



Chinook's Edge School Division

Hazard Assessment

Average Hazard Rating: 15.18 Low hazard rating

School/Worksite: All Schools Staff Group: Band Teacher		Job/Position Summary: Education of students following the "Guide to Education" and "Teaching Quality Standard" to "Achieve Superb Results from all Students".					Assessment Team: Linden Lonsberry; Kirk Wassmer, Kerry Heisler			Date Completed: 16 Dec 2013 Reviewed: April 2020				
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				
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 Guidelines and self-assessment checklist. Defensive Driving Training as budget permits. Working alone procedure in place.					
	Establish classroom rules / routines.													
	Develop IPP's for special needs students.	2. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly positioned furniture / workstations.		4	2	2	16	Low	2. Micro stretch breaks (less than 20 seconds) alternate from sitting to standing positions. WCB Office Ergonomics Guidelines and properly adjust all office furniture.					
	Develop behavioral plans for students Research and develop lesson / unit and long range plans.													
	Adapt and / or modify plans	3. Transport bags / boxes of materials from home, personal vehicles, storage room etc., by hand or using carts.		4	2	4	32	Med	3. Adhere to CESD safe lifting procedures. Ask for assistance if item is too heavy. Defensive Driver Training as budget permits.					
	Prepare classroom materials and unit displays.													
Prepare materials and strategies for EA's, parent helpers and work experience students.	4. Potential for violent encounters with parents, students or intruders if working alone or in isolated school locations.		1	3	3	9	Low	4. Working alone procedure in place including security and door locking procedures; CESD policy on workplace violence; posting of student / parent expectations for behavior.						
	5. Stress from changing work / grade assignments that may vary from year to year. Integration of special needs children.		1	1	3	3	Low	5. Stress / life management training. Homewood Health resources / assistance available. Mentorship program. In-services on special needs children.						
	6. Type assignments; use computers, photocopiers, laminators, paper cutters; scissors; filing cabinets, step ladders, shelves, etc.		4	1	2	8	Low	6. Safe work procedure for each machine. Only trained / designated personnel to change toner and repair machine. WCB Office Ergonomics Guidelines. Frequent inspection of ladders.						



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		7. Falls from portable ladders or makeshift climbing aids e.g. boxes, chairs, desks.	3	2	1	6	Low	7. Make ladders available in classrooms, storage rooms and offices; Review ladder safety procedures; Store heavy items below waist level; Staff to correct co-workers performing unsafe acts.				
		8. Strains / sprains from moving desks and chairs and / or transporting books from resource rooms.	3	2	1	6	Low	8. Use mechanical aids for transporting loads (carts, dollies, etc.); Review safe work procedure for lifting / handling loads.				
		9. 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.	1	3	3	9	Low	9. CESD office / classroom general safety checklist. Cleaning and monitoring of store rooms; Reporting of deficient furniture and fixtures to maintenance.				
		10. Fire hazards from student artwork, teaching aids and other combustible materials.	4	1	4	16	Low	10. Combustible materials must not cover more than 20% of a wall IAW Alberta Fire Code.				
Routine Classroom / Teaching Instruction	Deliver lesson plans using a variety of learning tools / resources.	11. Awkward postures, muscle strain / fatigue using equipment and from prolonged standing / walking or assisting students.	4	1	2	8	Low	11. Anti-Fatigue mats if required. Micro breaks (less than 20 seconds); Review WCB Office Ergonomic guidelines				
	Use auditory, print and visual media; overhead projectors; chalkboards, whiteboards and computers.	12. Trips / falls on overhead projector/ television cords and extension cords.	4	2	3	24	Med	12. All power cords must be properly secured to prevent trips & injuries.				
		13. Voice loss from repetitive use of voice.	4	2	2	16	Low	13. FM sound systems for voice projection; Adhere to class size recommendations if possible.				
		14. Exposure to chalk dust, solvent markers; whiteboard cleaners, Air contaminants/allergens from building materials/occupants cleaning and maintenance/renovation activities (e.g. asbestos/ moulds, cleaning products, perfumes; propane exhaust emissions). Uncomfortable temperatures/humidity; odours, poor lighting/ventilation. Potential exposure to communicable diseases (viruses, bacteria, lice etc.) and contact with pests (e.g. mice, ants, flies)	4	4	2	32	High	14. Indoor environmental tips for classrooms checklist. Reporting of improper building temperatures or humidity; No idling of buses or other vehicles near the school. Restriction of personal scents in the school. Annual flu shot recommended.				
		15. Stress from large class sizes; limited time / resources; Physical or verbal abuse from students.	4	2	3	24	Med	15. Stress management training; adherence to class size recommendations if possible; ensure classroom resources are adequate given budget restrictions; Curriculum instruction support.				



