

The Eleven Elements of a WSH Program

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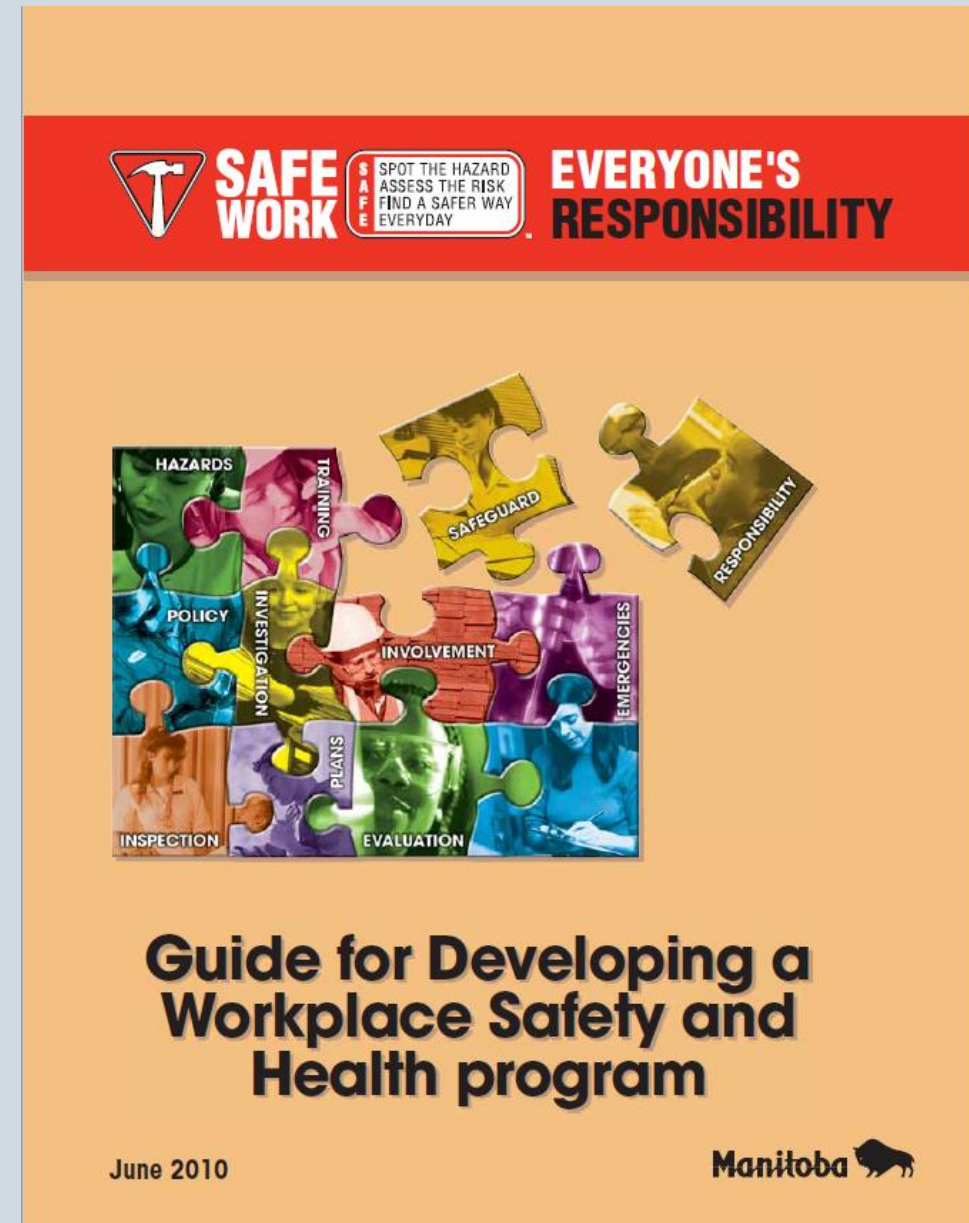
WSH TRAINING 2023-2024



This presentation is based on SAFE WORK Manitoba's "Guide for Developing a Workplace Safety and Health Program".

