



Chinook's Edge School Division

Hazard Assessment  
Average Hazard Rating: 15.9 Low Hazard

<b>School/Worksite:</b> Career High/Off Campus Learning Centre <b>Staff Group:</b> Principal / Vice Principal	<b>Job/Position Summary:</b> Responsible for the evaluation, outcome and conduct of all curricular, extracurricular and co-curricular programs; evaluation/reporting of student learning/development; safety, welfare and conduct of staff, students and building occupants; planning, budgeting and management of school resources; and staff selection, assignment, training, professional growth and evaluation.	<b>Assessment Team:</b> Daryl Brown, Linden Lonsberry	<b>Date Completed:</b> February 2017 <b>Updated:</b> April 2020
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<b>Step 1 (1)</b> List types of work and work related activities		<b>Step 2 (2)</b> Identify Existing or Potential Hazard Sources/Types	<b>Step 3</b> Assess Risk and Prioritize the Hazards					<b>Step 4</b> Identify and Implement Hazard Controls					
<b>Type of Work</b>  <b>Related Task/Activities</b>		<b>Environmental Tools/Equipment People</b>  <b>Hazard Types</b> Ergonomic, Biological, Psychosocial, Physical, Chemical	<b>A - Frequency of Exposure (6)</b>	<b>B - Hazard Probability (7)</b>	<b>C - Potential Consequence (8)</b>	<b>Risk Level A x B x C</b>	<b>Risk Priority (9)</b>	<b>Summary of Recommended Hazard Controls</b>		<b>In Place</b>		<b>Initial</b>	<b>Date Completed</b>
									<b>Yes</b>	<b>No</b>			
<b>School Administration:</b> (Planning Budgeting and Management of School Resources)	Provide classroom coaching teaching/mentoring staff/students; monitoring school focus.	1. Awkward postures, muscle strain/fatigue from prolonged standing or bending to assist students, and using projectors, smart boards or whiteboards.	4	2	1	8	Low	1. Provide WCB office ergonomic and back to basics booklets to all staff. Sit, stand as required.					
		2. Air contaminants/allergens from building materials/occupants cleaning and maintenance/renovation activities (e.g. asbestos/moulds, cleaning products, perfumes, exhaust emissions).	3	4	2	24	Med	2. Frequent informal inspections, use of environmentally friendly products, and use of Personal Protective Equipment as/when required. Report building issues to Maintenance.					
		3. Uncomfortable temperatures and humidity; poor lighting.	4	4	1	16	Low	3. Lighting level assessment if required, contact Maintenance if heat cannot be regulated locally.					
		4. Trips/falls on slippery/wet floor surfaces, furniture, loose carpets, boxes of supplies, telephone or electrical cords.	1	2	2	4	Low	4. Frequent informal inspections and development and implementation of safe work procedures.					
		5. Cuts/bruises from sharp edges on desks/cabinets, or unsecured, improperly stacked or protruding materials.	1	2	2	4	Low	5. Frequent informal inspections, change room layout, ensure that first aid kit is up to date, inventoried yearly and current first aid trained people are available.					



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Monitor student achievement and assessment.	6. Use laptop computer; data entry, word processing, spreadsheets. Work at home and in office alone after hours.	1	2	4	8	Low	6. Provide working alone policy and WCB office ergonomic book to all staff.				
	7. Potential for violent encounters with intruders if working alone or in isolated school locations.	1	2	4	8	Low	7. Non Violent Crisis Intervention training, working alone procedure and readily available communications.				
	8. 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	Low	8. Micro breaks, every 20 minutes, for 20 seconds look 20 feet away and stretch. Periodic in-services and WCB office ergonomic booklet.				
	9. Physical injury from office equipment e.g. photocopiers, laminators, paper cutters; scissors; overloaded filing cabinets.	1	1	2	2	Low	9. Safer/better designed office furniture. Safe work procedures.				
	10. Physical injury from unstable furniture or sharp edges, unsecured materials or office clutter.	3	4	3	36	Med	10. Frequent informal inspections, fix/replace unsafe furniture with safer, better designed furniture.				
Evaluate student learning/development and prepare reports.	11. Prolonged use of computer for preparing district reports, teacher reports and other related reports.	1	2	4	8	Low	11. Provide WCB office ergonomic and back to basics booklets to all staff.				
	12. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed or positioned furniture workstations.	1	2	4	8	Low	12. Provide WCB office ergonomic and back to basics booklets to all staff. Safer/better designed office furniture. Safe work procedures.				
Coordinate school opening/closing Requirements; plan/prepare budgets; manage school assets/resources.	13. 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 newsletters etc.	1	1	1	1	Low	13. Ergonomic training, office ergonomic handout and stress management training.				



