



Chinook's Edge School Division

Hazard Assessment
Average Hazard Rating: 23.6 Medium Risk

School/Worksite: All High Schools Staff Group: Chemistry Teachers	Job/Position Summary: Education of students following the "Guide to Education" and "Teaching Quality Standard" to "Achieve Superb Results from all Students". Prepare the safe storage, clean-up and disposal of chemicals in/for the lab. Ensuring labs are safe for students.	Assessment Team: Jennifer Littke, Shelley Smith	Date Completed: March 6, 2015 Updated: April 2020
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15Step 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		
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	3	24	Med	1. WCB office ergonomics guideline and office self-assessment checklist. Working alone procedures for school staff (including security and door locking procedures).	X			
	Establish classroom rules/routines.	2. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, standing, repetitive motions, awkward postures and poorly designed/positioned furniture or workstation.	4	2	3	24	Med	2. Micro breaks (less than 20 seconds) alternate from standing to sitting positions regularly. Adhere to WCB office ergonomic guideline book.	x			
	Develop IPP's.	3. Transport bags/boxes of materials from home, personal vehicles, storage room etc. by hand or using carts.	4	2	3	24	Med	3. Safe work procedures for lifting and handling loads. Use mechanical aids for transporting loads.	x			
	Develop long and short range lesson plans. Research and develop lesson / unit plans.	4. Potential for violent encounters with intruders if working alone or in isolated school locations.	1	2	4	8	Low	4. Working alone procedures to be followed, including locking doors and other security procedures. Division policy on workplace violence and posting of parent/student behaviour expectations.	x			
	Develop classroom lab activities and procedures.											
	Develop lab operational safety rules.											
	Prepare classroom materials and unit displays.											



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Chemical and / or solution preparations. Disposal of hazardous materials. Maintenance of lab equipment. Ordering of Chemistry supplies. Proper labeling of all chemicals. Handling of glassware such as beakers and burettes.	5. Stress from changing work/grade assignments that may vary from year to year. Integration of special needs students.	1	2	3	6	Low	5. Stress management training. Homewood Health assistance available. Ensure Education Assistants are with special needs students when appropriate.	X				
	6. Type assignments, use computers, photocopiers, laminators, paper cutters, scissors, filing cabinets, etc.	4	2	3	24	Med	6. Adhere to WCB office ergonomic guidelines. Only trained staff to use machines.	X				
	7. Falls from portable ladders or makeshift climbing aids. i.e., boxes, chairs and desks.	4	2	3	24	Med	7. Review ladder safety checklist.	X				
	8. Spot clean desks or other surfaces in the lab.	3	2	3	18	Low	8. Ensure MSDS and appropriate Personal Protective Equipment is available appropriate to the cleaning chemicals used /cleaned.	X				
	9. Strains and sprains from moving desks and chairs and/or lifting and transporting books and other resources to storage areas.	2	2	3	12	Low	9. Safe work procedures for lifting and handling loads.	X				
	10. Physical injury from unstable furniture or created by limited storage space and cluttered work areas. Cuts and bruises from sharp edges on desks and cabinets. Unstable shelving, AV equipment and unsecured, improperly stacked or protruding materials.	4	4	2	32	Med	10. Contact maintenance for repairs. Clean and organize storerooms as required. Properly stack all items and store all heavy items below waist level. Inspect area according to the general office/classroom checklist.	X				
	11. Fire hazards from teaching aids and other combustible materials.	1	2	4	8	Low	11. Fire extinguisher and fire blanket available. Store chemicals by compatibility. Use proper safety precautions for all demonstrations.	X				



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		12. Physical injury from preparation, handling, storing or disposing of chemicals or breakage of glassware.	4	4	3	48	High	12. Use fume hood where necessary. Ensure Personal Protective Equipment is available and used. Follow guidelines for handling, storing and disposing of chemicals. Use caution when handling glassware and have a well-supplied first aid kit available.	X			
Routine Classroom / Teaching Instruction	Deliver lesson plans using a variety of learning tools and resources.	13. Use auditory, print and visual media, overhead projectors, chalkboards, whiteboards and computers. Trips and falls on overhead and extension cords.	4	2	2	16	Low	13. Properly secure all electrical cords to prevent trip hazards. Micro breaks (less than 20 seconds) alternate from standing to sitting positions regularly. Adhere to WCB office ergonomic guideline book.	X			
	Handling of electrical devices.	14. Awkward postures, muscle strain/fatigue using equipment and from prolonged standing, walking or assisting students.	4	2	3	24	Med	14. Micro breaks (less than 20 seconds) alternate from standing to sitting positions regularly. Adhere to WCB office ergonomic guideline book.	X			
	Set-up and operation of chemical apparatus for demonstrations and class instruction.	15. Voice loss from repetitive use of voice.	4	2	2	16	Low	15. FM sound system for voice projection if required. Voice projection training.	X			
	Demonstrate and instruct on the proper uses of lab equipment.	16. Exposure to chalk dust, solvent marker, whiteboard cleaners, air contaminants, allergens from building materials, people or substances in the school. (e.g. cleaning products, demonstration chemical substances perfumes, and exhaust emissions.	4	2	4	32	Med	16. Ensure Safety Data Sheets are available. Restrict the use of personal scents. Refer to the Indoor air quality toolkit for schools. Contact Maintenance for an air quality test.	X			
	Instruct on the safe handling of all chemical substances.	17. Potential exposure to communicable diseases such as viruses, bacteria and lice. Contact with pests such as mice, ants, mosquitoes and flies.	4	3	4	48	High	17. Get annual flu shots. Follow CESD policy EBB. Report all pest issues to maintenance. Staff must be informed of student communicable diseases where possible. Ensure disposable gloves are available.		X		



