



School/Worksite: All Home Economics Rooms Staff Group: Home Economics Teachers (Regular Program)		Job/Position Summary: Education of students following the "Guide to Education" and "Teaching Quality Standard" to "Achieve Superb Results from All Students" incorporating ICT standards.					Assessment Team: Claire Funk, Lynda Bobosky			Date Completed: 5 June 2007			
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						
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)	Engineering (3) Administrative (4) Personal Protective Equipment (5)		Corrective Action			
								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	2	16	Low	1. WCB Office Ergonomics Guidelines and self-assessment checklist. Defensive Driving Training as budget permits. Working alone procedure in place.					
	Establish classroom rules / routines.	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 IPP's for special needs students.	3. Transport bags / boxes of materials from home, personal vehicles, storage room etc., by hand or using carts.	4	3	3	36	Med	3. Adhere to CESD safe lifting procedures. Ask for assistance if item is too heavy. Defensive Driver Training as budget permits. Store heavy items below waist level.					
	Develop behavioral plans for 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.					
	Research and develop lesson / unit and long range plans.	5. Stress from changing work / grade assignments that may vary from year to year. Integration of special needs children.	1	4	2	8	Low	5. Stress / life management training. Humanicare resources / assistance available. Mentorship program. In-services on special needs children.					
	Adapt and / or modify plans												
	Prepare classroom materials and unit displays using copiers, computers and fax machines.												
Prepare materials and strategies for EA's, volunteers and work experience students.													



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Setup classroom for best environment conducive to learning.  Prepare art programs material and handling of material.  Construction and painting of drama sets.	6. Potential for Motor Vehicle accidents and / or being stranded in inclement weather.	4	2	3	24	Med	6. Defensive Driver Training if budget permits, and check weather forecast prior to leaving. Have communication and emergency kit available in vehicle.				
	7. Type assignments; use computers, photocopiers, laminators, paper cutters; scissors; filing cabinets, step ladders, shelves, etc.	4	1	1	4	Low	7. Safe work procedure for each machine. Only trained / designated personnel to change toner and repair machine. WCB Office Ergonomics Guidelines. Frequent inspection of ladders.				
	8. Falls from portable ladders or makeshift climbing aids e.g. boxes, chairs, desks.	4	1	1	4	Low	8. 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.				
	9. Spot clean and sanitize counters and tables to remove dust or graffiti.	4	1	1	4	Low	9. WHMIS training and proper Personal Protective equipment available.				
	10. Strains / sprains from moving furniture and equipment and / or transporting books.	4	1	1	4	Low	10. Use mechanical aids for transporting loads (carts, dollies, etc.); Review safe work procedure for lifting / handling loads. Ask for assistance when required.				
	11. 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.	4	2	2	16	Low	11. CESD office / classroom general safety checklist. Cleaning and monitoring of store rooms; Reporting of deficient furniture and fixtures to maintenance.				
	12. Fire hazards and hazardous material exposure from student work, teaching aids and other combustible materials.	4	2	3	24	Med	12. Combustible materials must not cover more than 20% of a wall or stored near a heat source IAW Alberta Fire Code. WHMIS training for applicable staff. Fire drills conducted IAW Alberta Fire Code.				
	13. Slips and falls on wet floors.	4	3	2	24	Med	13. Signs posted for wet floors. Spills wiped up immediately.				



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Routine Classroom / Teaching Instruction	Deliver lesson plans using a variety of learning tools / resources.	14. Use auditory, print and visual media, overhead projectors, chalk boards, whiteboards and computers.	4	1	1	4	Low	14. Micro breaks (no longer than 20 seconds). Power cords placed so they do not create a trip hazard.				
	Use auditory, print and visual media; overhead projectors; chalkboards, whiteboards, computers and other audio/visual equipment	15. Awkward postures, muscle strain / fatigue using equipment and from prolonged standing / walking or assisting students.	4	1	1	4	Low	15. Anti Fatigue mats or cushioned shoe insoles. Micro breaks (less than 20 seconds); Review WCB Office Ergonomic guidelines.				
	Media Lab and tools setup and operation.	16. Trips / falls on overhead projector/ television cords and extension cords.	4	2	2	16	Low	16. All power cords must be properly secured to prevent trips & injuries.				
	Teacher demonstrations.	17. Air contaminants/allergens from building materials/occupants cleaning and maintenance / renovation activities (e.g. 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	2	2	16	Low	17. 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 for staff; and sick students be sent home.				
	Monitor or restrict volatile student from using dangerous equipment (knives) or prohibiting them from the classroom.											
	Integration of special needs students. (Educational Assistants must be present when students' abilities require them.)	18. Stress from large class sizes; limited time / resources. Language barriers with students, parents and integration of special needs students where support systems may be limited.	4	1	3	12	Low	18. Stress management training; adherence to class size of 4 per kitchen or 1 per machine if possible; ensure classroom resources are adequate given budget restrictions; Curriculum instruction support, language support when needed and EA's present when needed.				
	19. Physical injury from unstable furniture or sharp edges or created by limited storage space / cluttered work areas. Cuts / bruises from sharp edges on desks and cabinets, or unsecured, improperly stacked or protruding materials. Physical or verbal abuse from students.	4	1	2	8	Low	19. Request assistance from other staff members; Designated non-violent crisis intervention trained personnel to respond; behavioral intervention or prevention plans available for certain students. Report all situations to senior Administration.					



