education equipment purchasing requirements with a completed Form 266 – 3: Technological Education Equipment Purchasing/Donation Requirements on file. All purchases must be through board approved vendors
- (19) Ensure that any equipment being exchanged with another site within Hastings and Prince Edward District School Board has met the technological education equipment exchange requirements with a completed Form 266 – 4: Technological Education Equipment Exchange Requirements on file.
- (20) Ensure that any equipment being disposed of has a Form 266 – 5: Technological Education Equipment Disposal Process completed and on file.
- (21) Advise technology staff that any equipment deemed not to be safe must be taken out of service immediately, tagged, locked out, and reported to the department head and principal
- (22) Advise any certified occasional technological education teacher working in a specific subject area not to engage in practical work until familiar with the shop environment
- (23) Advise the technological education staff to ensure that no practical shop work requiring the use of tools shall take place during their absence when an unqualified teacher in technological education is supervising the class
- (24) Encourage the technological staff to receive first aid training
- (25) Ensure that all accidents and incidents are recorded and reported on the appropriate forms
- (26) Communicate all accidents and incidents to principal and health and safety officer for further follow-up and analysis
- (27) Notify the lead custodian, facility services of any special needs or deficiencies in the area (keep principal apprised of these as well)

(28) Review, at least annually, all procedures and rules

iv) Technology teacher responsibilities

- (1) Be aware of the board safety documents that outline safety procedures by completing board training and in-services provided. Use of board safety documents is required as a minimum basis for safety instruction
- (2) Teach and develop a safe, positive working attitude in the technological education environment throughout any technological education course
- (3) Ensure that safety instruction is an integral part of the course of study
- (4) Instruct students on the safe and proper operating procedures for specific machinery and equipment before granting permission to use tools, machinery, and equipment. Teachers must have the knowledge necessary to use the materials, tools and procedures in technology safety and the skills to perform the tasks efficiently and safely
- (5) Ensure that personal protective equipment is available and worn by both staff and students when required
- (6) Observe the safe handling and proper disposal of hazardous chemicals and other water materials which are used in the technical area
- (7) Ensure that any undisciplined and/or unsafe behaviour in the technological education area is not permitted
- (8) Ensure that all safety equipment and signs are clearly visible and identified within each technological education area. Some examples are:
 - (a) fire extinguishers
 - (b) fire blankets
 - (c) emergency power “stop” buttons
 - (d) First aid kit
 - (e) eye wash station(s)
 - (f) emergency exits
 - (g) special shut-off valves (gas, etc.)
 - (h) nearest fire-pull station
 - (i) fire exit routes
- (9) Discuss the importance of safety awareness in industry and around the home as well as at school
- (10) Discuss and use appropriate safety posters or pictures at strategic points around the room and rearrange them regularly to avoid complacency on the part of the students
- (11) Ensure that students have sufficient time for complete clean-up before the end of the period(s)
- (12) Set a good example by observing all safety rules
- (13) Report any defective lighting that may occur in the shop area
- (14) Ensure that proper practices are followed for safe handling of all materials (e.g. spill kits)
- (15) Arrange that during a technological teacher’s absence that desk/computer work activities are provided in case an occasional teacher without technological education in their course area is providing coverage
- (16) Follow board procedures for completing accurate records of all incidents whether serious injury resulted or not
- (17) Follow board procedures for first aid treatment administration and reporting
- (18) Follow WHMIS procedures
- (19) Ensure all products have a current Materials Safety Data Sheet/Safety Data Sheet (MSDS/SDS) (Valid for 3 years from initial date on sheet)
- (20) Become aware of any special needs students may have at the beginning of each semester
- (21) Arrange classroom to provide maximize ease of movement and safety

