



Chinook's Edge School Division No. 73

Hazard Assessment

Average Hazard Rating: 14.17 Low Hazard rating

School/Worksite: All Schools Staff Group: Biology Teacher		Job/Position Summary: Education of students following The curriculum guidelines and "teaching quality standard" to achieve superb results from all students. Prepare the safe storage, cleanup and disposal of chemical in/for the lab. Ensuring labs are safe for students					Assessment Team: Lindsay Clendinning, Trevor Wooff			Date Completed: Mar. 6 th 2015			
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)	Engineering (3) Administrative (4) Personal Protective Equipment (5)		Corrective Action			
								Summary of Recommended Hazard Controls		In Place		Initial	Date Completed
								Yes	No				
Classroom Planning Preparation/Management	Update curriculum knowledge/establish program goals.	1. Use computers, internet, and curriculum resources. Prepare at home or work alone after school hours and on weekends	4	2	2	16	Low	1. Office ergonomics guidelines and self-assessment checklist.		x			
	Establish classroom rules/routines	2. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed / positioned furniture / workstations.	4	1	2	8	Low	2. Micro breaks – alternate from standing to seated positions regularly. Practice the 20-20-20 rule – every 20 minutes look 20 feet away for 20 seconds.		x			
	Develop IPP's for special needs students	3. Transport bags/boxes of materials from home, personal vehicles, storage rooms etc. by hand or using carts.	3	2	2	12	Low	3. Proper use of ladders, proper lifting techniques; provide staff with back to basics training booklet. Mechanical aides and dollies.		x			
	Research and develop lesson/unit and student growth plans	4. Potential for violent encounters with intruders if working alone or in isolated school locations.	1	1	3	3	Low	4. Working alone procedures for school staff (including security and door locking procedures). Division policy on Workplace Violence; posting of parent/student expectations for behavior.		x			
	Prepare classroom materials and unit displays	5. Stress from changing grade assignments that may vary from year to year; integration of special needs children.	4	1	2	8	Low	5. Ensure students are in appropriate level classes. - Better criteria for integration of special needs students into the right programs		x			



Chinook's Edge School Division No. 73

Hazard Assessment

Average Hazard Rating: 14.17 Low Hazard rating

School/Worksite: All Schools Staff Group: Biology Teacher		Job/Position Summary: Education of students following The curriculum guidelines and "teaching quality standard" to achieve superb results from all students. Prepare the safe storage, cleanup and disposal of chemical in/for the lab. Ensuring labs are safe for students					Assessment Team: Lindsay Clendinning, Trevor Wooff			Date Completed: Mar. 6 th 2015		
Prepare experiments and lab equipment	6. Type assignments; use computers, photocopiers, laminators, paper cutters, scissors, filing cabinets, step ladders, shelves etc.	4	3	3	36	Med	6. Office/classroom general safety checklist; Office ergonomics guidelines and self-assessment checklist. Micro breaks – alternate from standing to seated positions regularly. Practice the 20-20-20 rule – every 20 minutes look 20 feet away for 20 seconds.	x				
	7. Falls from portable ladders or makeshift climbing aids ie; boxes, chairs, desks.	1	2	3	6	Low	7. Review ladder safety checklist – recommend example by leadership rule.	x				
	8. Physical injury from unstable furniture or created by limited storage space/cluttered work areas. Cuts/bruises from sharp edges on desks and cabinets, unstable shelving, AV equipment, and unsecured/improperly stacked or protruding materials.	2	3	2	12	Low	8. Ensure drawers are closed. Ask staff to complete frequent inspections for hazards. Report hazards to Sr. Administration; if in doubt, contact the Safety Manager.					
	9. Hazards from teaching aids and other combustible materials.	3	3	3	27	Med	9. Proper teacher supervision; make fire extinguisher available.	x				
Routine Classroom/Teaching Instruction	Deliver lesson plans using variety of learning tools/resources	10. Use auditory, print and visual media; overhead projectors, chalkboards, whiteboards and computers.	4	1	2	8	Low	10. Use of anti-fatigue matting or shoe insoles; Office ergonomics guidelines and self-assessment checklist.		x		
	Perform classroom demonstrations involving equipment, excessive temperatures and electricity.	11. Trips/falls on overhead cords and extension cords.	3	3	2	18	Low	11. Safety in the classroom training and cover or reroute electrical cords to prevent trip/choke hazards.	x			
	Review safety precautions/supervise equipment use.	12. Exposure to solvent markers, whiteboard cleaners; air contaminants/allergens from building materials/occupants cleaning and maintenance/renovation activities (e.g. moulds, cleaning products, perfumes, propane exhaust emissions).	4	2	1	8	Low	12. Indoor environmental quality tips for classroom checklist. Notify custodian if cleaning products present respiratory issues to staff members. Restrict use of personal body scents	x			
		13. Potential exposure to communicable diseases (viruses, bacteria, lice etc.) and contact with pests (e.g. mice, ants, flies)	3	3	2	18	Low	13. Flu immunization program; frequent hand washing; staff to go home and stay home if sick.		x		



