



Chinook's Edge School Division

Hazard Assessment

Average Hazard Rating: 16.62 Low Hazard

School/Worksite: All Work Sites Staff Group: Industrial Education 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: Craig Lerbekmo, Jeff Johnson	Date Completed: Nov 2011 Updated: April 2020
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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
								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.	1	2	3	6	Low	1. CESD Office Ergonomics Guidelines and self-assessment checklist.				
	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.	1	2	3	6	Low	2. Micro-breaks – alternate from standing to seated positions regularly.				
	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	3	3	27	Med	3. Working alone procedures for school staff (including security and door locking procedures). District Policy on Workplace Violence. Posting of parent/student expectations for behaviour.				
	Research and develop lesson/unit and student growth plans.	4. Potential for violent encounters with intruders if working alone or in isolated school locations.	3	3	3	27	Med	4. Stress/life management, wellness training.				
	Prepare classroom materials and unit displays.	5. Stress from changing work/grade assignments that may vary from year to year; integration of special needs children.	3	3	3	27	Med	5. Safe work procedures for lifting/handling loads.				
		6. Type assignments; use computers, photocopiers, laminators, paper cutters; scissors; filing cabinets; step ladders, shelves etc.	2	3	3	18	Low	6. Use mechanical aids (dolly) for transporting loads.				



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		7. Falls from portable ladders or makeshift climbing aids e.g. boxes, chairs, desks.	2	3	3	18	Low	7. Review Ladder safety checklist.					
		8. Spot clean desks/surfaces to remove dust or graffiti.	2	3	3	18	Low	8. Ensure MSDS and appropriate Personal Protective Equipment is available.					
		9. Strains/sprains from moving desks and chairs and/or transporting books or other shop supplies from resource rooms.	2	3	3	18	Low	9. Safe work procedures for lifting/handling loads.					
		10. Physical injury from unstable furniture or created by limited storage space/cluttered work areas.	2	3	3	18	Low	10. CESD office/classroom general safety checklist.					
		11. Cuts/bruises from sharp edges on desks and cabinets; unstable shelving, AV equipment; and unsecured/improperly stacked or protruding materials.	2	3	3	18	Low	11. CESD office/classroom general safety checklist.					
		12. Fire hazards from student artwork, teaching aids and other combustible materials.	2	3	3	18	Low	12. Artwork/Teaching aids do not exceed 20% of wall or ceiling surface.					
Routine Classroom / teaching Instruction	Deliver lesson plans using a variety of learning tools /resources	13. Use auditory, print and visual media; smart boards, whiteboards and computers.	4	2	2	16	Low	13. CESD office /classroom general safety checklist.					
		14. Awkward postures, muscle strain/fatigue using equipment and from prolonged standing/walking or assisting students.	3	3	3	27	Med	14. Abide by Office Ergonomics guide lines. Sit/stand as required.					
		15. Trips and fall on student's books and extension cords.	3	3	3	27	Med	15. Frequent informal classroom safety inspections.					
		16. Voice loss from repetitive use of voice.	3	3	3	27	Med	16. FM sound projection systems. If necessary voice projection tips.					
		17. Exposure to solvent markers, whiteboard cleaners and general classroom cleaners.	4	1	2	8	Low	17. Indoor environmental quality tips for classrooms checklist.					
		18. Air contaminants/allergens from building materials/occupants cleaning and maintenance/renovation activities (e.g. cleaning products, personal scents and exhaust emissions).	3	2	2	12	Low	18. Indoor environmental quality tips for classrooms checklist.					



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		19. Uncomfortable temperatures/humidity; odours, poor lighting or ventilation.	2	2	2	8	Low	19. Indoor environmental quality tips for classrooms checklist.					
		20. Potential exposure to communicable diseases (e.g. viruses, bacteria, lice) and contact with pests (e.g. mice, ants and flies).	3	2	2	12	Low	20. Encourage appropriate hygiene in the classroom and keep all food stuff out of the classrooms, shops and labs.					
		21. Stress from large class sizes; limited space/resources; language barriers with students/ parents and integration of special needs students where support systems may be limited.	2	2	2	8	Low	21. Stress reduction training. If an Educational Assistant is not available for the special needs student then the student must be limited to a safe activity.					
		22. Physical injury from unstable furniture or sharp edges or created by limited storage space/cluttered work areas.	2	3	3	18	Low	22. CESD office/classroom general safety checklist.					
		23. Cuts/bruises from sharp edges on desks and cabinets or unsecured, improperly stacked or protruding materials.	2	3	2	12	Low	23. Education and proper housekeeping must be maintained.					
		24. Physical or verbal abuse from students.	2	3	3	18	Low	24. Division policy on Workplace Violence. Posting of parent/student expectations for behaviour.					
General Shop Instruction	General and safety orientation and tool specific certification.	25. Awkward postures, muscle strain/fatigue using equipment and from prolonged standing/walking or assisting students.	3	2	3	18	Low	25. Ergonomic training					
	Instructing the safe use of, and working with stationary and portable power and hand tools.	26. Trips/falls on extension cords and miscellaneous shop materials.	3	3	3	27	Med	26. Education and proper housekeeping must be maintained.					
	Storage of tools, supplies. Direct general housekeeping activities.	27. Exposure to dust, fumes and solvents; whiteboard cleaners. Air contaminants/allergens from building materials/occupants cleaning and maintenance/renovation activities (e.g. asbestos/moulds, cleaning products, perfumes, propane exhaust emissions).	4	3	3	36	Med	27. P95 particulate masks must be available along with SDS's and environmental assessments.					
	Working with and educating staff & students on environmental hazards such as noise, particulate inhalation and fumes. Ensuring all wear personal protective equipment appropriate to the hazards.	28. Uncomfortable temperatures/humidity; odours, poor lighting/ventilation.	2	2	2	8	Low	28. Environmental assessments to be conducted.					



