



School/Worksite: All Elementary Schools Staff Group: Elementary Teacher (Music and Language Arts)		Job/Position Summary: Education of students following the "Guide to Education" and "Teaching Quality Standard" to "Achieve Superb Results from All Students".					Assessment Team:		Date Completed: June 14, 2010				
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. Establish classroom rules/routines.	1. Use computers, internet, and curriculum resources. Prepare at home or work alone after school hours and on weekends . 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	1. Office ergonomic assessment, micro breaks; properly designed furniture. Properly designed and setup workstation; non glare screens; 20-20-20 rule (every 20 minutes look 20 feet away for 20 seconds). Proper blinds on windows. Comply with working alone procedure.					
	Storage and transport of materials	2. Transport bags/boxes of materials from home, personal vehicles, storage rooms etc. by hand or using carts.	2	2	3	12	Low	2. Safe lifting procedure, get assistance when required. Ladders conveniently located. Carts available for moving materials.					
	Research and develop lesson/unit and student growth plans.	3. Potential for violent encounters with intruders if working alone or in isolated school locations (Music room backs on to parking lot doors)	3	3	3	27	Med	3. Comply with working alone procedure. Report all suspicious persons near parking lot.					
		4. Stress from changing work/grade assignments that vary from year to year; integration of special needs children. This school traditionally has a high percentage of new students each year.	2	2	3	12	Low	4. Stress management training. In-services on special needs children.					



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	Prepare classroom materials and unit displays	5. Type assignments; use computers, photocopiers, laminators, paper cutters; scissors; filing cabinets; step ladders, shelves etc.	2	3	2	12	Low	5. All drawers/cabinets must be loaded with heaviest drawer on bottom, lightest on top. All filing cabinets should be anchored. Deficiencies must be reported and use caution with all equipment.					
		6. Falls from portable ladders or makeshift climbing aids e.g. stools, boxes, chairs, desks	3	2	3	18	Low	6. Ensure ladders are available, remind people to use ladders.					
		7. Spot clean desks/surfaces to remove dust or graffiti	4	2	2	16	Low	7. Spot clean desks/surfaces to remove dust or graffiti. Only Vinegar/water solution is allowed in classrooms.					
		8. Strains/sprains from moving tables, chairs, instruments and/or transporting books from resource rooms.	3	2	2	12	Low	8. Use mechanical aids for transporting loads. Review safe work procedure for lifting / handling loads. Get assistance if necessary					
		9. Physical injury from unstable furniture or sharp edges created by limited storage space/cluttered work areas. Cuts/bruises from sharp edges on desks, cabinets, screens, AV equipment unstable shelves, or unsecured, improperly stacked or protruding materials.	2	2	3	12	Low	9. CESD office / classroom general safety checklist. Cleaning and monitoring of store rooms; report deficient furniture and fixtures to maintenance.					
Routine Classroom/Teaching Instruction	Deliver lesson plans using variety of learning tools/resources	10. Use auditory, print and visual media (radios, CD's etc.); SMART boards, whiteboards; computers.	4	2	3	24	Med	10. Office ergonomic assessment, micro breaks.					
		11. Awkward postures, muscle strain/fatigue using equipment and from prolonged standing/ walking or assisting students.	4	2	2	16	Low	11. Office ergonomic assessment, micro breaks.					
		12. Trips/falls on books, telephone or extension cords, and other classroom materials.	3	3	3	27	Med	12. Secure all phone and electrical cords to prevent trips. Instruct students to pick up materials on the floor.					
		13. Voice loss from repetitive use of voice	4	2	2	16	Low	13. FM sound systems for voice projection. Adhere to class size recommendation if possible and use attention getting procedure when necessary.					



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	14. Exposure to dust, solvent markers; whiteboard cleaners, Air contaminants / allergens from building materials/occupants cleaning and maintenance/renovation activities (e.g. asbestos/ moulds, cleaning products, perfumes; propane and exhaust emissions).	4	1	2	8	Low	14. IAQ assessment; No idling of vehicles near school; control of personal scents in school, contact maintenance in event of heating problems.					
	15. Uncomfortable temperatures/humidity; odours, poor lighting/ventilation. Potential exposure to communicable diseases (viruses, bacteria, lice etc.) Music teachers are exposed to all students in the school at least 3X per week. Contact with pests (e.g. mice, ants; flies).	2	1	2	4	Low	16. Annual flu shot is recommended and hand sanitizer should be available in all rooms. Report building issues such as temperature, air quality or pests to maintenance.					
	17. 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	4	2	3	24	Med	17. Stress management training; adherence to class size recommendations if possible; ensure classroom resources are adequate given budget restrictions, and that curriculum instruction support and school councillors are available.					
	18. Physical injury from unstable furniture or sharp edges or created by limited storage space/cluttered work areas. Cuts/bruises from sharp edges on furniture, or unsecured, improperly stacked or protruding materials. Physical or verbal abuse from students.	2	2	2	8	Low	18. CESD office / classroom general safety checklist. Cleaning and monitoring of store rooms; reporting of deficient furniture and fixtures to maintenance. Request assistance from other staff members, report all difficult students to senior administrator present; non-violent crisis intervention training					



