



School/Worksite: All Schools Staff Group: Family Wellness Workers	Job/Position Summary: Implements and recommends programming and specialized programs (e.g. Individual, Small Group and community support, etc.) to assist students and families in achieving goals identified in the case plan. Provides support in classrooms and conducts home visits to assist families in meeting identified goals in such areas as communication, self-help skills, behaviour, and socialization.	Assessment Team: Brad Wilson, Erin Falk, Joanne Crook	Date Completed: November 2011
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Step 1 (1) List types of work and work related activities		Step 2 (2) Identify Existing or Potential Hazard Sources/Types		Step 3 Assess Risk and Prioritize the Hazards					Step 4 Identify and Implement Hazard Controls					
Type of Work Related Task/Activities		Environmental Tools/Equipment People Hazard Types Ergonomic, Biological, Psychosocial, Physical, Chemical		A - Frequency of Exposure (6)	B - Hazard Probability (7)	C - Potential Consequence (8)	Risk Level A x B x C	Risk Priority (9)	Summary of Recommended Hazard Controls		In Place		Initial	Date Completed
Conduct Home Visits Coordinate and schedule home visits. Drive to and from client homes or predetermined meeting locations (e.g. health centre, mall, library etc.) Meet with clients (students) and parents in the home. Work alone in the school while waiting for an evening appointment. Pack and carry bags of books, toys and other program support materials		1. Use computer and telephone.		4	1	2	8	Low	1. Implement CESD Office Ergonomics Guidelines and self-assessment checklist. Micro-breaks – alternate from standing to seated positions regularly.					
		2. Use personal vehicle.		3	2	4	24	Med	2. Defensive Driving Training. Ensure appropriate insurance in on personal vehicles. Drive only when weather conditions permit.					
		3. Use various program aids and instructional tools.		3	1	1	3	Low	3. Implement working alone procedures for school staff and during home visits. Ensure you have a cell phone or effective means of communication. Implement safe work procedures for lifting/handling loads. Use CESD office/classroom general safety checklist. Toy sanitation procedures. CESD Procedures for Blood and Body Fluids. Participate in district annual flu immunization program. Training: Nonviolent crisis Intervention.					



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	4. Homes may contain unpleasant conditions smoking, slipping tripping hazards, stairs, Exposure to pets, allergens; perfumes; unhygienic conditions; contagious or communicable conditions/diseases (lice, scabies, bacteria, viruses etc.)	3	3	2	18	Low	4. Implement working alone procedures for school staff and during home visits. Ensure you have a cell phone or effective means of communication. CESD Procedures for Blood and Body Fluids. Participate in Provincial annual flu immunization program. Conduct a pre-assessment of the site and communicate all concerns including pet, communicable diseases etc.				
	5. Slips/falls on ice, snow or uneven terrain.	3	3	3	27	Med	5. Implement working alone procedures for school staff and during home visits ensuring somebody knows where you are and when you will check in. Have a cell phone or effective means of communication. Proper footwear and winter safe walking procedure.				
	6. Stress/ physical injury from violent encounters when entering homes or walking to and from vehicle.	1	2	3	6	Low	6. Implement working alone procedures for school staff and during home visits ensuring somebody knows where you are and when you will check in. Have a cell phone or effective means of communication. Use an alternate meeting place when required. CESD Procedures for Blood and Body Fluids. Training: Nonviolent crisis Intervention. Conduct a pre-assessment of the site and communicate all concerns including pet, communicable diseases etc.				
	7. Awkward postures: bending, leaning, kneeling, and squatting on floors, chairs, at tables of various heights.	1	2	2	4	Low	7. Use CESD office/classroom general safety checklist. Implement CESD Office Ergonomics Guidelines and self-assessment checklist. Micro-breaks – alternate from standing to seated positions regularly.				



