



# Chinook's Edge School Division

## Hazard Assessment

Average Hazard Rating: **21.7 Medium Hazard**

<b>School/Worksite: All Schools</b> <b>Staff Group: Principal / Vice Principal</b>		<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>Updated by:</b> Linden Lonsberry			<b>Update Completed:</b> 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		
<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.	4	4	3	48	High	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.	3	4	3	36	Med	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. Nonviolent 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; etc.	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 a safety 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.					
	Participate in curricular extracurricular and co-curricular programs to maintain visibility	13. Fundraisers, sports tournaments; intramural activities; school dances; Stress/fatigue from interruptions to family and personal time. Risk of physical injury from activities/equipment.	3	3	3	27	Med	13. Availability of first aid kit and qualified first aider; job rotation and scheduling; stress management training and readily available communications.					



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School Administration: (Planning Budgeting and Management of School Resources)		14. Motor vehicle accidents from use of personal/ school vehicles to attend events, stress related illnesses and long hours.	3	3	4	36	Med	14. Job rotation; low or no cost defensive driving course. Stress reduction techniques training.				
	Coordinate school opening/closing Requirements; plan/prepare budgets; manage school assets/resources	15. 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.	2	2	3	12	Low	15. Ergonomic training, Office Ergonomic handout and stress management training.				
		16. 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	16. Ergonomic training, Office Ergonomic handout and stress management training. Frequent informal inspections, fix/replace unsafe furniture with a safety better designed furniture.				
	Recruit staff, conduct interviews, Deliver staff performance/recognition	17. Stress if dealing with performance issues.	1	2	2	4	Low	17. Stress management techniques training.				
	Monitor student conduct/discipline.	18. 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	18. 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	19. Stress from timelines.	1	1	1	1	Low	19. Stress management techniques training.				
	Submit service requests for facility maintenance.	20. 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	20. Ergonomic training and stress management training.				



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	Submit service requests for facility maintenance.	21. Cell phone. Stress/fatigue from interruptions to family and personal time. Potential for violent encounters	2	2	3	12	Low	21. Ergonomic training and stress management training. Stress management training. Development of Safe work procedures.					
	Parent/Community Liaison	22. 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	22. Task rotation; emergency response plan communicated to staff. Training and education in school threat assessment and non-violent interventions.					
Other	Entering or leaving the building	23. Potential for violent/abusive encounters with people or animals. Slips/falls on snow/ice or uneven surfaces.	4	3	4	48	High	23. Nonviolent 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. Road conditions, stress from traffic and weather; Potential for violent encounters; fatigue and vehicle accidents.	3	3	3	27	Med	24. Training and education on non-violent intervention. Low or no cost defensive driving training.					
	Supervision	25. Slips, trips and falls; violent encounters with people or animals.	1	3	3	9	Low	25. Nonviolent Crisis Intervention training, working alone procedure and readily available communications. Safe work procedure in place and in-services to train staff.					
		26. Exposed to blood, body fluids and communicable diseases.	2	3	4	24	Med	26. 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.					
		27. Bus fumes – breathing in fumes when supervising loading and unloading of buses in the morning and afternoon.	4	2	4	32	Med	27. Shut off buses when loading and unloading students.					



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	Other related activities such as: changing school communication signs; traffic control; responding to emergency requests and issues; and investigating vandalism.	28. Working at heights; exposure to the elements; exposure to vehicles and potential encounters with abusive or violent people.	3	3	3	27	Med	28. Training/education and safe work procedures in working on ladders, traffic control, non-violent 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					

<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