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Music Program	Set up equipment and instruments Set up risers for assemblies Clean recorders Music instruction	19. Strains/sprains from moving pianos, lifting/carrying instruments, audio equipment etc. on and off shelves; moving tables/benches/risers.	3	2	3	18	Low	19. Safe lifting procedure, get assistance when required. Use mechanical aids for transporting loads.					
		20. Uneven floor surfaces, Trips/falls on stairs/risers.	3	2	3	18	Low	20. Use caution, report deficiencies to Maintenance.					
		21. Chemical exposure to products used to clean/sanitize instruments and mouthpieces (2X per year).	3	2	3	18	Low	21. Appropriate PPE to be worn and current MSDS available					
		22. Use rhythm instruments; recorders; piano. Voice fatigue (singing, talking) Possible high noise exposure from instruments	4	2	4	32	Med	22. Use FM sound system if available. Yearly hearing tests. Custom musicians ear plugs.					
		23. Muscle strain from repetitive hand/arm motions (e.g. conducting) and moving heavy instruments. Awkward postures working with younger students on floor.	4	2	4	32	Med	23. Office ergonomic assessment, micro breaks; properly designed furniture. Follow WCB ergonomic guidelines.					
Student Assessment	Mark tests/assignments; Enter data into computer;	24. Computers, prolonged sitting; working after hours/weekends at work or from home. Extensive reading, muscle and visual fatigue/strain.	3	2	2	12	Low	24. Office ergonomic assessment, micro breaks; properly designed furniture. Follow WCB ergonomic guidelines.					
	Prepare interim reports and report cards	25. 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	25. Office ergonomic assessment, micro breaks; properly designed furniture. Follow WCB ergonomic guidelines.					
		26. Fatigue /stress working extended hours and interruptions to family/personal time	1	3	3	9	Low	26. Stress management training; help may be necessary during high work load times; advise school personnel of deadlines to avoid interruptions.					



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Stakeholder Communication	Conduct student/parent conferences	27. Use telephones, e-mail; student agendas; interviews	3	2	3	18	Low	27. Use telephone headsets if required; proper placement of telephones on desks; 20-20-20 breaks.					
	Liaise with social services, school councils, colleagues, councillors, health care providers; ESHIP etc.	28. Potential verbal abuse, and threats of physical abuse	3	2	3	18	Low	28. Report all threats and abuse to senior administrator. Stress control training if available.					
		29. Parents may call teachers after hours at their home numbers, angry or threatening calls.	3	2	3	18	Low	29. Report all abuses. Hang up if necessary. Stress control training if available.					
Other	Deliver minor first aid and medications	30. Possible contact with blood or body fluids, needles, epi-pens.	2	1	4	8	Low	30. Adhere to hygienic practices when handling body fluids. Ensure proper gloves are available. Ensure epi-pen is gripped around the barrel with thumb around the barrel and not covering the end.					
	Provide extracurricular, coaching; volunteer clubs, special events (dances, choir , bingos, casinos); attend field trips	31. 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 noise . Stranded during inclement weather	1	2	4	8	Low	31. Defensive Driver training if budget permits. Dress appropriate for the weather conditions. Have effective communications available. Wear ear plugs if necessary.					
	Provide supervision outdoors, lunchroom, before or after school activities; field trips.	32. Temperature extremes, sun exposure, insects; Trips/falls from slippery or uneven surfaces ;burns from microwave ovens	3	2	3	18	Low	32. Sun safety procedures. Dress for adverse weather conditions including footwear. Use caution around hot liquids.					
	Entering or leaving the building; unlocking doors turning building security systems off and on.	33. Potential for violent encounters with people or animals. Slips/falls on snow/ice or uneven surfaces	4	4	4	64	High	33. Have cell phone with you if available. Park in well-lit areas. Adhere to working alone procedures. Use caution when walking and wear appropriate footwear.					
	Use personal vehicles to pick up classroom supplies	34. Risk of motor vehicle accident	1	2	4	8	Low	34. Defensive Driver training if budget permits. Don't drive if conditions are bad.					
	Assist with set up assemblies/special events	35. Lifting/carrying, pushing/pulling heavy stage equipment, chairs; pianos, Awkward postures, foot hazards, wooden splinters	2	2	3	12	Low	35. Safe lifting procedure, get assistance when required. Use mechanical aids for transporting loads.					



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	Discipline students or restrain violent students	36. Verbal abuse/ physical injury violent students or parents (hit, kicked, bitten); Possible contact with blood or body fluids	4	3	4	48	High	36. Report all difficult students to senior administrator present. Non-violent intervention training. Adhere to hygienic practices when handling body fluids. Ensure proper gloves are available					
	Collection/retention of cash from students for field trips, special fees etc.	37. Risk of robbery / theft	2	1	4	8	Low	37. Lock up cash received or hand in to office.					
									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 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

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