



Chinook's Edge School Division No. 73

Hazard Assessment

Overall Hazard Rating **13.9 – Medium Hazard**

School/Worksite: Various Staff Group: Senior Administration Job Title: Associate Superintendents			Job/Position Summary: Responsible for evaluation, outcome and conduct of all curricular, extracurricular an co-curricular programs; evaluation / reporting of student learning /development; safety, welfare and conduct of all staff, students and building occupants; planning, budgeting and management of school resources; and staff selection, assignments, training, professional growth and evaluation.					Assessment Team: Shawn Russell, Allan Tarnoczi			Date Completed: 28 Feb 2011	
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				
								Engineering (3) Administrative (4) Personal Protective Equipment (5)				Corrective Action
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
									Yes	No		
School Administration	1. Monitor student achievement and assessment.	1. Use laptop computer; data entry, word processing, spreadsheets.	1	2	4	8	Low	1. Provide working alone policy and WCB office ergonomic book to all staff.	X			
	2. Evaluate student learning/development and prepare reports"	2. Potential for violent encounters with intruders if working alone or in isolated school locations.	1	2	4	8	Low	2. Non-violent intervention training, working alone procedure and readily available communications."	X			
	3. Participate in curricular, extracurricular and co-curricular programs to maintain visibility.	3. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, and awkward postures and poorly designed or positioned furniture/workstations.	2	3	3	18	Med	3. Micro breaks, every 20 minutes for 20 seconds to look 20 feet away and stretch. Periodic in-services and WCB office ergonomic booklet.	X		S.R	5/4/2011
		4. Physical injury from office equipment e.g. photocopiers, laminators, paper cutters, scissors, overloaded filing cabinets, etc."	1	1	2	2	Low	4. Safer/better designed office furniture, safe work procedures."	X		S.R.	5/4/2011
		5. Physical injury from unstable furniture or sharp edges unsecured materials or office clutter.	3	2	3	18	Med	5. Frequent informal inspections, fix/replace unsafe furniture with a safety better designed furniture."	X			
		6. Prolonged use of computer for preparing district reports; teacher reports and other related reports.	1	2	4	8	Low	6. Provide WCB office ergonomic and back to basics booklets to all staff.	X			
		7. Eye, neck, shoulder, arm and wrist strain from prolonged sitting repetitive motions and poorly designed or positioned furniture/workstation.	1	2	4	8	Low	7. Provide WCB office ergonomic and back to basics booklets to all staff. Safer/better designed office furniture, safe work procedures.	X			



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		8. Fundraisers, sports tournaments; intramural activities; school dances; stress/fatigue from interruptions to family and personal time. Risk of physical injury from activities/equipment.	3	3	3	27	Med	8. Availability of first aid kit and qualified first aider; job rotation and scheduling; stress management training and readily available communications.	X				
		9. Motor vehicle accidents from use of personal school vehicles to attend events; stress related illness and long hours.	3	3	4	36	High	9. Job rotation; low or no cost defensive driving course.		X			
	10. Coordinate school opening/closing requirement, plan/prepare budgets; manage school assets/ resources.	10. Use computers, SIS system, internet, curriculum resources at home or work alone after school hours and on weekends. Stress from working under deadlines to prepare timetables, school, etc."	2	2	3	12	Med	10. Ergonomics training and stress management.		X			
	11. Recruit staff, conduct interviews, deliver performance/recognition.	11. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed or positioned furniture/workstations.	2	3	3	18	Med	11. See #10 and #5.					
	12. Monitor student conduct/discipline.	12. Stress if dealing with performance issues.	1	2	2	4	Low	12. Stress management training.		X			
		13. Potential for strains, sprains, and physical injury from restraining students; stress from verbal, physical abuse and/or potential false accusations from students and parents. Possible contact with blood or body fluids.	2	2	3	12	Med	13. Our policy hygienic practices when handling body fluids. Staff training and education to handle physical/mental stress and blood and body fluids."		X			
	14. Administer Health and Safety Program.	14. Stress from timelines.	1	1	1	1	Low	14. Stress management training.		X			
	15. On call 24/7 to respond to after school requests or emergencies .	15. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, and awkward postures and poorly designed or positioned furniture/workstations.	3		1	3	Low	15. Stress management training.		X			
	16. Parent/Community Liaison.	16. Cell phone. Stress/fatigue from interruptions to family and personal time. Potential for violent encounters.	2	2	3	12	Med	16. See #10 and #12. Development of safe work procedures.					



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		17. Charities; social service agencies; lease/rental groups; school councils. Potential for violence or verbal abuse from angry people. Continuous distractions from visitors, parents, students, contractors, etc.	2	3	3	18	Med	17. Job rotation; emergency response plan communicated to staff. Training and education in school threat assessment and non-violent interventions."	X				
	18. Entering or leaving the building.	18. Potential for violent/abusive encounters with people or animals. Slips/falls on snow/ice or uneven surfaces.	2	3	4	24	Med	18. Stress management training.		X			
	19. Administrative/school travel.	19. Road conditions, stress from traffic and weather; potential for violent encounters; fatigue and vehicle accidents."	3	3	3	27	Med	19. Training and education on non-violent intervention. Low or no cost defensive driving training."		X			
	20. Supervision.	20. Slips, trips and falls; violent encounters with people or animals.	1	3	3	9	Low	20. Stress management training.		X			
	21. "Other related activities such as: - Changing school communication signs - Traffic control - Responding to emergency requests and issues - Investigating vandalism"	21. Exposed to blood, body fluids and communicable diseases. Slips, trips and falls; violent encounters with people or animals.	1	2	3	6	Low	21. Availability of appropriate gloves; staff training and education in the handling of blood and body fluids. Non-violent intervention training, working alone procedure and readily available communications. Stress management training.		X			
		22. Exposure to the elements; exposure to vehicles and potential encounters with abusive or violent people.	3	3	3	27	Low	22. Training/education and safe work procedures in traffic control, non-violent intervention.		X			
								Step 5: Review/Communicate with affected staff (List staff members) Kurt Sacher Lisa Steel Ray Hoppins Shaun Russell Allan Tarnoczi Wanda Christensen Susan Roy.					
								Step 6: Next Scheduled Revision or Update to Assessment.					



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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: 1-9 = **Low risk** (minimal controls); 12-27 = **Medium Risk**- Take scheduled action to minimize; 32-64= **High Risk** – “Critical Task” Take immediate action to eliminate hazard or reduce degree of risk