- (22) Instruct students to immediately report any tools or equipment that are unsafe or damaged
- (23) Report any defects in equipment to the technological education head and arrange to have any unsafe equipment taken out of service immediately, locked out, and tagged
- (24) Ensure good housekeeping practices are observed by keeping areas clean and uncluttered
- (25) Ensure that hazardous materials are stored in a designated and secure place
- (26) Post safety information near machines
- (27) Shut off all power, direct class to proper exit, lock classroom doors, accompany students outside to designated area and account for all students during school evacuations (i.e. fire drill)
- (28) Ensure that all technological education classrooms are powered down and locked when not in use
- (29) Ensure that all appropriate documentation related to safety practices such as student attendance, safety tests, etc. is readily available

- (30) **Teachers of technological education must carefully maintain records of student attendance and records of safety instruction given. Teachers are expected to be able to provide documentation.**
 - (a) That the student was present on the date each safety lesson was taught (dated lesson plans, attendance records clear and unambiguous)
 - (b) Of the safety lesson that was delivered (e.g. PowerPoint, note taking, signed safety pledge, preprinted sheets, successful passing on an announced written test that is dated and stored by the teacher, correction of errors completed.)
 - (c) That indicate student understanding of the safety lesson (e.g. completed evaluation tool, student notes)
 - (d) Of how students are reminded of safe practice throughout the course (e.g. notation in teacher daybook)
 - (e) That the work and learning environments are kept safe, tidy, and in good condition (e.g., focus on machines with guards in place, maintenance records, safety inspections, cleanup procedures, student safety stewards, modeling of best practices, photos,), and that the Lead Hand is informed of any maintenance issues
 - (f) That students' different learning styles and needs are taken into account, both during the delivery of safety lessons and during any follow up evaluation (e.g. use of visuals, opportunities to demonstrate understanding orally)
 - (g) That safety procedures are explained using various strategies such as verbal explanation, demonstrations through modelling and accompanied by both written and pictorial explanations that are posted throughout the work and learning environments
 - (h) That accommodations and, if necessary, modifications are made to the curriculum and included in the Individual Education Plan (IEP) in the event that the student cannot manage all curriculum expectations safely
 - (i) That **each student** has provided a **Technological Education Parent Permission/Student Conduct Agreement Form 266-1**: that has been **signed by their parent/guardian and by the student** indicating that he/she has read and understands the general safety rules and practices and agrees to follow them at all times. This form needs to be completed prior to working with machines or tools within their current course.
 - (j) That **each student and teacher has signed a Safety Passport** for specific technology education course (**Form 266-2 A through J** depending on course) before work on any workshop machine or tools begins. Signing

signifies completion of safety training and successful achievement on testing of knowledge and demonstrated practical competency for use.

v) Student responsibilities

- (1) Students demonstrate that they have the knowledge, skills, and habits of mind required for safe participation in technology activities, they:
 - (a) Maintain a well-organized and uncluttered workspace
 - (b) Follow established safety procedures
 - (c) Identify possible safety concerns
 - (d) Wear appropriate personal protective equipment (PPE)
 - (e) Suggest and implement appropriate safety procedures
 - (f) Carefully follow the instructions and example of the teacher
 - (g) Consistently show care and concern for their own safety and that of others

vi) Parents/Guardians

- (1) Parents support safety in technological education area by supporting the school's efforts to establish safety routines and expectations with students. To assist schools to achieve safety goals, parents should:
 - (a) Inform the school about relevant student medical problems
 - (b) Support the school and teacher in their endeavour to provide a safe learning environment

vii) Educational assistants

- (1) Educational assistants support the classroom teacher in maintaining safety. To assist schools to achieve safety goals, educational assistants:
 - (a) Understand and model safe behaviour
 - (b) Wear personal protective equipment as required within the technological education classroom/program areas
 - (c) Monitor students to ensure that they are wearing personal protective equipment as required
 - (d) Monitor student behaviour, and report any unsafe conditions to the teacher