This guide can be downloaded at:

<https://www.safemanitoba.com/Resources/Pages/guide-programs.aspx>

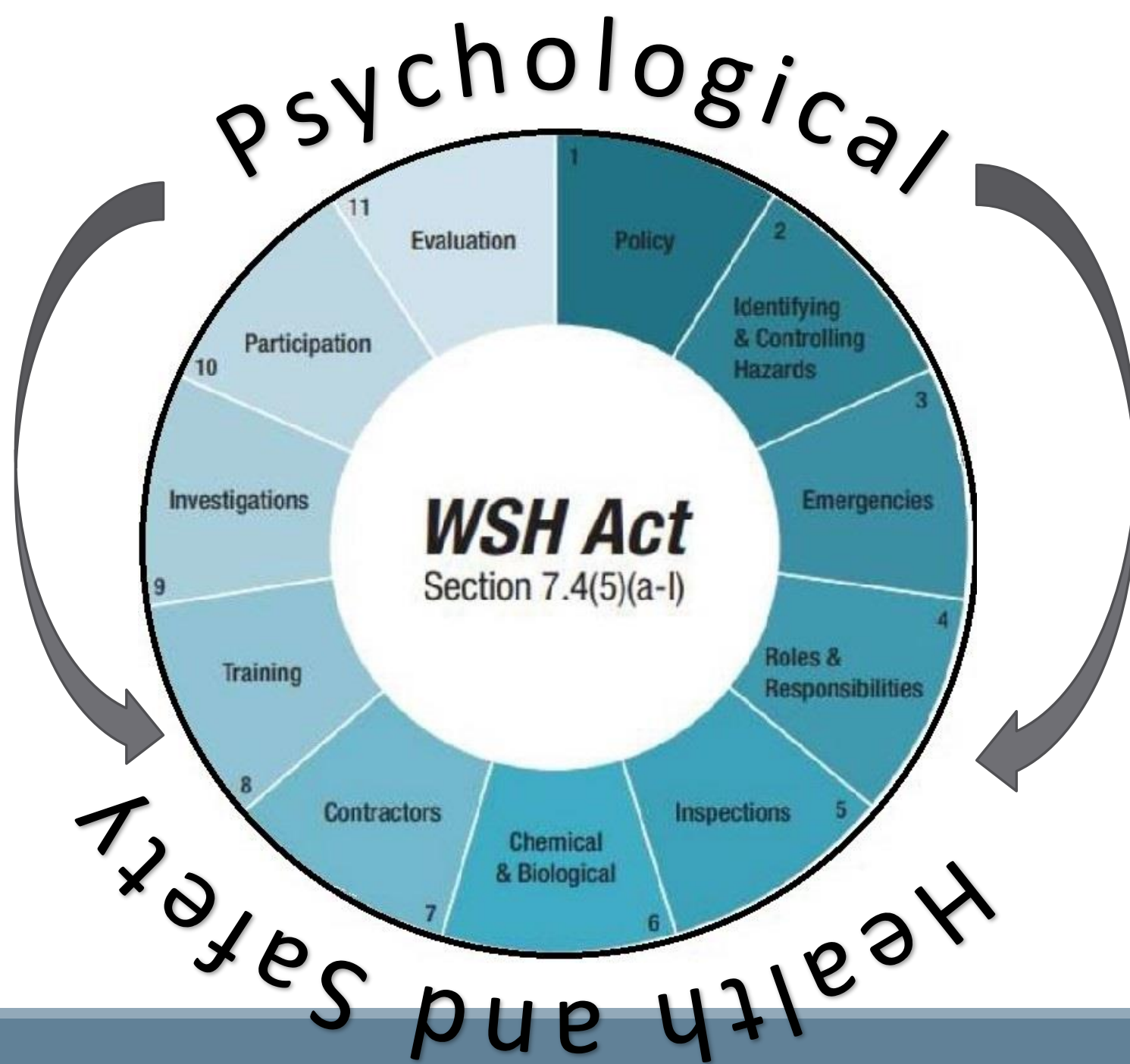


Integrate Psychological Health & Safety Into Existing Programs

Having a system that identifies and manages psychological health and safety in the workplace is an important part of a safety and health program and management system. Fitting psychological health and safety into your existing safety and health program might not seem easy, but you can break it down into smaller, more achievable steps. Review the 11 elements of a safety and health program as outlined in the *Manitoba Workplace Safety and Health Act and Regulation*. They can be adapted to incorporate psychological health and safety. Click each of the following elements to learn more:

1. [Policy](#)
2. [Identifying & Controlling Hazards](#)
3. [Emergencies](#)
4. [Roles & Responsibilities](#)
5. [Inspections](#)
6. [Chemical & Biological](#)
7. [Contractors](#)
8. [Training](#)
9. [Investigations](#)
10. [Participation](#)
11. [Evaluation](#)

Visit our [Psychological Health and Safety in the Workplace web pages](#) to learn more about the **National Standard of Canada for Psychological Health and Safety in the Workplace** and what it means to employers.



Employees from Equity-Deserving Groups

Equity-deserving groups are communities that face significant collective challenges in participating in society.

Marginalization may be created by attitudinal, historic, social and environmental barriers based on factors such as age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation and transgender status, etc.

Equity-deserving groups are those that identify barriers to equal access, opportunities and resources due to disadvantage and discrimination and actively seek social justice and reparation.

