Hazard Assessment

-	Vorksite: High Schools pup: Physics Teacher	Job/Position Summary: Education of student The curriculum guidelines and "teaching quality st from all students. Prepare the safe storage, cleanulab. Ensuring labs are safe for students	andard"	to ach						Date Completed: Mar. 6 th 2015		
Step 1 (1)		Step 2 (2)			Step			Step 4 Identify and Implement Haz	zard C	Control	s	
List	types of work and work related activities	Identify Existing or Potential Hazard Sources/Types		Pr	ess Ris ioritizo Hazar	e the		Engineering (3) Administrative (4) Personal Protective Equipment (5)				rective ction
Type of	Related Task/Activities	Environmental Tools/Equipment People Hazard Types	quency sure (6)	ard lity (7)	ential	vel C	ority (9)	Summony of Personmended Hogord Controls	In Plac		Initial	Date
Work	Related Task/Activities	Ergonomic, Biological, Psychosocial, Physical, Chemical	A - Frequency of Exposure (6)	B – Hazard Probability	C – Potential	Risk Level A x B x C	Risk Priority	Summary of Recommended Hazard Controls	Yes	No	muai	Completed
	Update curriculum knowledge/establish program goals.	Use computers, internet, and curriculum resources. Prepare at home or work alone after school hours and on weekends.	5	2	2	20	Med	Office ergonomics guidelines and self- assessment checklist.	Х			
eaching	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.	х			
Classroom/Teaching Instruction	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	х			
Routine Class Instr	Research and develop lesson/unit	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			
Rou	Prepare classroom materials and unit displays	5. Stress from changing grade assignments that may vary from year to year; integration of special needs children.	5	1	2	10	Low	Ensure students are in appropriate level classes. Better criteria for integration of special needs students into the right programs	X			

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Staff Group: Physics Teacher	The curriculum guidelines and "teaching quality st from all students. Prepare the safe storage, cleanuplab. Ensuring labs are safe for students							Mar. 6 th 2015
Prepare experiments and lab equipment Deliver lesson plans using variety of learning tools/resources	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.	
Perform classroom demonstrations involving	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.	
equipment, excessive temperatures and electricity	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.	
	Hazards from teaching aids and other combustible materials.	3	3	3	27	Low	9. Proper teacher supervision; make fire extinguisher available.	
	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; see also comment #1 above	
	11. Trips/falls on overhead cords and extension cords.	3	3	2	12	low	11. Safety in the classroom training and cover or reroute electrical cords to prevent trip/choke hazards.	
	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).	5	2	1	10	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 	
	13. Potential exposure to communicate diseases (viruses, bacteria, lice etc.) and contact with pests (e.g. mice, ants, flies)	3	3	2	18	Med	13. Flu immunization program; frequent hand washing; staff to go home and stay home if sick.	

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		Stress from large class sizes; limited pace/resources; language barriers with students and parents. Physical or verbal abuse from students.	3	2	3	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. 15. Nonviolent crisis intervention training.	
			1	2	3	6	Low	- posting of student expectations and reporting of abusive students to Sr. Administration.	
		16. Cuts, 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.	
Student ssessment	Mark tests/assignments/labs; enter data in the computer Prepare interim reports and report cards Prepare, administer and mark lab exams/skill	17. Computers, prolonged sitting; working after hours/weekends at work or from home. Extensive reading, muscle and visual fatigue/strain.	3	2	2	12	Low	17. 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.	
Stuc Asses	tests	18. 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	18. 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.	

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		19. Fatigue/stress working extended hours and interruptions to family/personal time.	4	1	2	8	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.	
ler Ition	Conduct student/parent conferences	20. Use telephones, emails; student agendas; interviews.	5	1	3	15	Low	20. Nonviolent crisis intervention training; a ergonomic tips.	
Stakeholder ommunication	Liaise with social services, school councils (1-	21. Potential verbal abuse and threats of physical abuse.	1	2	3	6	Low	21. Nonviolent crisis intervention training; x ergonomic tips.	
Stak	2/year) colleagues, councilors, health care providers etc.	22. Parents may call teachers after hours at their home numbers; angry or threatening calls.	1	1	3	3	Low	22. Report to Sr. Administration; Police Dept. X may be informed.	
	Deliver minor first aid.	23. Possible contact with blood or body fluids.	2	1	4	8	Low	23. Blood and body fluid awareness. First aid training and wear gloves when dealing with.	
	Provide extracurricular, coaching; volunteer clubs, special events (dances, choir, bingos)	24. Risk of physical injury from activities/equipment.	1	1	3	3	Low	24. Proper lifting and handling techniques and ask for assistance when required.	
Other	Provide supervision outdoors, lunchroom, before or after school activities, field trips. Entering or leaving the building; unlocking	25. Motor vehicle accidents from use of personal/school vehicles to attend events and/or transport students.	1	2	3	6	Low	25. Defensive driving training if budget permits; prohibit the use of 15 passenger vans; recommend use of busses or parents driving their children.	
	doors, turning building security systems on and off.	26. Temperature extremes, sun exposure, insects; Trips/falls from slippery or uneven surfaces; burns from microwave ovens.	3	2	3	18	Low	26. Dress appropriate for conditions/proper footwear for conditions; use bug repellent if necessary; report dangerous areas to Senior Administrator	

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	lab. Ensuring labs are safe for students	and di	sposar (or enem	icai iii/i	or the		
	27. 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.	4	4	4	64	High	27. After hours move vehicle closer to the front door of the school. Report inadequate parking lot lighting to Sr. Administration.	
			L	I			Step 5: Review/Communicate with affected staff (List staff members	, ,

¹ <u>TYPE OF WORK</u> includes a description of the broad general nature of the work carried out (e.g. office work, classroom preparation, cleaning). The <u>WORK RELATED ACTIVITIES</u> 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 <u>HAZARDS</u> can be identified using several methods including personal experience/intuition, physical observations, task/job analysis, or incident investigation.

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

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

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)

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