viii) Board facility responsibilities

- (1) To assist schools to achieve safety goals, board facilities:
 - (a) Inspect the technological education areas on at least an annual basis with respect to maintenance items such as gas leaks, electrical outlets, safety indicators or signs, ventilation, machinery, equipment and any other potential hazards
 - (b) Report the results of the inspection to the health and safety officer. In the event that a safety issue is identified then the principal and health and safety officer are notified immediately.
 - (c) If work is planned in a technological area, ensure the teachers are informed and check for special hazards which may be present
 - (d) Before working in a shop or on any of the shop services, inform the teacher what will be done, and when the work will be starting and finishing. The classroom teacher is responsible for ensuring the work area within the room is free from physical and chemical hazards
 - (e) In situations where the hazard cannot be totally removed, specific work procedures must be developed in conjunction with the teacher and the health and safety officer

ix) Custodial/Maintenance responsibilities

- (1) To assist schools to achieve safety goals, custodian/maintenance:
 - (a) Implement daily removal of garbage, scraps, and waste. This must be organized and coordinated with the custodial staff

- (b) Clean the hoppers after the teacher informs the lead custodian. Hoppers, hoods, filters, and ducts that are subject to accumulation of sawdust deposits should be inspected and cleaned as frequently as needed and / or at least every two weeks.
- (c) Be familiarized with education areas that utilize chemicals such as photography supplies, chemical etchers, inks or paints for proper cleanup and disposal procedures
- (d) Have awareness of the hazards in the technological education areas.
- (e) Know the hazard warning signs and symbols and proper safety precautions
- (f) Do not handle unfamiliar materials. Do not handle or move chemicals in the shop
- (g) In the event of an emergency or concern, know the individuals who should be contacted and how to reach them
- (h) Know the proper handling and disposal of materials before disposing
- (i) If the contents of any containers are spilled, the school must adhere to the spill procedures. **Do not touch or attempt to clean up.** Contact the principal or your supervisor, who will then contact the appropriate person/department
- (j) Ensure that the technological education classrooms are locked during non-class hours after school, and at night. Also they need to be powered down when not in use. This is especially important when the school building is used after school by community user groups

4) SAFETY FIRST ON MACHINES, EQUIPMENT AND DEVICES

- a) Technological education focuses on developing students' ability to work creatively and competently with technologies that are central to their lives. Learning opportunities in technology include the development and understanding of health and safety standards in the classroom and industry.
- b) In Construction Technology, Sawstop Safety System Saws were installed in all secondary school board-based technology labs in 2013. These table saws are equipped with safety guards, splitters and a designed safety system. Following a review and revision of the Hastings and Prince Edward District School Board Technological Education Safety Guidelines, System Memo #72, 2013/2014; and consultation with Ontario School Boards Insurance Exchange (OSBIE); and Council of Ontario Directors of Education (CODE) Student Safety in Secondary Technological Education, Grades 9 to 12, 2013, the following direction is in place for all technological areas: **All student projects must be completed with all designed safety guards in place and in working order.**
- c) **Hot work** can be defined as the use of welding and cutting torches and the use of any other powered equipment capable of producing sparks when in contact with a metal surface, such as grinders. These devices all have one thing in common, they can ignite ordinary combustibles and flammable gases and vapours if the flame or spark comes in with contact with combustible material or if the flammable gases or vapours are in the right concentration in the air to ignite.

Within technological education classrooms and programs, defined work based on Ontario curriculum outcomes for use of welding, cutting and grinding in technological education classrooms with welding booths, isolated welding areas, and sheet metal shops can be considered to be areas where hot work is permitted without the requirement of a hot work permit. This is providing that no fire hazards are present and that the area has been modified from its original intent. This defined work becomes the permit to allow students to perform welding on approved student projects. Teacher permission after diligent student safety training is an integral part of this program.