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<b>General Home Economics Instruction</b>	General safety and sanitation orientation and lab procedures training.	20. Potential for physical injury. E.g. bruises, lacerations, strains, sprains, back or over exertion injuries.	4	2	2	16	Low	20. Stretch as required. Use safe lifting procedures and ask for help as required.				
	Instruction on the safe use of, and working with stationary and portable equipment and hand tools.	21. Exposure to blood and body fluids from student injuries.	1	3	3	9	Low	21. First aid kit and certified first aider available. Adhere to CESD Safety policy on Blood-borne pathogens. Ensure all necessary personal protective equipment is available.				
	Storage of equipment and supplies.	22. Physical injury from unsafe storage of supplies and equipment.	4	1	2	8	Low	22. Store heavy items below waist level. Ensure all items are properly stored and a ladder is available for out of reach items.				
	Direct general housekeeping activities.	23. Potential for student violence or abuse.	4	1	4	16	Low	23. Non-violent crisis intervention training. Behavioral expectations posted in classroom. Report any violence or harassment to senior administration.				
	Ensuring that all students wear Personal Protective Equipment (aprons, closed toe shoes, no long sleeves or jackets, hair must be tied back). Instructing Home Economics class in excess of 20 students, 1 per machine or 4 per kitchen.											
<b>Maintenance</b>	Storage of equipment and supplies.	24. Sprains or strains from moving or lifting heavy objects.	4	2	2	16	Low	24. Use proper lifting techniques and adhere to ergonomic training. Heavy items must be stored below waist level.				
	Repairing and testing of equipment to ensure they will operate safely and properly.	25. Working alone in the Home Economics room.	1	1	1	1	Low	25. Adhere to CESD working alone procedure.				
	Writing, submitting and dealing with maintenance personnel for Home Economics equipment, repairs and maintenance.	26. Laceration from sharp edges or tools.	4	2	2	16	Low	26. Proper, documented training and certification on all machines and tools. Ensure a first aid kit and qualified first aider is available.				
	Set-up and take down various Home Economics equipment and supplies.	27. Eye strain and ergonomic injuries from inspections and writing of reports.	4	1	1	4	Low	27. Adhere to the 20-20-20 rule for eye strain ( look at something 20 feet away for 20 seconds, every 20 minutes) Ensure workstation is properly (ergonomically) set up.				
		28. Fire hazards from combustibles near heat sources, project fumes or materials from class projects.	4	2	2	16	Low	28. Ensure regular fire drills are practiced and students know procedure to follow in event of a fire or required evacuation of the Home Economics room.				