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	Instructing shop class in excess of 20 students	29. Potential exposure to communicable diseases (e.g. viruses, bacteria, lice) and contact with pests (e.g. mice, ants, flies).	2	3	2	12	Low	29. Encourage appropriate hygiene in the classroom and keep all food stuff out of the classrooms/shops.					
		30. Limited space/resources; language barriers with students, parents and integration of special needs students where support systems may be limited.	2	2	2	8	Low	30. If an Educational Assistant is not available for the special needs student then the student must be limited to a safe activity.					
		31. Physical injury from machinery, tools, shop supplies or created by limited storage space/cluttered work areas.	3	3	3	27	Med	31. Education and proper housekeeping must be maintained. All Industrial Education teachers' first aid qualified.					
		32. Cuts/bruises from sharp edges or unsecured, improperly stacked, stored or protruding materials.	3	2	2	12	Low	32. Education and proper housekeeping must be maintained. All Industrial Education teachers' first aid qualified.					
		33. Physical or verbal abuse from students.	2	3	3	18	Low	33. District Policy on Workplace Violence; Posting of parent/student expectations for behaviour.					
		34. Liability increases with shop size. Adequate supervision is difficult to impossible with large class sizes, putting student safety at risk. Stress from large class sizes.	3	3	3	27	Med	34. Where class size exceeds 20, additional shop staff is required.					
Maintenance	Storage of tools, supplies. Direct general housekeeping activities.	35. Sprains/strains from moving or lifting heavy objects.	2	3	3	18	Low	35. Proper lifting technique and ergonomic training.					
	Repairing and testing of tools and equipment to ensure they will operate safely and properly.	36. Working alone in the shop.	2	3	3	18	Low	36. School working alone and check in procedure.					
	Writing, submitting and dealing with maintenance personnel for shop equipment repairs and maintenance.	37. Lacerations or amputations from sharp edges/tools.	1	3	4	12	Low	37. Proper training and certification on all machinery. Shop inspections for hazardous issues.					
	Ensuring the use of personal protective equipment appropriate to the hazards.	38. Eye strains from inspections and report writing.	2	1	2	4	Low	38. Take 20-20-20 breaks. Every 20 minutes look 20 feet away for 20 seconds.					
		39. Exposure from improper use of Personal Protective Equipment.	2	3	3	18	Low	39. Training and documentation on the proper use of Personal Protective Equipment.					



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	Set up/take down and inspect various industrial equipment and tools.	40. Fire hazards from poor or improper wiring, fumes or materials.	1	2	4	8	Low	40. Ensure fire extinguisher is available and accessible, and if wiring is in doubt contact CESD maintenance department.					
Storage and Disposal	Management, storage and disposal of hazardous wastes and materials.	41. Exposure to hazardous wastes such as fumes, dusts and liquids.	4	2	3	24	Med	41. Availability of Personal Protective Equipment. HAZMAT training.					
	Management, storage and disposal of non-hazardous wastes and materials.	42. Serious injury could occur if proper Personal Protective Equipment is not used, or improperly used.	3	3	3	27	Med	42. Availability and training of Personal Protective Equipment usage.					
	Knowledge of and conforming to all appropriate HAZMAT legislations.	43. Serious physical injury can occur if good housekeeping practices are not observed.	2	3	3	18	Low	43. Ensure proper housekeeping practices are adhered to.					
	Ensuring the use of Personal Protective Equipment appropriate to the hazards.												
Management of multiple activity Settings	Constant circulation and monitoring of students.	44. Exposure to high noise levels from student activities.	4	3	3	36	Med	44. Shop noise assessment and proper & mandatory usage of Personal Protective Equipment.					
	Simultaneous coordination of instruction, demonstration, assessment and observation while remaining cognizant of the rest of the class.	45. Potential for physical injury (e.g. bruises, lacerations, strains/sprains, back or overexertion injuries).	3	3	3	27	Med	45. Ergonomic training.					
	Demonstrate/supervise indoor and outdoor industrial activities and spot students that are using equipment	46. Exposure to blood and body fluids from student injuries. Strains/sprains from lifting, carrying, moving heavy/awkward shop equipment; tools, benches etc.	2	3	4	24	Med	46. Procedures for Blood and Body Fluids. Ergonomic training.					
		47. Physical injury from structural failure of equipment.	1	2	3	6	Low	47. Frequent inspection of all shop machinery. Proper wearing of Personal Protective Equipment.					
		48. Exposure to sun and pests (e.g. bees, wasps) during outdoor activities/events.	1	3	2	6	Low	48. Sun Safety Procedures. Anaphylaxis handbook for School Boards (Health Canada).					
Industrial Education	Set up/take down and inspect various industrial equipment and tools.	49. Strains/sprains from lifting, carrying, moving heavy/awkward shop equipment; tools, benches etc.	1	3	3	9	Low	49. Ergonomic training on safe lifting and handling.					