Workers who are members of equity-deserving groups often face increased safety and health risks in the workplace. When considering psychological safety in your workplace safety and health policies, also ask:

“How might employees from equity-deserving groups be at greater risk? What additional measures can we put in place to address these risks?”

Element One:

Divisional Safety and Health Policy

Element One: Divisional Safety and Health Policy

- Sets the tone for the entire WSH program
- Outlines the Division's commitment to a safe and healthy workplace
- Developed in consultation with workers (the WSH Committee)
- Signed by Superintendent, dated, and posted
- Communicated to staff (at staff meetings or divisional inservices)
- Put into action

Our Division is committed to ensuring that employees, contractors and the school communities are informed about and protected from risks to their safety and health.

The Board of Trustees is committed to providing the resources to ensure our employees' safety is our first priority. We want to provide and maintain a workplace that is safe, healthy and injury-free. Safety is essential to all that we do and is never compromised under any circumstance. Every employee has a responsibility to comply with and maintain a healthy and safe work environment, including reporting hazards and working towards preventing incidents.

We will provide information, instruction, training, necessary protection equipment, and tools that minimize risk to the safety and health of our employees and contractors. We will review our procedures and investigate all incidents. In the event of an injury, we will actively work to return the employee back to work when medically possible.

We appreciate the full cooperation of our employers, subcontractors, and the rest of the school communities in following our safety program and making our workplace safe, healthy and injury-free.

The Division and the Workplace Safety and Health Committee will review the effectiveness of this policy every three years at a minimum.

Superintendent: _____

Date: _____

Option 1: Incorporate Psychological Health and Safety into Existing Policy Statement

Our Division is committed to ensuring that employees, contractors and the school community are informed about and protected from risks to their safety and health, *and psychological mental health arising out of or in connection with our operations.*

The Board of Trustees is committed to providing the resources to ensure our employees' safety is our first priority. We want to provide and maintain a workplace that is safe, healthy and injury-free, *and that promotes workers' psychological well-being and actively works to prevent harm to workers.* Safety is essential to all that we do and is never compromised under any circumstance. Every employee has a responsibility to comply with and maintain a healthy and safe work environment, including reporting hazards and working towards preventing incidents.

We will provide information, instruction, training, necessary protection equipment, and tools that minimize risk to the safety and health of our employees and contractors. We will review our procedures and investigate all incidents. In the event of an injury, we will actively work to return the employee back to work when medically possible. *Our policies on Violence and Harassment will be strictly enforced with no exceptions.*

The Division recognizes that it is in everybody's common interest to promote and enhance a working relationship consistent with the principles of mutual respect, privacy, confidentiality and cooperation. We appreciate the full cooperation of our employers, subcontractors, and the rest of the school communities in following our safety program and making our workplace safe, healthy and injury-free.

The Division and the Workplace Safety and Health Committee will review the effectiveness of this policy every three years at a minimum.

Superintendent: _____ Date: _____

Option 2: Separate Policy Statement on Psychological Health and Safety

The Division is committed to the establishment, promotion, maintenance, and continual improvement of a workplace psychological health and safety management system (PHSMS) that:

- is aligned with our organizational values and ethics and respects the principles of mutual respect, confidentiality and cooperation
- has the resources (human and financial) and authority needed to ensure successful establishment, promotion, maintenance, and continual improvement of the PHSMS
- ensures that employees (including the WSH Committee) are involved in the development, implementation, and continual improvement of the system
- establishes and implements a process to evaluate the effectiveness of the system and implement changes.

Element Two:

Identifying and Controlling Hazards



SAFE WORK



Spot the hazard

Competent supervisors, in consultation with experienced workers, are good candidates for leading hazard identification, assessment and control. Your system will be more successful if the employer makes a senior manager or supervisor accountable for keeping the system effective. Workers are a valuable source of information about hazards and risks in the workplace.

Assess the risk

Your system needs to assess the risk of the hazards that are actually hurting workers, and focus your time and resources on those hazards.

Find a safer way

For all the hazards that have been identified, controls must be put into place to eliminate or minimize the risk to workers.

Everyday

The risk management system should not be separate from operational procedures. To ensure accountability, responsibility must be assigned to specific workers. The workplace safety and health committee also provides input and advice, and audits the system's effectiveness.

Spot the Hazards

Everyone in the workplace needs to know what hazards are.



People

What processes are the workers using that pose a risk?

What resources and demands are provided by management (supervisors, PPE, training, quotas, production, safety, etc?)



Equipment

What tools, machines, vehicles are present?

What equipment emergencies might occur?



Material

What harmful exposures do chemicals, products and/or raw materials pose?

How might materials cause loss of safety, productivity or quality? Are there chemical or biological materials or substances being handled?



Environment

What are the potential problems with housekeeping?

What are the potential problems of sound, lighting, heat, cold, ventilation or radiations?

Is there anything in the general area that would be seriously affected if there are problems with the tasks?

