

| School: Horizon School – Educational Assistant               |   | Job/Position Summary: Provide instructional support to teacher as part of a multi-disciplinary team which provides educational and special needs assistance to students. Special needs areas include Kindergarten, Autism, Behaviour Learning; ESL, Multiple, Dependent or Trainable Handicapped, Early Education, Opportunity, Hearing or Visually impaired and Learning disabilities etc. |   |  |                            |                               | Assessment Team: Beth Adolf, Alicia Horwood, Bonnie Niemeyer. |                   | Date Completed: 31 August 2016   |   |                   |  |         |
|--|---|---|---|--|----------------------------|-------------------------------|---|-------------------|--|---|-------------------|--|---------|
| Step 1 (1)<br>List types of work and work related activities |   | Step 2 (2)<br>Identify Existing or Potential Hazard Sources/Types   |   | Step 3<br>Assess Risk and Prioritize the Hazards |                            |                               | Step 4<br>Identify and Implement Hazard Controls              |                   |  |   |                   |  |         |
| Type of Work   | Related Task/Activities   | Environmental Tools/Equipment People  | Hazard Types<br>Ergonomic, Biological, Psychosocial, Physical, Chemical | A - Frequency of Exposure (6)                    | B - Hazard Probability (7) | C - Potential Consequence (8) | Risk Level<br>A X B X C                                       | Risk Priority (9) | Engineering (3)<br>Administrative (4)<br>Personal Protective Equipment (5)   |   | Corrective Action |  |         |
|  |   |   |   |  |                            |                               |   |                   | Summary of Recommended Hazard Controls   |   | In Place          |  | Initial |
|  |   |   |   |  |                            |                               |   | Yes               | no   |   |                   |  |         |
| Personal Care to Students<br>(Physical and Medical)          | Assist with feeding (includes preparing, heating, washing tube) and personal hygiene – grooming, dressing, washing, tooth brushing. | 1. Feeding tubes, dishes, snack trays; microwaves.  |   | 4  | 3                          | 1                             | 12  | Low               | 1. Use caution around hot items. Have oven mitts available. Unbreakable dishes are to be used. Trained 1 <sup>st</sup> aider available. Proper disinfection of supplies. | ✓ |                   |  |         |
|  | Assist with toileting/diapering and laundering of items.  | 2. Strains and sprains from awkward postures while lifting, carrying or supporting students.  |   | 4  | 4                          | 3                             | 36  | Med               | 2. Get help when required. Use mechanical aids if available. Training in proper lifting techniques.  | ✓ |                   |  |         |
|  | Administer medications and first aid.   | 3. Physical injury from being kicked, hit or bitten.  |   | 4  | 4                          | 2                             | 32  | Med               | 3. Anti-bacterial gel available. Two people to handle students if required. Non-violent crisis intervention training.  | ✓ |                   |  |         |
|  | Clean/disinfect desks, chairs, kitchens, dishes, sinks, mats, change tables, toilets, toys etc.                                     | 4. Sanitary napkins, diapers, change tables. Exposure to blood/ body fluids.  |   | 4  | 4                          | 3                             | 48  | High              | 4. CESD policy on handling body fluids is to be adhered to. Ensure proper hand washing; Semi-annual review of best practices. Anti-bacterial gel available.              | ✓ |                   |  |         |
|  | Perform lift and transfer activities to assist in transporting, toileting and dressing.   | 5. Breathing apparatus; oxygen; needles. Exposure to blood/body fluids. Physical hazards from oxygen cylinders if dropped. Exposure to dangerous medications.   |   | 2  | 2                          | 3                             | 12  | Low               | 5. Two people must sign for medications. Gloves must be available. Disinfecting must be done. Handle, and store Oxygen with caution.                                     | ✓ |                   |  |         |