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		18. Stress from large class sizes. Limited resources, language barriers with students, parents and integration of special needs students where support systems may be limited.	4	3	4	48	High	18. Adhere to Alberta Education guidelines for class size where possible. Limit 4 students per workstation where possible. Interpreters available when needed and Educational Assistants available in classroom as required.	X			
		19. Physical injury from unstable furniture or sharp edges or created by limited storage space or cluttered work areas. Cuts and bruises from sharp edges on desks and cabinets, or unsecured, improperly stacked or protruding materials. Cuts from chipped or broken glassware.	4	4	2	32	Med	19. Contact maintenance for repairs. Clean and organize storerooms as required. Properly stack all items and store all heavy items below waist level. Inspect area according to the general office/classroom checklist. Use caution when handling glassware and have a well-supplied first aid kit available.	X			
		20. Physical or verbal abuse from students or parents.	2	2	5	20	Med	20. Post behaviour expectation guidelines. Report all incidents to senior administration.	X			
Student Assessment	Mark tests and assignments. Enter data into computer.	21. Computers, prolonged sitting, working after hours, weekends at school or from home. Extensive reading, muscle and visual fatigue and strain.	4	2	3	24	Med	21. WCB Office ergonomics guideline and office self-assessment checklist. Working alone procedures for school staff (including security and door locking procedures).	X			
	Apply assessment for practices, formative and summative.	22. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures, and poorly designed/positioned furniture and workstations.	4	2	3	24	Med	22. Micro breaks (less than 20 seconds) alternate from standing to sitting positions regularly. Adhere to WCB office ergonomic guideline book. Contact Safety Manager to assist in setting up workspace.	X			
	Prepare interim reports and report cards.	23. Fatigue and stress from working extended hours and interruptions to family and personal time.	3	4	2	24	Med	23. Stress management training. Homewood Health and Family Wellness Worker assistance available.	X			



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Stakeholder Communications	Conduct student / parent conferences. Communicate with parents throughout the course in regard to student achievement using telephones, e-mail, student agendas and interviews.	24. Potential for verbal abuse, and threats of physical violence.	4	2	3	24	Med	24. Non Violent Crisis Intervention training. Classroom behavioural guidelines posted. Never interview alone. Report all instances to Senior Administration.	X			
		25. Threatening or angry phone calls after hours at home, school or meeting the teacher at other public places.	1	2	3	6	Low	25. Report all instances to Senior Administration. Refer to ATA Policy on aggressive parents.	X			
Other	Deliver minor first aid and medications. Pick up classroom supplies. Provide supervision outdoors, lunchroom, before or after school activities and field trips.	26. Possible contact with blood or body fluids, needles and EpiPens.	3	4	4	48	High	26. Chinook's Edge medication guidelines and Chinook's Edge School Division Board policy EBB on blood and body fluids. Ensure protective equipment such as barrier gloves are available and EpiPens are available.	X			
	Entering or leaving the building, unlocking doors, turning building security systems off and on.	27. Vehicle accidents, and sprains and strains from carrying supplies. Risk of physical injury from hazardous materials.	2	2	4	16	Low	27. Safe lifting guidelines to be adhered to. Use extra caution when transporting chemicals. Defensive driver training and Transportation of Dangerous goods training available where budget permits.	X			
	Assist with set up assemblies and special events. Discipline students or restrain violent students.	28. Temperature extremes, sun exposure, insect, trips and falls from slippery or uneven surfaces. Burns from microwave ovens.	3	3	2	18	Low	28. Sun safety guidelines. Chinook's Edge safe walking guidelines. Ensure oven mitts are available for removing items from microwave or conventional ovens. Ensure bug spray is available at school for outdoor activities.	X			
	Collection and retention of cash from students for field trips, special fee, etc.	29. Potential for violent encounters with people or animals. Slips and falls on slippery winter surfaces or uneven surfaces. Parking stalls located far away from school entrances.	2	3	3	18	Low	29. Use caution and be aware of surroundings, or walk in pairs to vehicles. Report all suspicious people or animals. Ensure adequate lighting in parking lots. Adhere to Chinook's Edge safe walking procedures.	X			



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	30. Lifting, carrying, pushing, or pulling heavy stage equipment, chairs, pianos and screens. Awkward postures, strains, sprains, foot hazards and wooden splinters.	4	2	3	24	Med	30. Adhere to safe lifting guidelines. Ask knowledgeable staff how to move equipment safely. Take frequent stretch breaks and ensure appropriate protective equipment is available such as leather gloves. Ensure a trained first aider and first aid kit is available.	X			
	31. Verbal abuse or physical injury from violent students or parents. (hit, kicked, bitten). Possible contact with blood or body fluids.	4	3	4	48	High	31. Non Violent Crisis Intervention training. Classroom behavioural guidelines posted. Chinook's Edge School Division Board policy EBB on blood and body fluids adhered to.	X			
	32. Risk of theft.	1	3	3	9	Low	32. Store cash and personal items in a secure location. Hand in cash daily. Report all loses to senior administration.	X			
							Step 5: Review/Communicate with affected staff (List staff members)				
							Step 6: Date of review with affected staff members				



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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 standards, 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.