



School/Worksite: All High Schools Staff Group: High School 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: John Hand, Jose Andre, Mark Proctor	Date Completed: 5 June 2007
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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				
								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		
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.	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.				
	Develop IPP's for special needs students. Develop behavioral plans for students	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.				
	Research and develop lesson / unit and long range plans.	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.				
	Adapt and / or modify plans Prepare classroom materials and unit displays using copiers, computers and fax machines.	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 followed including security and door locking procedures; CESD policy on workplace violence; posting of student / parent expectations for behavior.				
	Prepare materials and strategies for EA's, volunteers and work experience students.	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.				



Chinook's Edge School Division No. 73

Hazard Assessment
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	Setup classroom for best environment conducive to learning.	6. Type assignments; use computers, photocopiers, laminators, paper cutters; scissors; filing cabinets, step ladders, shelves, etc.	4	1	2	8	Low	6. Safe work procedure for each machine. Only trained / designated personnel to change toner and repair machine. WCB Office Ergonomics Guidelines. Frequent inspection of ladders.						
	Prepare art programs material and handling of material.													
	Construction and painting of drama sets.		7. Falls from portable ladders or makeshift climbing aids e.g. boxes, chairs, desks.	1	3	3	9		Low	7. 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.				
			8. Strains / sprains from moving desks and chairs and / or transporting books from storage rooms.	2	2	1	4		Low	8. Use mechanical aids for transporting loads (carts, dollies, etc.); Review safe work procedure for lifting / handling loads.				
			9. 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.	1	3	2	6		Low	9. CESD office / classroom general safety checklist. Cleaning and monitoring of store rooms; Reporting of deficient furniture and fixtures to maintenance.				
		10. Fire hazards and hazardous material exposure from student artwork, teaching aids and other combustible materials such as glazes and paints.	3	1	3	9	Low	10. Combustible materials must not cover more than 20% of a wall IAW Alberta Fire Code. WHMIS training for applicable staff. Fire drills conducted IAW Alberta Fire Code.						
Route Classroom / Teaching Instruction	Deliver lesson plans using a variety of learning tools / resources.	11. Awkward postures, muscle strain / fatigue using equipment and from prolonged standing / walking or assisting students.	4	1	2	8	Low	11. Anti-Fatigue mats. Micro breaks (less than 20 seconds); Review WCB Office Ergonomic guidelines.						
	Use auditory, print and visual media; overhead projectors; chalkboards, whiteboards, computers and other audio/visual equipment	12. Trips / falls on overhead projector/ television cords and extension cords.	4	2	3	24	Med	12. All power cords must be properly secured to prevent trips & injuries.						
	Media Lab and tools setup and operation	13. Voice loss from repetitive use of voice.	4	2	2	16	Low	13. FM sound systems for voice projection; Adhere to class size recommendations if possible. Move classroom away from noisy area.						



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		14. Exposure to solvent markers; whiteboard cleaners, 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	4	3	48	High	14. 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.				
		15. Stress from large class sizes; limited time / resources;	4	2	3	24	Med	15. Stress management training; adherence to class size recommendations if possible; ensure classroom resources are adequate given budget restrictions; Curriculum instruction support.				
		16. Stress or injury from physical or verbal abuse from students.	2	3	3	18	Low	16. 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.				
Student Assessment	Student Assessment Mark tests / assignments; Enter data into computer (often done at home)	17. Computers, prolonged sitting; working after hours / weekends at work or from home. Extensive reading, muscle and visual fatigue / strain	4	2	2	16	Low	17. Working alone procedure in place. Micro stretch breaks (less than 20 seconds) alternate from sitting to standing positions. WCB Office Ergonomics Guidelines adhered to.				
	Prepare interim reports and report cards. Refer to level "B" testing.	18. Driving to and from home with school work. (Risk of collision or vehicle breakdown)	4	1	4	16	Low	18. Defensive Driving training if budget permits; driving only as road conditions permit. Communication available in vehicle.				
	Create assessment tools such as tests, rubrics and exemplars.	19. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed / positioned furniture and workstations.	4	2	2	16	Low	19. 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.				



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	Correcting student works and record hard copies.	20. Fatigue / stress working extended hours and interruptions to family / personal time.	3	4	2	24	Med	20. Stress / time management training; extra prep time at report card times if budget permits; adherence to Working alone guidelines. Humanicare assistance available if required.				
Stakeholder Communication	Conduct student parent conferences	21. Use telephones, e-mail; student agendas; interviews.	3	1	1	3	Low	21. Hands free telephone headset; Ensure other staff member is available for afterhours meetings; try to conduct all interviews during school hours.				
	Liaise with social services, school councils (1 – 2 / year), colleagues, councilors, health care providers, etc.	22. Potential verbal abuse and threats of physical abuse.						22. Nonviolent 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.				
	Prepare classroom correspondence for the student to take home. (e.g. newsletters)	23. Parents may call teachers after hours at their home numbers, angry or threatening calls.	1	2	1	2	Low	23. Hang up threatening calls and report them to School Administrator				
	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.											
Other	Deliver minor first aid.	24. Possible contact with blood or body fluids, needles, epi-pens etc.	1	1	4	4	Low	24. Adhere to CESD Safety procedure (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, coir, bingos, and casinos).	25. Exposure to noise.	1	1	2	2	Low	25. Limit exposure to noise. Alternate staff members during events.				
	Pick up classroom supplies. Provide supervision outdoors, lunchroom, before or after school activities and field trips. Prepare professional growth plan.	26. Risk of vehicle collision, vehicle break-down or stranded during inclement weather.	1	2	2	4	Low	26. 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.				



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Arrange / provide transportation for students' extra curricular events. Entering or leaving the building, unlocking / locking doors outside of school hours. Assist with set-up and take-down for assemblies / special events, concerts etc. Discipline students. Collection of cash from students for field trips, special fees, etc. Travel to / form P.D. sessions, annual teacher's conference, and Divisional meetings.	27. Temperature extremes, sun exposure, insects. Trips and falls from slippery or uneven surfaces.	3	2	2	12	Low	27. Dress appropriately for prevailing conditions. Use caution when walking, Adhere to CESD Safety procedure for winter walking. inspect school grounds for hazards.				
	28. Burns from microwave ovens or hot coffee.	4	1	2	8	Low	28. Use extra caution around hot liquids and micro waved items and use oven mitts if required.				
	29. Potential for violent encounters with people or animals.	1	2	4	8	Low	29. 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.				
	30. Slips / falls on snow / ice or uneven surfaces.	3	3	3	27	Med	30. 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.				
	31. Lifting / carrying, pushing / pulling heavy stage equipment, chairs, pianos, screens. Awkward posture, strains / sprains, foot hazards, wooden splinters.	1	2	2	4	Low	31. 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.				
	32. Risk of theft and stress as a result of it.	1	1	1	1	Low	33. Lock up cash received and turn it in regularly to the office. Stress management training if required.				



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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 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