



School/Worksite: All Schools Staff Group: Librarians		Job/Position Summary: Provides library support services to students and staff in the operation of a school, library or learning resource centre. Provide supervisory duties as required.					Assessment Team: Marjorie Jantzen, Jane Caskey, Laurie Lemmon		Date Completed: June 13, 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							
							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	Yes	No		
Library Operational Support	Enter patron, circulation and catalogue data into library database systems	1. Mental Fatigue		4	4	3	48	High	1. Frequent relieved breaks throughout the day. Help with supervisory duties. Family Wellness worker and Humanacare assistance available. More daily interaction with other school staff.					
	View monitors & documents, input data	2. Neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed or positioned furniture/ workstations		4	4	2	32	Med	2. WCB office ergonomic guidelines. Properly adjusted and ergonomically correct workstations. Frequent micro breaks.					
	Circulate books/periodicals and process reserved/overdue materials	3. Eye strain –glare from lighting, windows, or extended use of computer		4	1	2	8	Low	3. WCB 20-20-20 rule (every 20 minutes look at something 20 feet away for 20 seconds) Frequent job rotation. Anti-glare deflectors and proper tubes and bulbs in all light fixtures.					
	Keyboarding, proofreading Process library materials. Classify, sort, catalogue, file, circulate and shelve new and existing materials. Check in/out library materials	4. Physical injury from unstable furniture or sharp edges.		1	2	3	6	Low	4. Report all issues to Administration.					
	Set up/dismantle displays.	5. Packing, unpacking boxes and shelves, use of knife to open sealed boxed, Overhead lifting, pushing, pulling carts, Scanners		4	3	2	24	Med	5. CESD safe lifting procedure, Nothing over 40 lbs (18 Kg) stored over waist level. Use caution when handling knives.					



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Assist staff/students e.g. locate resources; prepare book lists; assist with reading exercises, research projects; book fairs etc. Reading aloud to classes. Photocopying, laminating. Set up/operate/maintain library equipment, furniture and fixtures. Repairs to books Operate/Maintain library computers, and AV equipment.	6. Use of ladders	3	2	3	18	Low	6. 2 – 3 step ladder must be in every Library. Frequent inspection of ladders. Staff to correct other staff performing unsafe acts (e.g. standing on chairs)				
	7. Telephones, e-mail, Standing, walking, lifting, reaching. (fall, slip or trip hazards)	4	3	3	36	Med	7. Adequate and frequent snow removal and ice melt use. Walkways in and out of School to be kept unobstructed. Electrical cords must be routed away from walking area or covered to prevent trips. CESD safe lifting procedure to be followed. Use speaker phone or hands free headset.				
	8. Possible burns, cuts from sharp edges	3	2	2	12	Low	8. Ensure all guard are in place. Follow all machinery instructions. Only designated and trained persons to use machines.				
	9. Audio visual equipment, Photocopiers; computers, Moving equipment	3	2	2	12	Low	9. CESD Safe lifting procedure. Secure AV equipment to cart. Use any and all available resources to move equipment.				
	10. Office ergonomics issues	4	4	2	32	Med	10. WCB office ergonomic guidelines. Properly adjusted and ergonomically correct workstations. Frequent micro breaks.				
	11. Excessive use of voice contributing to vocal strain.	4	2	1	8	Low	11. Rest voice frequently. Rotate reading duties and use FM sound projection if available.				
	Other	12. Use of or exposure to cleaning products/chemicals	3	1	2	6	Low	12. WHMIS training for library staff. Proper workplace labeling of all chemicals and availability of an MSDS			
13. Risk of physical injury, motor vehicle accidents.		2	2	4	16	Low	13. Defensive Driver training if budget permits. Dress appropriate for the weather conditions. Have effective communications available.				



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Working on weekends or after regular school hours	14. Potential for robbery or violent encounters, slips, trips and falls.	1	2	4	8	Low	14. Turn in cash regularly. Volunteer work should be done with two person groups. Use caution when walking. Use appropriate footwear for weather conditions. Non-violent crisis intervention training.				
	15. Working Alone, potential for violent or abusive encounters with people or animals.	1	1	3	3	Low	15. Follow school based working alone procedures. Never work alone if possible. Report all situations of abuse, violence or suspicious persons or animals to school administrator.				
	16. Stress related issued as a result of potential violent or abusive encounters with students.						16. Non violent crisis intervention training. Report all incidents to school administrator. Two staff to supervise high risk students. Family Wellness Workers and Humanacare assistance is available if required.				
							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



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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