Has the external as well as the work and surrounding environment been considered?

There are four main ways we can identify hazards:

- Workplace inspections
- Hazard reporting
- Conducting job hazard analyses
- Investigations

Assess the Risks

Critical Job Inventory

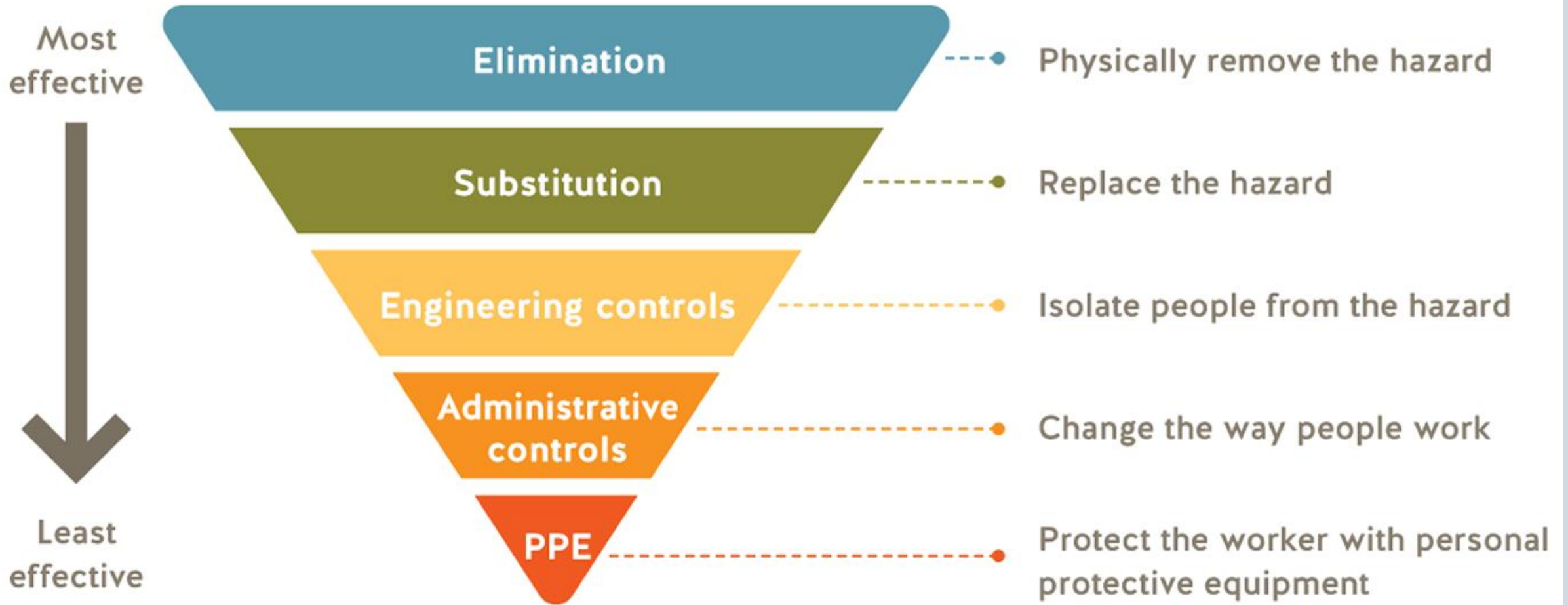
The first step in developing safe work procedures is to ask the question:

“What jobs are done at our workplace that will need safe work procedures to be developed?”

What are the different risks associated with various roles:

- Librarian
- Custodian
- Education Assistant
- Principal
- Bus driver
- Administrative Assistant
- Resource Teacher
- Guidance Counsellor
- Science Teacher
- Physical Education Teacher

Find a Better Way



Everyday

Don't underestimate the importance of consistency and routine.



HOW OFTEN SHOULD FIRE DRILLS BE PERFORMED?

EXIT



UMMM...ABOUT THAT....

imgflip.com

Element Three:

Dealing with Emergencies

What is an emergency?

An emergency is usually an incident or disaster causing serious injury or damage, or that has the potential to cause serious injuries or damage.

Emergencies include:

- fires and explosions
- major releases of hazardous material or organisms
- major traffic accidents
- natural disasters such as floods and windstorms
- loss of services (power, heat, water)
- dangerous intruders
- tragic incidents

How should you prepare your emergency response plans?

Response plans depend on the needs of the organization. Generally, the employer should, in consultation with the committee:

- Ensure a supervisor (Principal) is accountable for keeping plans current.
- Make sure all workers know what to do in each type of emergency. Train all workers to carry out their responsibilities competently. If possible, regularly rehearse each emergency response drill to keep skills current.
- Make sure back-up workers are trained in the event that certain workers are not available. (ex. Do staff other than the custodian know how to turn off air intake, water, breakers, etc.)