Chinook's Edge School Division No. 73

Hazard Assessment

Average Hazard Rating: 14.17 Low Hazard rating

School/Worksite: All Schools Staff Group: Biology Teacher		Job/Position Summary: Education of students following The curriculum guidelines and "teaching quality standard" to achieve superb results from all students. Prepare the safe storage, cleanup and disposal of chemical in/for the lab. Ensuring labs are safe for students						Assessment Team: Lindsay Clendinning, Trevor Wooff			Date Completed: Mar. 6 th 2015	
	Dealing with biological and chemical hazards	14. Stress from large class sizes; limited pace/resources; language barriers with students and parents.	3	2	2	18	Low	14. Improve Division support systems for schools, e.g. more money and ESL consultants to assist teachers with ESL students. Anti-stress and classroom management training .	X			
		15. Physical or verbal abuse from students.	1	2	3	6	Low	15. Nonviolent crisis intervention training. Posting of student expectations and reporting of abusive students to Sr. Administration.	X			
		16. Cuts from sharp edges on desks and cabinets or broken glass wear, shocks, strain, burns.	3	3	3	27	Med	16. Safety in the classroom training. Exercise caution at all times and the use of proper protective personal equipment to be available at all times.	X			
		17. Cuts, stress from special needs students, lack of personal protective equipment	3	3	3	27	Med	17. Ensure and Educational Assistant is assigned and present with the special needs student. Ensure proper and adequate PPE equipment is available. Inspect glass wear prior to use and demonstrate/practice good equipment use.	X			
		18. Exposure to infectious agents from specimens and cocogenics. latex intolerance.	1	3	4	12	Low	18. Ensure proper use of PPE is used. Be aware of latex allergies. Know the risks of animal disease and proper storage of specimens.	X			
Student Assessment	Mark tests/assignments/labs; enter data in the computer Prepare interim reports and report cards Prepare, administer and mark lab exams/skill tests	19. Computers, prolonged sitting; working after hours/weekends at work or from home. Extensive reading, muscle and visual fatigue/strain.	3	2	2	12	Low	19. Office ergonomics guidelines and self-assessment checklist. Micro breaks – alternate from standing to seated positions regularly. Practice the 20-20-20 rule – every 20 minutes look 20 feet away for 20 seconds. Working alone procedures for school staff (including security and door locking procedures). Division policy on Workplace Violence; posting of parent/student expectations for behavior.	X			