Note that in Hastings and Prince Edward District School Board, **hot work on closed containers is prohibited** in all technological education classrooms and programs due to the high risk associated with this type of activity. As outlined in Ministry of Labour, Engineering Data Sheet 4-14 Welding and other Hot Work on Containers (Appendix F of Technological Education Guidelines); hot work on containers, including welding, grinding and cutting is one of the most dangerous operations in industry. Containers that have or may have contained a fuel or any other flammable, combustible or high-flashpoint material are potentially lethal, as are containers that may have an interior coating that becomes hazardous when heated. Hydrogen gas generated by interior corrosion and explosive dusts (for example, sugar, starch and coal dusts) may also create hazardous situations. Therefore, **no hot work on closed containers is permitted** in programs.

5) TECHNOLOGICAL EDUCATION SAFETY GUIDELINES

- a) Hastings and Prince Edward District School Board has developed a resource titled, Technological Education Safety Resource Guide Grades 9 - 12 that will be available to all technological education staff. It is expected that administrators and all technological education staff will be familiar with this document and have an awareness of the sections pertinent to their role in providing a safe learning environment for our students.
- b) The Technological Education Safety Resource Guide Grades 9 - 12 resource document is divided into four sections:
 - i) Section 1: General safety management which contains an overview of safe learning environments, safety visits, roles and responsibilities of all involved in technological education including legal responsibilities.
 - ii) Section 2: Resources includes selections that will support administrators, department heads, and technological education teachers in the delivery of a safe technological education program. This section includes information on teacher qualifications, safety topics for the classroom, student supervision, lock out/tag out processes, safety guards, discussion questions for staff to use with each other, technological education safety checklists which provide an overview of health and safety requirements in technological education facilities,
 - iii) Section 3: Permission forms and student safety tracking sheets are provided. Form 266 -1: Technological Education Parental Permission and Student Conduct Agreement Form 266 – 1: for use in all technological classes and programs and Form: 266 – 2A through 2J: Technological Education Student Safety Passports for specific technological education areas. These provide teachers a standard tool with which to track both the knowledge and demonstrated competencies of safe practices related to the specific area of technological education being instructed in a course. Careful record keeping of student's knowledge and competency as demonstrated in both oral/written/demonstration applications must be kept by each technological education teacher for the students participating in their course. These records of students' competencies in safety knowledge and practice must be able to be shared with a wide audience if requested. Some further sample tracking sheets are included for teacher's that can be used as additional tracking with the passports.
 - iv) Section 4: Appendices provide information on many related areas for technological education: facility considerations, emergency equipment use (eg. eye wash stations, spill kits), working at heights requirements, WHMIS, MSDS, waste disposal procedures, engineering data sheet 4-14 welding and other hot work on containers, and Form 266-3: Technological Education Equipment Purchasing /Donation Requirements, Form: 266-4: Technological Education Equipment Exchange

Requirements, and Form: 266-5: Technological Education Equipment Disposal Requirements.

6) TECHNOLOGICAL EDUCATION EQUIPMENT PURCHASING AND DISPOSAL

- a) Hastings and Prince Edward District School Board requires that certain safety requirements must be in place prior to the purchase or donation of any technological education equipment. Form 266-3: Technological Education Equipment Purchasing/Donation Requirements, must be filled in and reviewed and signed off by both the board's health and safety officer and project coordinator of maintenance; and then signed off by the principal, superintendent of Curriculum Services and controller of facilities. Following these reviews then a purchase requisition may be placed on the system with the completed Form 266-3: attached. Once this process is completed for donated equipment, it may be approved for placement in classrooms/labs.
- b) Equipment being exchanged between sites within Hastings and Prince Edward District School Board must have a Form 266-4: Technological Education Equipment Exchange Requirements, completed and reviewed and signed off by both the board's health and safety officer and project coordinator of maintenance; and then signed off by the principal and controller of facilities.
- c) When it is time for technological equipment to be removed and disposed of, Form 266-5: Technological Education Equipment Disposal Process must be completed which also requires a review and signature by both the board's health and safety officer and project coordinator of maintenance with a final sign off by the principal and controller of facilities.
- d) Form 266-: Technological Education Equipment Purchasing/Donation Requirements, Form 266-4: Technological Education Equipment Exchange Requirements, and Form 266 -5: Technological Education Disposal Process; are to be kept with the requisitions for technological education purchases.