How should you prepare your emergency response plans?

- Update plans, equipment and supplies regularly. Have the committee provide input, periodically review the plan and suggest improvements.
- Set up clear responsibilities for managing each emergency. Pay special attention to emergencies that may happen at remote work locations (at PD events or on field trips).
- Establish clear responsibilities for communicating from the organization's command centre to workers, the authorities, (fire, police, hospitals, government) and the media.
- Make sure those in charge will be able to talk to each other during an emergency.

How should you prepare your emergency response plans?

- Plan how to deal compassionately and effectively with families of workers who may be endangered in an emergency.
- Assemble resources for each emergency. For example, make sure you have lists of workers who need to be accounted for; keep first aid kits up to date.
- Find out what emergency responders serve your area, such as ambulance services, fire and rescue personnel, medical facilities, trauma counselling services and other agencies. Find out how long it will take emergency services to reach your facility.

How should you prepare your emergency response plans?

- Hold regular practice sessions with emergency response organizations.
- Practice drills at irregular times (ex. Fire drills during recess, class changes, or at lunch)
- If an emergency occurs, ensure that the workplace is safe before allowing workers to return to work.
- Establish a process for debriefing after emergencies.
- Consider the potential need for crisis or trauma counselling.

Element Four:

Roles and Responsibilities

Internal Responsibility System

- Employers, supervisors, and workers are all legally responsible for safety and health in the workplace.
- Everyone must be individually accountable for carrying out their responsibilities.
- ***The greater the authority, the greater the responsibility.***

- Duties should be assigned accordingly.
- Safety and health is not an extra; it is an integral component of each job.
- Put responsibilities for safety and health into every job description.
- Consider assigning people or a joint committee to be responsible for psychological safety and health.
 - See “Assembling the Pieces”, p. 18.

Your statements of responsibilities must:

- assign specific responsibilities in writing (ie. Principals are to train all staff at a September staff meeting on policies x, y, and z.)
- accompany assignments with a monitoring system to ensure compliance
- state what consequences follow when safety and health responsibilities are not carried out

Assembling the Pieces: Psychological Safety *Champions* and *Sponsors*

As with any kind of organizational change, successful outcomes can be supported by strong organizational *Champion(s) or Sponsor(s)*.

A *Champion* is defined as someone who is respected by both workers and management, has a passion for the cause, and is willing to be the “face” of the system. This is the person who acts as leader and communicates frequently to all workplace stakeholders. In organizations with organized labour, champions should come from both management and labour.

A *Sponsor* is someone in senior leadership who will continue to advocate for the allocation of resources to support this system. This is someone who has the authority and power to make decisions at the highest level. In some organizations, your champion and sponsor may be the same person. In other organizations, you may have several champions and sponsors.

In addition to a champion and sponsor, you may want to identify people who have experience in implementing change – including those people who have been involved in implementing other standards. They may have tips and guidance for you and provide first-hand experience for things that could work well in your unique organization. Use existing expertise and past organizational learning from others.

Element Five:

Inspections

Workplace Inspections

Informal

- all workers should be attentive and report concerns about their own workspaces

Formal


- scheduled inspections of the workplace (every 90 days)
- considers tasks, hazards, emergencies, and work being done
- identifies corrective actions
- involve committee and managers

WSH Committees must be trained to perform inspections

Workplace Inspection Checklist

- Buildings and structures, windows, floors, doors, stairs
- Elevators, escalators, man-lifts
- Hallways, work surfaces
- Lighting, heating and cooling
- Electrical wiring, cords
- Exits, alarms, emergency lighting, drills
- Fire protection equipment
- Atmospheric condition, ventilation
- Toxic material storage, labels (GHS)
- Warning signs, labels
- First aid: contents and training
- Power equipment, guarding controls
- Safe Work Procedures
- Flammable liquid, gas, labels, storage containers

Workplace Safety and Health School Inspection Checklists



GENERAL BUILDING CHECKLIST

ENTRANCES	YES	NO	N/A	NOTES
1. Is the entrance well lit?				
2. Are floor mats provided on the inside of all entrances?				
3. Are floor mats maintained in such a manner as to prevent tripping?				
4. Are steps in good condition with no broken or loose steps?				
5. Are handrails installed and are they firmly attached?				
6. Is there a sign directing all visitors to sign in at the office when entering the school?				
HALLWAYS	YES	NO	N/A	NOTES
1. Are hallways and entrances to rooms well lit?				
2. Are hallways clean and free of loose paper and debris that could create a tripping hazard?				
3. Are halls free of tripping hazards (cords, book bags, boxes, etc.) that could create a tripping hazard?				
4. Are the flooring materials in good condition? No lost or broken tiles, carpets not torn or bunched up?				
5. Are lockers, display cases, and their items securely mounted to the wall or floors?				
6. Are heat registers and other devices properly maintained to prevent tripping or catching of clothing?				
7. Are fire doors able to close properly? Are they free of wedges to keep them open? (includes classroom doors)				
8. Are fire extinguishers and fire alarm pull boxes properly identified, accessible, and securely mounted?				
9. Do custodians use warning signs when mopping, stripping, and washing floors to warn others of potential slip hazards?				