Chinook's Edge School Division No. 73

Hazard Assessment

Average Hazard Rating: 14.17 Low Hazard rating

School/Worksite: All Schools Staff Group: Biology Teacher		Job/Position Summary: Education of students following The curriculum guidelines and "teaching quality standard" to achieve superb results from all students. Prepare the safe storage, cleanup and disposal of chemical in/for the lab. Ensuring labs are safe for students					Assessment Team: Lindsay Clendinning, Trevor Wooff			Date Completed: Mar. 6 th 2015		
		20. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed /positioned furniture and workstations	4	1	2	8	Low	20. Office ergonomics guidelines and self-assessment checklist. Micro breaks – alternate from standing to seated positions regularly. Practice the 20-20-20 rule – every 20 minutes look 20 feet away for 20 seconds. Working alone procedures for school staff (including security and door locking procedures). Division policy on Workplace Violence; posting of parent/student expectations for behavior.	X			
		21. Fatigue/stress working extended hours and interruptions to family/personal time.	4	1	2	8	Low	21. Office ergonomics guidelines and self-assessment checklist. Micro breaks – alternate from standing to seated positions regularly. Practice the 20-20-20 rule – every 20 minutes look 20 feet away for 20 seconds. Working alone procedures for school staff (including security and door locking procedures). Division policy on Workplace Violence; posting of parent/student expectations for behavior.	X			
Stakeholder Communication	Conduct student/parent conferences	22. Use telephones, emails; student agendas; interviews.	4	2	3	24	Med	22. Nonviolent crisis intervention training; ergonomic tips.	X			
	Liaise with social services, school councils (1-2 per year) colleagues, councillors, health care providers etc.	23. Potential verbal abuse and threats of physical abuse.	1	2	3	6	Low	23. Nonviolent crisis intervention training; ergonomic tips.	X			
		24. Parents may call teachers after hours at their home numbers; angry or threatening calls.	1	1	3	3	Low	24. Report to Sr. Administration; Police Dept. may be informed.	X			
Other	Deliver minor first aid. Provide extracurricular, coaching; volunteer	25. Possible contact with blood or body fluids.	2	2	4	16	Low	25. Comply with Blood and body fluid safety procedure. First aid training and wear gloves when dealing with Blood or body fluids.	X			



Chinook's Edge School Division No. 73

Hazard Assessment

Average Hazard Rating: 14.17 Low Hazard rating

School/Worksite: All Schools Staff Group: Biology Teacher	Job/Position Summary: Education of students following The curriculum guidelines and "teaching quality standard" to achieve superb results from all students. Prepare the safe storage, cleanup and disposal of chemical in/for the lab. Ensuring labs are safe for students	Assessment Team: Lindsay Clendinning, Trevor Wooff	Date Completed: Mar. 6 th 2015
--	--	---	--

clubs, special events (dances, choir, bingos) Provide supervision outdoors, lunchroom, before or after school activities, field trips. Entering or leaving the building; unlocking doors, turning building security systems on and off.	26. Risk of physical injury from activities/equipment.	2	2	3	12	Low	26. Proper lifting and handling techniques and ask for assistance when required. Don't try things you are not trained for.	X			
	27. Motor vehicle accidents from use of personal/school vehicles to attend events and/or transport students.	1	2	3	6	Low	27. Defensive driving training; recommend use of busses or parents driving their children.	X			
	28. Temperature extremes, sun exposure, insects; Trips/falls from slippery or uneven surfaces; burns from microwave ovens.	3	2	3	18	Low	28. Dress appropriate for conditions/proper footwear for conditions; use bug repellent if necessary; report dangerous areas to Sr. Admin.	X			
	29. Potential for violent encounters with people or animals. Slips/falls on snow/ice or uneven surfaces. Parking stalls located far away from entrance and inadequate parking lot lighting.	3	3	4	36	Med	29. After hours move vehicle closer to the front door of the school. Report inadequate parking lot lighting to Sr. Administration.	X			

Step 5: Review/Communicate with affected staff (List staff members)

K. Pohl, K. Naidoo, S. Smith, O. Weimer, L. Clark, A. Dezall, L. Clendinning

Confusion about the specific application of this information to the Biological Sciences classroom and Lab??

Step 6: Date of review with affected staff members

K. Pohl, K. Naidoo, S. Smith, O. Weimer, L. Clark, A. Dezall, L. Clendinning

Formatted: Left



Chinook's Edge School Division No. 73

Hazard Assessment

Average Hazard Rating: 14.17 Low Hazard rating

School/Worksite: All Schools Staff Group: Biology Teacher	Job/Position Summary: Education of students following The curriculum guidelines and “teaching quality standard” to achieve superb results from all students. Prepare the safe storage, cleanup and disposal of chemical in/for the lab. Ensuring labs are safe for students	Assessment Team: Lindsay Clendinning, Trevor Wooff	Date Completed: Mar. 6 th 2015
--	--	---	--

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