Legal references

- *Criminal Code of Canada*
- *Education Act*, section 265 Duties of Principal: Care of Property; section 283 Chief Executive Officer: Maintain Effective Organization; section 286 Duties of Supervisory Officers: Supervise Property
- *Occupational Health and Safety Act*, as amended by Bill 168
- *Occupational Health and Safety Act*, Ontario Regulation 851, Industrial Establishments
- *Ontario Fire Code - The Fire Protection and Preventions Act*, 1997 and O. Reg. 451/05, as amended
- *Ontario Regulation 298—Operation of Schools*, section 11 Duties of Principals: Inspect School Premises
- *Ontario Workplace Safety and Insurance Act*
- *Teacher Assignment in Ontario Schools, A Resource Guide, Revised Edition March 2011*, Ministry of Education

District references**[Reference documents and forms can be found online.](#)**

- Procedure 135: Equity and Inclusivity Education
- Procedure 145: District Code of Conduct and School Codes of Conduct
- Procedure 147: Technology Use
- Procedure 149: Safety and Well-Being of Students and Staff
- Procedure 153: Emergency Response
- Procedure 159 - Fire Safety Program in Schools/Board Buildings
- Procedure 162: Treatment of Injured or Ill Students and Staff Members
- Procedure 266: Technology Education Safety Resource Guide
 - Form 266-2A: Student Safety Passport – Communications Technology
 - Form 266-2B: Computer Technology – Student Safety Passport
 - Form 266-2C: Construction Technology – Student Safety Passport
 - Form 266-2D: Green Industries – Student Safety Passport
 - Form 266-2E: Hairstyling and Aesthetics – Student Safety Passport
 - Form 266-2F: Health Guide – Student Safety Passport
 - Form 266-2G: Hospitality and Tourism – Student Safety Passport
 - Form 266-2H: Manufacturing Technology – Student Safety Passport
 - Form 266-2I: Technological Design – Student Safety Passport
 - Form 266-2J: Transportation Technology – Student Safety Passport
 - Form 266-3: Technological Education Equipment Purchasing
 - Form 266-4: Technological Education Equipment Exchange
 - Form 266-5: Technological Education Equipment Disposal Process
- Procedure 320: Provision of Health Medical Support for Students
- Procedure 415: Asbestos Management Control Program
- Procedure 416: Hot Work Permit
- Procedure 420: Occupational Health and Safety
- Procedure 420-A: Working Alone or in Isolation
- Procedure 420-D: Use of Ladders
- Procedure 420-E: Personal Protective Equipment
- Procedure 420-F: Machine/Equipment Lockout Guidelines
- Procedure 420-H: In-School Health and Safety Guidelines
- Procedure 421: Safe Workplace – Violence in the Workplace
 - Form 421-1: Employee Accident/Violent Incident Report Form
 - Form 421-2: Supervisor's Accident/Violent Incident Investigation Report Form
- Procedure 505: Purchasing

- Procedure 552: Maintenance of Buildings, Grounds and Equipment
- Procedure 562: Electrical System Service for Public Safety
- Procedure 568: Installation and Application of Building Materials Containing Volatile Organic Compounds

Related resources

- Contractor Compliance Guidelines
- Council of Ontario Directors of Education (CODE): Student Safety in Secondary Technological Education
- First Aid Kit Requirements
- LiveSafe!WorkSmart! Health and safety resources for Ontario teachers
- Occupational Health and Safety Compliance Checklist
- Ontario School Boards' Insurance Exchange (OSBIE)
- Reasonably Prudent Parent Doctrine"
- Reporting Hazardous Conditions Guidelines
- September Health and Safety Checklists
- WHMIS
- Workplace Inspections