Source: Health & Safety Working Together Contributors: MTS, CUPE, MASBO, MASS, MSBA

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Inspections: Psychological Health and Safety Hazards

- Be mindful of areas that may pose risks to psychological safety
 - Areas where staff often work alone, or with students with behaviour issues
- Ask staff for input while performing inspections—what are their concerns?
- Add previously-identified psycho-social hazards to your checklist as a reminder to check in with workers at each inspection
- Talk to staff from equity-deserving groups about their psychological safety concerns
- What aspects of each job causes stress, anxiety, burnout?

Element Six:

Chemical and Biological Safety

Chemical Hazards

WHMIS - Workplace Hazardous Materials Information System

WHMIS 2015 aligns with GHS (Globally Harmonized System)

1. **Labels** - All hazardous products must be labeled properly
2. **SDS** - Safety Data Sheets (WHMIS 2015) must be readily available to workers
3. **Education** – Make WHMIS information and training available to all workers
4. **Training** – SWPs when working with chemicals specific to the workplace
5. **Control Measures** - Appropriate control measures must be implemented

Not just for Science Teachers and Custodians (recall COVID cleaning procedures?)

Scent-Free Policies: Environmental Sensitivities

- Perfumes, colognes, hairs products, lotions all contain chemicals
- Staff and students may have allergies or environmental sensitivities
- Treat situations involving workers with ES the same as students with allergies leading to anaphylaxis
- Pepper Spray/Bear Mace – used as a weapon in schools and businesses
 - What are the control measures? Are proper clean-up methods known?
 - Will some workers be affected more than others?
 - What are the psychological impacts of an attack of this nature?

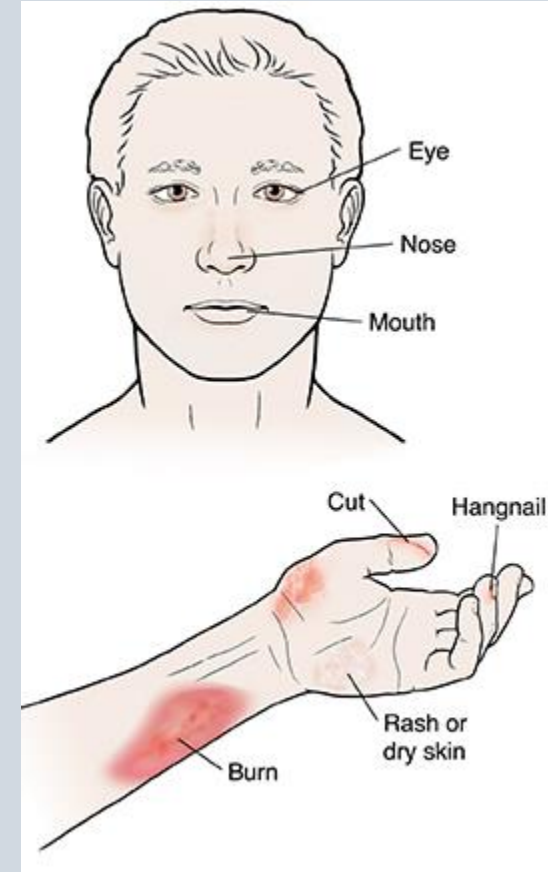
Global News Article on December 2022 Incident at Wilderness Store - <https://globalnews.ca/news/9359557/employees-attacked-bear-spray-winnipeg-wilderness-supply-store/>

Biological Hazards

- COVID highlighted the physical and psychological impacts of biological hazards
- Crucial that control measures are put in place and followed diligently
 - **Proactive measures:** sanitation procedures, PPE, distancing, communicating expectations, etc.
 - **Reactive measures:** clean-up, treatment, communication, re-examine proactive measures.

- **Bodily Fluids**

- You will ***not know*** if someone has a bloodborne infection (HIV, HBV, HCV)
- Treat all situations as though you are dealing with a biological hazard
- Bloodborne infections can be spread by contact with bodily fluids, contaminated objects or surfaces, and sharp objects
- Infections enter the body through cuts, burns, our eyes, nose, and mouth



Element Seven:

Contractors

Contractors

- Shared responsibility between both parties
- Contractors must comply with the WSH program in the workplace where they are working
- Workplaces must ensure contractors are not exposed to hazards and vice versa
- Communicate expectations to contractors and ask for their concerns
- Put up signage to advise staff, students, and visitors as required

Psychological Health and Safety Considerations

- Staff (and students) sometimes find it stressful when contractors are in their schools or work areas
- Clear communication about the 5 Ws can alleviate stressors related to the unknown
 - Who are these people and why are they here?
 - What are they doing?
 - Where will they be working?
 - When will they arrive and when will they leave?
 - How will their presence affect my work and my safety?