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		50. Physical injury from structural failure of equipment.	1	3	3	9	Low	50. Ensure all guards are in place and Personal Protective Equipment is worn.					
		51. Exposure to sun and pests (e.g. bees, wasps) during outdoor activities/events or having shop doors open.	1	3	3	9	Low	51. Anaphylaxis handbook for School Boards (Health Canada) and sun safety procedures in place.					
Student Assessment	Mark tests/assignments/projects; Enter data into computer.	52. Computers, prolonged sitting; working after hours/weekends at work or from home.	3	2	2	12	Low	52. CESD office ergonomics guidelines and self-assessment checklist. Micro-breaks, alternate from standing to seated positions regularly.					
		53. Extensive reading, muscle and visual fatigue/strain.	3	2	2	12	Low	53. Office ergonomic guidelines and the 20-20-20 rule.					
		54. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed/positioned furniture and workstations.	1	3	3	9	Low	54. CESD office ergonomics guidelines and self-assessment checklist. Micro-breaks, alternate from standing to seated positions regularly.					
		55. Fatigue/stress working extended hours and interruptions to family/personal time.	1	3	3	9	Low	55. Working alone procedures for school staff (including security and door locking procedures). District Policy on Workplace Violence; Posting of parent/student expectations for behaviour. Stress/life management, wellness training.					
Stakeholder Communication	Conduct student/parent conferences. Liaise with social services, school councils (1-2/year) colleagues, councillors, health care providers etc..	56. Use telephones, e-mail, student agendas and interviews.	3	2	3	18	Low	56. Office ergonomic guidelines and self-assessment checklist.					
		57. Potential verbal abuse and threats of physical abuse.	3	2	3	18	Low	57. Non Violent Crisis Intervention training.					
		58. Parents may call teachers after hours at their home numbers; angry or threatening calls.	3	2	3	18	Low	58. Working alone procedures for school staff (including security and door locking procedures). District Policy on Workplace Violence; Posting of parent/student expectations for behaviour. Stress/life management; wellness training.					



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Other	Deliver minor first aid and medications.	59. Possible contact with blood or body fluids, needles, EpiPens.	2	1	4	8	Low	59. See Student Focused Medication Guidelines. See procedure for Procedures for Blood and Body Fluids.					
	Provide extracurricular, coaching; volunteer clubs, special events (dances, choir, bingos, casinos).	60. Risk of physical injury from activities/equipment. Motor vehicle accidents from use of personal/school vehicles to attend events and/or transport students. Exposure to second hand smoke; noise. Stranded during inclement weather.	1	2	3	8	Low	60. Working alone procedures for school staff (including security and door locking procedures). District Policy on Workplace Violence; Posting of parent/student expectations for behaviour. Stress/life management; wellness training. Defensive driver training.					
	Pick up shop supplies.												
	Provide supervision outdoors, lunchroom, before or after school activities; field trips.												
	Entering or leaving the building; unlocking doors turning building security systems off and on.	61. Temperature extremes; sun exposure; insects. Trips/falls from slippery or uneven surfaces; burns from microwave ovens.	3	2	3	18	Low	61. Microwave safety tips. Caution when walking. Anaphylaxis handbook for School Boards (Health Canada) and sun safety procedures in place.					
	Assist with set up assemblies/special events.	62. Potential for violent encounters with people or animals. Slips/falls on snow/ice or uneven surfaces. Parking stalls located far away from entrance.	3	2	3	18	Low	62. Working alone procedures for school staff (including security and door locking procedures). District Policy on Workplace Violence. Posting of parent/student expectations for behaviour. Adhere to winter walking procedure.					
	Discipline students or restrain violent students.												
	Collection/retention of cash from students for field trips, special fees etc.	63. Lifting/carrying, pushing/pulling heavy stage equipment, chairs, pianos and screens. Awkward postures, strains/sprains, foot hazards, wooden splinters.	2	2	3	12	Low	63. Safe work procedures for lifting/handling loads. Use mechanical aids (dolly).					
	64. Verbal abuse/physical injury; violent students or parents (hit, kicked, bitten). Possible contact with blood or body fluids.	3	3	4	36	Med	64. District Policy on Workplace Violence; Posting of parent/student expectations for behaviour. Procedures for Blood and Body Fluids. Non Violent Crisis Intervention training.						
	65. Risk of robbery.	2	1	3	6	Low	65. Robbery prevention safe guards. Reporting threats to Police.						



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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

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.