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		16. Physical or verbal abuse from students.	2	2	2	8	Low	16. Request assistance from other staff members; Designated non-violent crisis intervention trained personnel to respond; behavioral intervention or prevention plans available for certain students.				
Music Program	Set up or supervise set up of equipment and instruments.	17. Strains/sprains from moving pianos, lifting/carrying instruments, audio equipment etc. on and off shelves; moving tables/benches/risers. Uneven floor surfaces, Trips/falls on stairs/risers. Chemical exposure to products used to clean/sanitize instruments and mouthpieces (2X per year).	3	2	3	18	Low	17. Safe lifting procedure, get assistance when required. Use mechanical aids for transporting loads. Use caution, report deficiencies to Maintenance. Appropriate PPE to be worn.				
	Set up risers for assemblies											
	Clean or supervise the cleaning of band equipment.											
	Music instruction	18. Use all instruments; recorders; piano, etc. Voice fatigue (singing, talking). Possible high noise exposure from instruments. Muscle strain from repetitive hand/arm motions (e.g. conducting) and moving heavy instruments. Awkward postures working with younger students on floor.	4	2	4	32	Med	18. Safe lifting procedure, get assistance when required. Use mechanical aids for transporting loads. Office ergonomic assessment, micro breaks; properly designed furniture.				
Student Assessment	Mark tests / assignments; Enter data into computer (often done at home)	19. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed/positioned furniture and workstations.	3	2	4	24	Med	19. Micro stretch breaks (less than 20 seconds) alternate from sitting to standing positions. WCB Office Ergonomics Guidelines and properly adjust all office furniture.				
	Prepare interim reports and report cards.											
	Conduct level “B” testing.	20. Fatigue/stress working extended hours and interruptions to family / personal time.	3	2	2	12	Low	20. Micro stretch breaks (less than 20 seconds) alternate from sitting to standing positions. WCB Office Ergonomics Guidelines adhered to.				
		21. Use telephones, e-mail; student agendas; interviews.	1	4	2	8	Low	21. Stress / time management training; extra prep time at report card times if budget permits; adherence to Working alone guidelines. Homewood Health assistance available if required.				
		22. Potential verbal abuse and threats of physical abuse.	3	1	1	3	Low	22. Hands free telephone headset; Ensure other staff member is available for afterhours meetings; try to conduct all interviews during school hours.				
Stakeholder Communication	Conduct student parent conferences	23. Parents may call teachers after hours at their home numbers, angry or threatening calls.	1	2	1	2	Low	23. Non-violent crisis intervention training; communication between staff members about potential problems during interviews; second staff member to sit in on interview if required.				
	Liaise with social services, school councils (1 – 2 / year), colleagues, councillors, health care providers, etc.											
	Prepare classroom correspondence for the student to take home. (e.g. newsletters)	24. Possible contact with blood or body fluids, needles, epi-pens etc.	1	1	1	1	Low	24. Adhere to CESD blood Bourne pathogens procedure. Disposable gloves available. Epi-pen training.				



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		25. Exposure to noise.	2	1	4	8	Low	25. Adhere to CESD Safety policy (Hygienic practices when handling body fluids). Ensure proper gloves are available. Ensure epi-pen is gripped around the barrel with thumb around the barrel and not covering the end.				
Other	Deliver minor first aid.	26. Stranded during inclement weather.	1	1	2	2	Low	26. Limit exposure to noise. Alternate staff members during events.				
	Provide extracurricular coaching; volunteer clubs, special events (dances, coir, bingos, and casinos).	27. Temperature extremes, sun exposure, insects. Trips and falls from slippery or uneven surfaces.	1	2	4	8	Low	27. Listen for weather forecast before leaving School. Ensure cell phone is available while traveling. Don't travel if bad weather is anticipated. Ensure clothing and footwear is appropriate to the weather conditions.				
	Pick up classroom supplies.											
	Provide supervision outdoors, lunchroom, before or after school activities and field trips.	28. Burns from microwave ovens or hot coffee.	3	2	3	18	Low	28. Sun safety procedures. Anaphylaxis medication available if required by Staff member. Designated first aider available at all times during school hours. Dress appropriately for prevailing conditions. Use caution when walking, inspect school grounds for hazards.				
	Entering or leaving the building, unlocking / locking doors.	29. Potential for violent encounters with people or animals.	3	2	3	18	Low	29. Use extra caution around hot liquids and micro waved items and use oven mitts if required.				
	Assist with set-up and take-down for assemblies / special events.	30. Slips / falls on snow / ice or uneven surfaces.	1	2	4	8	Low	30. Park close to building when possible, use a well-lit parking lot. Report all suspicious people on school grounds. Walk to vehicle in pairs where possible. Inspect grounds for unsafe conditions such as snow / ice or trip hazards. Advise admin about ice / snow removal. Adhere to CESD safety procedure for walking on snow / ice. Ensure entrances are maintained in a safe condition.				
	Discipline students.	31. Lifting / carrying, pushing / pulling heavy stage equipment, chairs, pianos, screens. Awkward posture, strains / sprains, foot hazards, wooden splinters.	4	3	4	48	High	31. Adhere to safe working procedure for lifting / handling loads. Use mechanical aids such as dollies if required. Rest and stretch as required. Ask knowledgeable staff member on best way to do the task and the hazards associated with it.				
	Collection of cash from students for field trips, special fees, etc.											
	Travel to / from P.D. sessions, annual teacher's conference, and Divisional meetings.											



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		32. Verbal abuse / physical injury from violent students or parents (hit, kicked, bitten) Possible contact with blood or body fluids.	2	2	3	12	Low	32. Nonviolent crisis intervention training; communication between staff members about potential problems during interviews; second staff member to sit in on interview if required. Adhere to CESD policy EBB (Hygienic practices when handling body fluids). Ensure proper gloves are available.				
		33. Risk of theft and stress as a result of it.	4	3	4	48	High	33. Lock up cash received and turn it in regularly to the office. Stress management training.				
		34. Risk of vehicle collision, vehicle break-down or inclement weather conditions.	2	1	2	4	Low	34. Defensive Driver training if budget permits. Emergency kit available in vehicle. Dress appropriately for the weather conditions. Don't drive in inclement weather. Ensure a cell phone is available in the vehicle.				
		Step 5: Review/Communicate with affected staff (List staff members)										
		Step 6: Date of review with affected staff members										

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



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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