Staff should never be met with the surprise of an unexpected work procedure in their workplace.

Element Eight:

Training Plan

WSH Committee Training

- WSH Committee members are to receive two days of training per year (paid)
- Assess the needs of the committee and individual members to determine training plan
- Training in Committee Functions:
 - Committee Basics, Effective Committee Meetings, Inspections, Investigations, etc.
- Training in Policies:
 - Harassment Prevention, Violence Prevention, Working Alone or In Isolation, etc.
- Consider different learning modalities (visual, auditory, hands-on, in-person or online)
- Consider needs of committee members from equity-deserving groups (languages, accessibility for persons with different abilities, etc)

Job Specific Training

Supervisors/Principals

- Need to be trained in WSH Committee Functions
- Need to provide policy training to staff yearly, and to new employees as required
- Need to be able to identify staff training needs
- Benefit from training on psychologically safe workplaces and mental health awareness

Other Staff Roles May Require Job Specific Training

- Custodians – WHMIS, ladder safety, confined spaces
- Librarians/Admin Assistants – ergonomics or preventing musculoskeletal injuries
- Physical Education – First Aid, recognizing hypothermia
- EAs/Teachers – may need training to work with students with specific needs, (e.g. training in Autism, ADHD, deaf or hard of hearing students, students with dyslexia, Non-Violent Crisis Intervention, Working Effectively with Violent or Aggressive States)

Psychological Health and Safety Considerations

1. When people don't feel adequately trained for the job they need to do, it impacts their physical and psychological health and safety (equipment, processes, student needs).
2. Staff who are newcomers to Canada may need specific training on Canadian educational philosophy, our history with Indigenous peoples, and classroom management expectations.
3. Staff who are aware of and trained in harassment and violence prevention policies report safer workplaces.
4. Staff from equity-seeking groups have different experiences with physical and psychological safety in the workplace (harassment, isolation, violence, and microaggressions).
5. If a staff member from an equity-seeking group reports harassment or violence, special attention should be paid to determine if they have been targeted—overtly or subtly—due to the group they belong to. In any case, consider the impact on them if they **believe** this is why they have been targeted.
6. Strong leaders set the culture of safety – If your principal has your back, you feel more safe.

Training Opportunities

SAFE Work Manitoba In-Person and Virtual Workshops:

<https://www.safemanitoba.com/Education/Pages/Events.aspx>

SAFE Work Manitoba E-Learning: <https://www.safemanitoba.com/Education/Pages/E-Learning-Courses.aspx>

Canadian Mental Health Association: <https://mbwpg.cmha.ca/>

Care for All in Education: <https://careforallineducation.com/>

Canadian Centre for Occupational Health and Safety: <https://www.ccohs.ca/>

MFL Occupational Health Centre: <https://ohcmb.ca/>

Manitoba Teachers' Society PD Events: <https://www.mbteach.org/mtscms/2017/05/02/pd-workshops/>

Safety Services Manitoba: [Health & Safety Courses - Safety Services Manitoba](#)

Element Nine:

Investigations

What Needs to Be Investigated and Why?

- Incidents (“accidents”) – occurrence causing injury or illness
- Near Misses – occurrence that had the potential for injury or illness
- Violent Incidents – threat, attempt or actual physical harm
- Work Refusals – Section 43 – Right to Refuse Dangerous Work
- Harassment – conduct causing psychological or physical harm to a worker’s well-being

The goal of any investigation is to determine root and underlying causes and put control measures in place to prevent a recurrence.

Who Investigates

Serious Incident (including Serious Violent Incidents)

- Must be reported to provincial WSH immediately **(204) 957-7233**
- Provincial Safety Officer will decide if they will investigate (preserve scene until arrival)
- WSH Committee Co-Chairs investigate, even if Safety Officer comes out
- Serious incidents are those that result in: *death, injury from electrical contact, fracture, amputation, electrocution, loss of sight, unconsciousness, poisoning, third degree burns, asphyxiation, laceration requiring medical treatment, collapse or structural failing of a building (WSH Reg. 2.6)*

Incident or Dangerous Occurrence with Potential for Serious Incident

- WSH Committee Co-Chairs investigate
- Ex. Baseball bat swung at head but missed; automotive hoist collapses but no injuries

Non-Serious Incident but Medical Treatment Required

- WSH Committee Co-Chairs investigate
- Ex. Concussion requiring hospital visit, but no loss of consciousness