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| <p>Translate verbal communications, e.g. sign language, writing.</p> <p>Operate specialized equipment.</p> <p>Maintain student safety during seizures or negative behaviour patterns.</p> | 6. Chemical exposure to disinfectants; deodorizers; oven cleaners; blood/body fluids.  | 4  | 2 | 2 | 16 | Low  | 6. Properly label and store all containers and have MSDS available. Policy EBB on handling body fluids must be adhered to. Chemical dilution system must be used if available. WHMIS training must be current. Ventilate area as/if required. | ✓ |  |                                       |  |  |
|   | 7. Strains/sprains from lifting/carrying desks, tables, chairs.  | 4  | 3 | 3 | 36 | Med  | 7. CESD safe lifting procedure must be adhered to. Use of mechanical aids such as dollies. Ask for assistance as required.  | ✓ |  |                                       |  |  |
|   | 8. Overexertion injuries to back, from lifting, pushing, pulling and twisting activities related to moving students from chair to floor, bed, mats or change tables.   | 4  | 3 | 3 | 36 | Med  | 8. CESD safe lifting procedure must be adhered to. Use of mechanical aids such as dollies. Ask for assistance as required.  | ✓ |  |                                       |  |  |
|   | 9. Physical injury from improper maintenance or use of lift, transfer devices, wheel chairs or other devices.  | 4  | 3 | 2 | 24 | Med  | 9. Ensure proper maintenance of all equipment. Proper training on all lift and transfer equipment. Proper lock-out of all defective equipment.  | ✓ |  |                                       |  |  |
|   | 10. Standing, kneeling, sitting. Work on floors/ Mats and playground equipment, etc. Potential for physical injury- e.g. awkward postures, bruises, lacerations, strains / sprains, back or overexertion injuries. | 4  | 3 | 2 | 24 | Med  | 10. Proper lifting techniques. Ask for assistance if required. Adequate training to instruct exercises properly. Proper assignment of Staff to Student.   | ✓ |  |                                       |  |  |
|   | 11. Strain and sprains from repetitive motions, awkward positions.   | 4  | 1 | 1 | 4  | Low  | 11. Stretch or rest as required.  | ✓ |  |                                       |  |  |
|   | 12. Time out rooms. Physical injury from getting caught in time out room doors or restraining students and from unpredictable behaviours (bumping, scratching, biting, kicking).                                   | 4  | 4 | 3 | 48 | High | 12. Non-violent crisis intervention training. Communication devices available. Work in teams. Be pro-active and know your student. Ensure student behaviour traits are recorded.  | ✓ |  |                                       |  |  |
|   | 13. Potential for physical injury, verbal abuse or stress from abusive or violent students or parents ( hit , kicked, or bitten)   | 4  | 3 | 3 | 36 | High | 13. Stress training, support from admin and peers. Family Wellness worker and Humanicare available. EA's are not required to liaise with parents.   | ✓ |  |                                       |  |  |