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Storage & Disposal	Management, storage and proper disposal of waste and used materials. Knowledge of WHMIS information, symbols and MSDS's. Knowledge of and conforming to all appropriate sanitation procedures. Ensuring the use of Personal Protective Equipment appropriate to the hazards.	29. Exposure to hazardous wastes such as fumes, liquids and sharp objects. Serious injury could occur if proper PPE is not used, or improperly used. Serious physical injury can occur if good housekeeping practices are not observed.	4	2	2	16	Low	29. Proper training in and availability of Personal Protective Equipment (PPE). Use of proper housekeeping practices. Use of school inspection checklist. First aid kit and first aid trained person available and policy EBCB adhered to.				
Management of multiple activities	Constant circulation and monitoring of students.	30. Potential for physical injury – e.g. bruises, laceration, strains, sprains, back or overextension injuries.	4	2	2	16	Low	30. Trained first aider and first aid kit available. Use proper lifting procedures.				
	Simultaneous coordination of instruction, demonstration, assessment and observation while remaining cognizant of the rest of the class	31. Exposure to blood and body fluids from student injuries.	4	3	4	48	High	31. Adhere to CESD safety policy on Blood born pathogens. Trained first aider and first aid kit available. PPE available. Teacher advised of student health problems if possible.				
		32. Strains and sprains from lifting, carrying, moving of heavy or awkward equipment and tools.	4	2	2	16	Low	32. Adhere to CESD lifting procedures. Ask for assistance when and if required.				
		33. Physical injury from the failure of equipment	1	1	1	1	Low	33. Regular maintenance and inspection of all equipment.				
Student Assessment	Mark written tests and assignments; Enter data into computer (often done at home) Prepare interim reports and report cards.	34. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, standing, repetitive motions, awkward postures and poorly designed / positioned furniture and workstations.	4	2	2	16	Low	34. Working alone procedure in place. Micro stretch breaks (less than 20 seconds) alternate from sitting to standing positions WCB Office Ergonomics Guidelines adhered to and properly adjust all office furniture.				
	Mark practical lab assignments. Assess group skills.	35. Fatigue / stress working extended hours and interruptions to family / personal time.	4	1	1	4	Low	35. Stress / time management training; extra prep time at report card times if budget permits; adherence to Working alone guidelines. Humanicare assistance available if required. Additional assistance during evaluation times.				



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Stakeholder Communication	Conduct student parent conferences Liaise with social services, school councils (1 – 2 / year), colleagues, councillors, health care providers, etc.	36. Use telephones, e-mail; student agendas; interviews.	3	1	1	3	Low	36. Hands free telephone headset; Ensure other staff member is available for afterhours meetings; try to conduct all interviews during school hours. Adhere to WCB office ergonomics guidelines.				
	Prepare classroom correspondence for the student to take home. (e.g. newsletters) Submit report card marks to office for submission to parents. Prepare and use e-mail lists to inform parents of student progress or general communication.	37. Potential verbal abuse and threats of physical abuse. Parents or students may call teachers after hours at their home numbers, angry or threatening calls. Teachers may encounter angry students or parents in a public setting outside of school hours.	2	2	1	4	Low	22. Non-violent crisis intervention training; communication between staff members about potential problems during interviews; second staff member to sit in on interview if required. Involve Senior Admin if required. Hang up threatening calls and report them to School Administrator				
Other	Deliver minor first aid. Prepare and provide food for extracurricular, special events.(Parent/teacher interviews and other special functions. Pick up classroom supplies.	38. Possible contact with blood or body fluids, needles, epi-pens etc.	4	3	4	48	High	38. Adhere to CESD Safety policy on Blood borne pathogens. Ensure proper gloves are available. Ensure epi-pen is gripped around the barrel with thumb around the barrel and not covering the end. Ensure a full first aid kit is available along with a trained first aider.				
	Provide supervision outdoors, lunchroom, before or after school activities and field trips. Prepare professional growth plan.	39. Risk of vehicle collision, vehicle break-down or stranded during inclement weather.	1	1	2	2	Low	39. 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.				
	Entering or leaving the building, unlocking / locking doors outside of school hours.	40. Temperature extremes, sun exposure, insects. Trips and falls from slippery or uneven surfaces.	1	2	4	8	Low	40. Dress appropriately for prevailing conditions. Use caution when walking, inspect school grounds for hazards.				
	Assist with set-up and take-down for assemblies / special events, concerts etc.	41. Burns from microwave ovens or hot coffee.	3	2	2	12	Low	41. Use extra caution around hot liquids and micro waved items and use oven mitts if required.				
	Discipline students or restrain violent students Collection of cash from students for field trips,	42. Potential for violent encounters with people or animals.	4	3	2	24	Med	42. 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.				



Chinook's Edge School Division No. 73

Hazard Assessment

Average Hazard Rating: 13.16 Low hazard rating

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special fees, sewing projects etc.  Travel to / form P.D. sessions, annual teacher's conference, and Divisional meetings.	43. Slips / falls on snow / ice or uneven surfaces.	1	2	4	8	Low	43. 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.				
	44. Lifting / carrying, pushing / pulling heavy stage equipment, chairs, pianos, screens or sewing machines. Awkward posture, strains / sprains, foot hazards, wooden splinters.	2	2	3	12	Low	44. 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.				
	45. Risk of theft and stress as a result of it.	1	1	3	3	Low	45. Lock up cash received and turn it in regularly to the office. Stress management training if required.				
							<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 stds, 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