Chinook's Edge School Division No. 73

Hazard Assessment

Average Hazard Rating: 8.42 Low Hazard

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	8. Potential for physical injury or verbal abuse from children or parents (hit , kicked, or bitten)	1	3	3	9	Low	8. Implement working alone procedures for school staff and during home visits. Provide cell phone or effective means of communication. Use an alternate meeting place when required. CESD Procedures for Blood and Body Fluids. Training: Nonviolent crisis Intervention. Conduct a pre-assessment of the site and communicate all concerns including pet, communicable diseases etc.				
	9. Physical injury from falls over clutter, sharp edges on furniture, unstable shelves etc. found in homes.	1	2	2	4	Low	9. Implement working alone procedures for school staff and during home visits. Provide cell phone or effective means of communication. Ensure a first aid kit is always available.				
	10. Fatigue /stress working extended hours and interruptions to family/personal time.	3	2	3	18	Low	10. Implement working alone procedures for school staff and during home visits. Provide cell phone or effective means of communication. Conduct a self and time management assessment.				
	11. Transport bags/boxes of materials from home, personal vehicles storage rooms etc. by hand or using carts. Uses shoulder bags, boxes, knapsacks etc. to lifting/carry materials < 20 lbs.	3	2	2	12	Low	11. Use mechanical aids (dolly) for transporting loads. Review guidelines for backpacks and CESD safe lifting procedures.				



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Prepare / communicate Case Plan goal related activities for monthly visits	Complete Family Support Worker Form for each visit. Chart visits complete notes. Develop Family Support Workers case plans. Gather and/or purchase materials and teaching aides For activities. Clean and sanitize toys.	12. Communicate with social service agencies; parents and School administrator. Use computer, e-mail. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, and awkward postures using computers and poorly designed/positioned furniture and workstations. Risk of violent encounters if working alone in building after hours.	3	1	1	3	Low	12. Working alone procedures. Ensure office furniture is set up as per office ergonomics booklet. Implement CESD Office Ergonomics Guidelines and self-assessment checklist. Micro-breaks – alternate from standing to seated positions regularly. Defensive Driving Training. Ensure appropriate insurance in on personal vehicles. Drive only when weather conditions permit.				
	Participate in monthly/ weekly supervisory or scheduled meetings.	13. Use computer and hand written notes.	4	1	2	8	Low	13. Working alone procedures. Implement CESD Office Ergonomics Guidelines and self-assessment checklist. Micro-breaks – alternate from standing to seated positions regularly.				
		14. Purchase supplies; laminating, photocopying, paper cutters. Traffic issues encountered while driving.	4	2	1	8	Low	14. Use mechanical aids (dolly) for transporting loads. Review guidelines for backpacks and CESD safe lifting procedures. Defensive Driving Training. Ensure appropriate insurance in on personal vehicles. Drive only when weather conditions permit.				
		15. Use bleach or disinfectants.	1	1	2	2	Low	15. Protective gloves (non- latex), workplace labels and product MSDS's are in place and readily available.				
		16. Use of personal vehicle.	3	2	3	18	Low	16. Defensive Driving Training. Ensure appropriate insurance in on personal vehicles. Drive only when weather conditions permit.				

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Provide Educational Support to Classrooms	Observe/ participate in classroom activities and collect data for child progress reports.	17. Awkward/uncomfortable postures: sitting bending, leaning, kneeling, squatting on floors, chairs, at tables of various heights.	3	2	2	12	Low	17. Review General Ergonomic Tips for Classrooms.				
	Support to one classroom- ½ day once/week.	18. Exposure viruses, bacteria etc. and contact with pests (e.g. lice, mice, etc.)	1	2	3	6	Low	18. Proper hand washing, immunization as required for influenza and hepatitis, request office sanitation.				
		19. Trips/falls on floors, extension cords; unstable furniture or materials created by limited storage space/cluttered work areas.	1	3	3	9	Low	19. Frequent informal inspections for trip hazards, proper storage of materials, and reporting of unsafe/unstable furniture.				
		20. Air contaminants/allergens from building materials/occupants and building maintenance/renovation activities (e.g. cleaning products, perfumes; propane exhaust emissions). Uncomfortable temperatures/humidity; odours, poor lighting/ventilation.	1	2	2	4	Low	20. Review CESD Indoor Environmental Quality tips for classrooms.				
Link Families to Community Resources	Plan and deliver parent information sessions. Gather speakers, supplies, decoration and prepare handouts; gather names for Christmas hampers.	21. Social service agencies; parents, school administrators. Lifting of supplies and driving to pick up decorations and materials.	2	1	4	8	Low	21. Defensive Driver training if budget permits, CESD safe lifting procedures, Working alone procedure in place and communications readily available.				
Member of Threat Assessment Team	Provide counselling to individuals, families, groups, classrooms and communities in event of traumatic events or crisis situation.	22. Driving to different communities or locations. Physical or verbal abuse from distraught or upset individuals	1	2	4	8	Low	22. Defensive Driver training, working alone procedure in place, readily available communications, Nonviolent crisis intervention training, and critical incident stress relief.				