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| <b>Provide support to Staff and Parents</b>           | Format/prepare classroom resources and activities. Set up/dismantle displays or work areas.                     | 14. Art displays, bulletin boards, toys, mats, play equipment and cooking supplies. Use computers; photocopiers, laminators, paper cutters, Lifting/carrying materials >40 lbs. Falls from portable ladders or makeshift climbing aids e.g. boxes, chairs, desks. Transport bags/boxes of materials from home, personal vehicles storage rooms etc. by hand or using carts. Potential for violent encounters with intruders if working alone or in isolated school locations | 4 | 1 | 1 | 4   | Low  | 14. Sufficient staff to help each other. Use dollies and carts to transport bulky or heavy items. Use proper lifting techniques. Non-violent crisis intervention training proactive approach of de-escalation & redirection.   | √ |                                       |  |  |
|   | Assist with implementation of instructional and Individualized program plans ( IPP's) plans/activities.         |  |   |   |   |     |  |  |   |                                       |  |  |
|   | Communicate observations on student progress, health/behaviours; Conduct language testing assessment/screening. |  |   |   |   |     |  |  |   |                                       |  |  |
|   | Supervise/assist/ train/ new staff, volunteers, practicum students.   | 15. Classrooms, educational software, pet therapy; art/cooking, field trips/outdoors. Computers, log books, student records, charts; student agendas.  | 4 | 4 | 2 | 32  | High   | 15. Ensure all pets are safe or muzzled when brought into the school. Use all necessary safety procedures. WCB office ergonomics guidelines. Wear proper footwear during all field trips.  | √ |                                       |  |  |
|   | Refer special needs students to community and regulatory resources.   | 16. Physical demands related to prolonged standing/ walking/bending. Potential for violent encounter with parents.   | 3 | 1 | 1 | 3   | Low  | 16. Sit/rest when possible. Ensure you are fit for the situation. Non-violent crisis intervention training proactive approach of de-escalation & redirection.  | √ |                                       |  |  |
|   | Supervise students - reading, lunchrooms, outdoor recess; field trips, to and from bus etc.                     | 17. Physical injury from sharp edges on furniture, unstable shelves, cabinets, screens, AV equipment etc.  | 3 | 2 | 1 | 6   | Low  | 17. Annual school inspection for furniture/equipment hazards conducted by school and safety manager.   | √ |                                       |  |  |
|   | Order and receive supplies/resources.   | 18. Repetitive strain injury from writing or using computer.   | 2 | 2 | 2 | 8   | Low  | 18. Frequent breaks and office exercises.  | √ |                                       |  |  |
|   | Participate in home visits.   | 19. Walking, standing, clean tables, carry garbage bags ;bags; microwaves; temperature extremes, sun exposure, insects. Trips/falls on slippery or uneven surfaces; Fire, explosion & burns hazards from microwave ovens.  | 4 | 1 | 2 | 8   | Low  | 19. Sun Safety procedures should be used. Wear proper clothing for temperature. Proper lifting procedures to be used. Alternate sitting and standing frequently. Have a trained first aid person and kit available. Use Proper footwear for conditions. Watch where you walk. Report all unsafe conditions to Administration. Use proper mats at all doorways. | √ |                                       |  |  |
|   | 20. Strains from moving Books, teaching aids, medical supplies.   | 1  | 1 | 1 | 1 | Low | 20.Stretch before work. Lift manageable loads. Ask for assistance when required. | √  |   |                                       |  |  |



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| <b>Other</b>  |   | 21. Potential for violent encounters with people or animals. Slips, trips and falls on ice/snow or uneven surfaces.  | 4 | 4 | 2 | 16 | Med | 21. Snow removal on a daily bases. Ice melt applies as necessary. Cell phone for staff when out. Caution when walking. Use ice cleats in snowy or slippery conditions.   | √ |  |                                       |  |  |
|   | Provide liaison and communication with stakeholders.<br>Entering or leaving the building. | 22. Stress and potential for violent encounters or verbal abuse from Parents, students, teachers, caregivers, consultants, community and regulatory agencies.  | 3 | 3 | 2 | 12 | Med | 22. Non-violent crisis intervention training proactive approach of de-escalation & redirection. Work in teams where a potential for violence or abuse is noted.  | √ |  |                                       |  |  |
|   | Drive students to appointments or field trips.  | 23. Potential for violent encounters with people or animals. Slips/falls on snow/ice or uneven surfaces.   | 4 | 4 | 2 | 16 | Med | 23. Snow removal on a daily bases. Ice melt applies as necessary. Caution when walking. Use ice cleats in snowy or slippery conditions. Park in well-lit areas. Ask OES custodian to escort you if you are uncomfortable.  | √ |  |                                       |  |  |
|   |   | 24. Risk of motor vehicle accident. Physical injury from lifting/transferring students to and from vehicles. Poor driving conditions.  | 3 | 3 | 3 | 27 | Med | 24. Get assistance as required. Drive according to road & weather conditions permit. Volunteer drivers must adhere to CESD requirements for volunteer drivers. Permission slips for field trips must be signed by parents/guardians. If required use mechanical aids for lifting students. Driver's abstracts required for volunteers. Defensive driving course for bus drivers. | √ |  |                                       |  |  |
|   |   |  |   |   |   |    |     | <b>Step 5:</b> Review/Communicate with affected staff (List staff members)   |   |  |                                       |  |  |
|   |   |  |   |   |   |    |     | <b>Step 6:</b> Next Scheduled Revision or Update to Assessment.  |   |  |                                       |  |  |



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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