Non-Serious Incident with No Medical Treatment Required

- Principal/Supervisor
- Ex. slip on ice with bruising, slap, scratch, pinch, bite, kick, hit by object, threats to harm

Investigation Process

- 1. Report** - Encourage supervisors and workers to report incidents, near misses, and violent incidents
- 2. Prepare to Investigate** – determine roles, identify witnesses and persons with information, assemble materials required (camera, paper, SWPs, policies, PPE, etc), ***identify plan of action.***
- 3. Investigate** – interview witnesses and persons with information, sketch scene or take photos, review safe work procedures, analyze evidence, determine root cause and possible underlying causes.
- 4. Corrective Actions** – New measures put in place to prevent future incidents (PPE, training, revised SWPs)
- 5. Follow Up Communication** – Share results with the worker who reported the incident/near miss and with others who may need to know outcome of investigation/new procedures.



The worker who made the report needs follow-up. They are waiting. ↑ Don't be this guy!

Harassment Investigations

- Not conducted by supervisors or WSH Committee Chairs due to confidentiality
- Investigator may be an Assistant Superintendent or other designate, or an externally hired consultant
- May involve co-workers, supervisors, administration, students, parents, volunteers as complainants, respondents, or witnesses.

Harassment Investigation Process

1. Complaint is filed; respondent informed; confidentiality required by all.
2. Investigation by employer or independent party. (Workers may be placed on paid leave during investigation.)
3. Interviews: complainant, respondent, witnesses.
4. Investigator determines if harassment has taken place. Provides report to Superintendent.
5. Superintendent decides on consequences and reports back.

*OUTCOMES: complaint dismissed, mediation suggested, training of workers, transfer of workers, discipline (verbal or written warning, suspension with or without pay, termination)

Psychological Health and Safety Considerations

- When an employee is injured, the physical and psychological impacts may not be immediately apparent, especially if the injury was caused by violence.
- Person may be in shock or have high adrenaline that will soon dissipate.
- First concern should always be the employee's well-being; do they need to see a doctor or go home? Principal may need to override an employee who believes they are able to remain at work. Advise counselling if appropriate.
- Even if it appears that the employee may have contributed to the cause of the incident, this is not the time to address it.
- Injured person may not be physically or mentally able to be interviewed right away. Start investigating and gathering information/evidence that is available.
- Be mindful that staff and student witnesses may be traumatised. Assure them that the injured person is being cared for and communicate—to the extent possible—what can be shared.

Element Ten:

Participation

Participation in WSH Activities

All Staff Should:

- Report safety concerns and offer suggestions
- Help create JHAs and SWPs
- Attend team safety meetings
- Take part in training
- Model WSH for other staff and students
- Be a WSH school rep or join the WSH

Committee

Leadership and WSH Committees Should:

- Communicate through a variety of means—emails, newsletters, website, posters, podcasts. If Safety matters, let folks know! Talk the talk and walk the walk.
- Communication goes two ways: make sure staff can communicate their concerns to leadership and WSH committees. Ask for input and let them know they are heard.
- Celebrate successes and achievements!

Psychological Health and Safety Considerations

- Workers need a safe environment that is free of reprisals to fully participate in safety activities.
- If reports of incidents or near misses are met with displeasure, even if it's subtle, it discourages reporting. This is dangerous and illegal.
- Section 42 of the WSH prohibits employers from taking or threatening workers with reprisals.
- Committee Composition
 - Does the committee represent various worker roles across the division?
 - Are there representatives of different ages, genders, cultural groups, differing abilities, etc?
 - Could we remove barriers to encourage further participation of workers from equity-seeking groups?
 - Do committee members exhibit collegiality, treating each other with dignity?

Element Eleven:

Evaluation

Evaluating the WSH Program

- Evaluation must be done at minimum every 3 years
- Can evaluate by section, policy, element—however program is designed
- If one element is reviewed at each meeting, all 11 elements would be reviewed within a three-year period
- In reviewing policies and elements, ask:
 - Has anything in the workplace changed regarding this policy?
 - Are there new technologies, processes, expectations, conditions?
 - What is our workers' experience with this policy? (survey for feedback)
 - Do we have statistics on various types of incidents?
 - What patterns do we notice?
 - What strengths do we have? Where can we improve?

Psychological Health and Safety Considerations

- Evaluation time would be an ideal time to revise policies to include PSH.
- Have they been added to inspection checklists, policies, etc?
- What tools are available to do a baseline assessment of the current psychological health and safety of our workers across the division?
- How can we get started with a Divisional Psychological Health and Safety Program?



How do we evaluate our evaluation policy????



Contact Information

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MTS Teacher Welfare Department

1-800-262-8803 ask for a Teacher Welfare Staff Officer