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One on One meetings with Clients	Ongoing meetings with parents or children in the office	23. Working alone with high risk children or Adults.	4	2	2	16	Low	23. Working alone procedure in place. First aid kit available and communications available. Meet in an alternate location if necessary so you are not working alone, or have another person available to assist you. Conduct a pre-assessment of the meeting.				
		24. Potential for physical injury or verbal abuse from children or parents (hit , kicked, or bitten)	1	3	3	9	Low	24. Implement working alone procedures for school staff and during home visits. Provide cell phone or effective means of communication. Use an alternate meeting place when required. CESD Procedures for Blood and Body Fluids. Training: Non-violent crisis Intervention. Conduct a pre-assessment of the site and communicate all concerns including pet, communicable diseases etc.				
		25. Use computer and hand written notes	4	1	2	8	Low	25. Working alone procedures. Implement CESD Office Ergonomics Guidelines and self-assessment checklist. Micro-breaks – alternate from standing to seated positions regularly.				
		26. Communicate with social service agencies; parents and School administrator. Use computer, e-mail. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, and awkward postures using computers and poorly designed/ positioned furniture and workstations. Risk of violent encounters if working alone in building after hours.	3	1	1	3	Low	26. Working alone procedures. Ensure office furniture is set up as per office ergonomics booklet. Implement CESD Office Ergonomics Guidelines and self-assessment checklist. Micro-breaks – alternate from standing to seated positions regularly. Defensive Driving Training. Ensure appropriate insurance in on personal vehicles. Drive only when weather conditions permit.				



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<p>16+20</p>		<p>Step 5: Review/Communicate with affected staff (List staff members)</p>	
		<p>Step 6: Date of review with affected staff members</p>	

¹ **TYPE OF WORK** includes a description of the broad general nature of the work carried out (e.g. office work, classroom preparation, cleaning). The **WORK RELATED ACTIVITIES** would be the specific activities carried out within each type of work starting with an action verb e.g. operating office equipment, using computers, lesson planning, vacuuming floors)

¹ **HAZARDS** can be identified using several methods including personal experience/intuition, physical observations, task/job analysis, or incident investigation.

¹ **Engineering Controls:** Preferred method. Reduces exposure by removing or isolating hazard from worker. E.g. elimination, ventilation, substitution, , redesign, guarding, enclosure, automation, mechanical aids

¹ **Administrative Controls:** Practices that reduce likelihood of exposure by altering the time or way a task is performed e.g. training/education, safe work procedures, purchasing stds, supervision, signage, job rotation/scheduling, housekeeping etc.

¹ **Personal Protective Equipment (PPE):** Not to be used as primary control unless engineering or administrative controls are not feasible. E.g. safety glasses, safety footwear, gloves, respiratory protection, hearing protection

¹ **ASSESS AND PRIORITIZE:** Frequency of Exposure to Hazard: 1= less once/month; 2= at least once/month; 3 = at least once/week; 4= one or more times daily

¹ Hazard Probability: Likelihood hazard will result in an incident causing harm: 1= not likely; 2= Remote- not likely but possible once every 5-20 years; 3= Occasional – likely to happen once every 1-5 years; 4= probable – expected to happen often once/year

¹ Potential Consequence: Severity of loss if hazardous event occurs 1= negligible (no injury , first aid; limited property damage); 2=Marginal (medical aid, minor injury/illness-no lost time); 3= Critical (lost time injury, temporary disability); 4= Catastrophic (serious injury/illness; permanent disability, death, extensive property damage)

¹ Risk Classification: 1-18 = **Low risk** (minimal controls); 19-36 = **Medium Risk**- Take scheduled action to minimize; 40-64= **High Risk** – “Critical Task” Take immediate action to eliminate hazard or reduce degree of risk