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		14. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed or positioned furniture/workstations.	1	1	1	1	Low	14. Ergonomic training, office ergonomic handout and stress management training. Frequent informal inspections, fix/replace unsafe furniture with safer, better designed furniture.				
<b>School Administration:</b> (Planning Budgeting and Management of School Resources)	Recruit staff, conduct interviews, Deliver staff performance/recognition Monitor student conduct/discipline.	15. Stress if dealing with performance issues.	1	2	2	4	Low	15. Stress management techniques training.				
		16. 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.	4	4	3	48	High	16. CESD safety procedure on hygienic practices when handling body fluids. Staff training and education to handle physical/mental stress and blood and body fluids.				
	Administer Health and Safety Program.	17. Stress from timelines.	1	1	1	1	Low	19. Stress management techniques training.				
	Submit service requests for facility maintenance.	18. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed or positioned furniture/workstations.	3	2	2	12	Low	18. Ergonomic training and stress management training.				
	Submit service requests for facility maintenance.	19. Cell phone. Stress/fatigue from interruptions to family and personal time. Potential for violent encounters	2	2	3	12	Low	19. Ergonomic training and stress management training. Development of safe work procedures.				
	Parent/Community Liaison	20. 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.	4	3	3	36	Med	20. Task rotation; emergency response plan communicated to staff. Training and education in school threat assessment and Non Violent Crisis Interventions.				



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	Entering or leaving the building.	21. Potential for violent/abusive encounters with people or animals. Slips/falls on snow/ice or uneven surfaces.	4	3	4	48	High	21. Non Violent Crisis Intervention training, working alone procedure and readily available communications. Safe work procedure in place and in-services to train staff.				
	Administrative / school travel	22. Road conditions, stress from traffic and weather. Potential for violent encounters, fatigue and vehicle accidents.	3	3	3	27	Med	22. Training and education on Non Violent Crisis Intervention. Low or no cost Defensive driving training.				
Other	Supervision	23. Slips, trips and falls; violent encounters with people or animals.	1	3	3	9	Low	23. Non Violent Crisis Intervention training, working alone procedure and readily available communications. Safe work procedure in place and in-services to train staff.				
	Administrative /school travel	24. Exposed to blood, body fluids and communicable diseases.	2	3	4	24	Med	24. Availability of appropriate gloves, staff training and education in the handling of blood and body fluids. Non Violent Crisis Intervention training, working alone procedure and readily available communications. Stress management techniques training.				
	Other related activities such as: changing school communication signs; traffic control; responding to emergency requests and issues; and investigating vandalism.	25. Working at heights; exposure to the elements; exposure to vehicles and potential encounters with abusive or violent people.	3	3	3	27	Med	25. Training/education and safe work procedures in working on ladders, traffic control, Non Violent Crisis Intervention and the use of Personal Protective Equipment.				
									<b>Step 5:</b> Review/Communicate with affected staff (List staff members)			
								<b>Step 6:</b> Date of review with affected staff members				



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<sup>1</sup> **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.

<sup>1</sup> **HAZARDS** can be identified using several methods including personal experience/intuition, physical observations, task/job analysis, or incident investigation.

<sup>1</sup> **Engineering Controls:** Preferred method. Reduces exposure by removing or isolating hazard from worker. E.g. elimination, ventilation, substitution, redesign, guarding, enclosure, automation, mechanical aids

<sup>1</sup> **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.

<sup>1</sup> **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

<sup>1</sup> **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

<sup>1</sup> 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.

<sup>1</sup> 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).

<sup>1</sup> 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.