



School/Worksite: Middle Schools Staff Group: Middle 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".					Assessment Team:			Date Completed: 30 May 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		
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.	4	2	3	24	Med	1.	WCB Office Ergonomics Guidelines and self-assessment checklist. Adhere to CESD Working alone procedure.				
	Establish classroom rules / routines.	2.	Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed or positioned furniture/ workstations	4	2	3	24	Med	2.	Micro stretch breaks (less than 20 seconds). Alternate from sitting to standing positions as necessary, WCB Office Ergonomics Guidelines and properly adjust all office furniture (Safety Manager is available for this)				
	Develop IPP's for special needs children.	3.	Eye strain –glare from lighting or windows	4	2	4	32	Med	3.	Adhere to the 20 – 20 – 20 rule. Every 20 minutes look at something 20 feet away for 20 seconds				
	Develop behavioral plans for students.	4.	Potential for violent encounters with parents, students or intruders if working alone or in isolated school locations. Encounters may occur after hours and / or on personal time.	1	3	3	9	Low	4.	Working alone procedure in place including security and door locking procedures. CESD policy on workplace violence; posting of student/parent expectations for behavior. Report all after hour encounters with site administration.				
	Research and develop lesson / unit and long range plans.	5.	Stress from changing work / grade assignments that may vary from year to year.	1	1	3	3	Low	5.	Stress / life management training; Humanicare resources / assistance available. Mentorship program in place.				



Chinook's Edge School Division No. 73

Hazard Assessment

Average Hazard Rating: 16.9 Low hazard rating

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	6. Stress from integration of special needs children.	3	3	3	27	Med	6. In-services on special needs children.						
	7. Type assignments; use computer, photocopiers, laminators, paper cutters; scissors; filing cabinets, step ladders, shelves, etc.	4	1	2	8	Low	7. Safe work procedure for each machine. Only trained / designated personnel to change toner and repair machinery. WCB Office Ergonomics Guidelines. Frequent inspection of stepladders.						
	8. Falls from portable ladders or makeshift climbing aids e.g. boxes, chairs, desks.	3	3	3	27	Med	8. Make ladders available in classrooms, storage rooms and offices; Review ladder safety procedures; Store heavy items below waist level; Staff to correct coworkers performing unsafe acts.						
	9. Sprains / strains from moving desks and chairs and / or transporting materials from resource rooms.	3	2	2	12	Low	9. Use mechanical aids for transporting loads (carts, dollies, etc.); Review safe work procedure for lifting / handling loads. Adhere to CESD safe lifting procedure.						
	10. Physical injury from unstable furniture or created by limited storage space / cluttered work areas. Cuts / bruises form sharp edges on desks and cabinets, unstable shelving, AV protruding materials.	1	3	3	9	Low	10. CESD office / classroom general safety checklist. Cleaning and monitoring of store rooms; Reporting of deficient furniture and fixtures to maintenance.						
	11. Fire hazard from student artwork, teaching aids and other combustible materials.	2	1	2	4	Low	11. Combustible materials must not cover more than 20% of a wall IAW Alberta Fire Code. Frequent inspection of School to eliminate fire hazards..						
	12. Awkward postures, muscle strain / fatigue using equipment and from prolonged standing / walking or assisting students.	4	2	2	16	Low	12. Report all furniture defects and sharp edges. Micro stretch breaks (less than 20 seconds). Alternate from sitting to standing positions as necessary, WCB Office Ergonomics Guidelines						



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	13. Trips / falls on overhead cords, extension cords and other materials on the floor.	4	2	3	24	Med	13. Ensure all supplies received are stored out of the way; report all loose carpets and secure all phone and electrical cords to prevent trips.					
	14. Voice loss from repetitive use of voice.	4	2	2	16	Low	14. FM sound systems for voice projection. Adhere to class size recommendation if possible and use attention getting procedure when necessary.					
	15. Exposure to solvent markers; whiteboard cleaners, Air contaminants/allergens from building materials/occupants cleaning and maintenance/renovation activities (e.g. asbestos/ 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	15. IAQ assessment; No idling of vehicles near school; control of personal scents in school, contact maintenance in event of heating problems. Annual Flu shot is recommended and hand sanitized should be available in all rooms.					
	16. Stress from large class sizes; limited time/resources; Physical or verbal abuse from students and dealing with student emotional issues and problems.	4	2	3	24	Med	16. Stress management training; adherence to class size recommendations if possible; ensure classroom resources are adequate given budget restrictions, Curriculum instruction support and school councillors are available.					
	17. Physical or verbal abuse from students.	3	2	3	18	Low	17. Request assistance from other staff members; Designated non-violent crisis intervention trained personnel to respond; behavioral intervention or prevention plans available for certain students. Family Wellness workers available.					



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<b>Physical Education</b>	Demonstrate / supervise indoor and outdoor physical activities and spot students that are using equipment.	18. Exposure to high noise levels from student activities Potential for physical injury- e.g. bruises, lacerations, strains/sprains, back or overexertion injuries. Exposure to blood and body fluids from student injuries. Slips and fall	3	2	4	24	Med	18. Should have a designated first aider available; Adhere to CESD safety procedure (Hygienic practices when handling body fluids). Safety guidelines for Physical activity in Alberta Schools (2003) Well maintained playgrounds and monitoring for ice in the winter.				
	Set up / takedown and visually inspect various gym equipment.											
	Move and fill equipment.	19. Stains / sprains from lifting, carrying, moving heavy / awkward gymnastics equipment; mats, benches, volley ball nets etc.	3	2	2	12	Low	19. Use mechanical aids for transporting loads (carts, dollies, etc.); Review safe work procedure for lifting / handling loads. Seek assistance when required. Ensure a qualified 1st aider is available. Use proper precautions to avoid transfer of Student diseases.				
	Participate / lead physical activities.											
Leading and conducting Daily Physical activities with student and staff.	20. Exposure to sun and pests (e.g. bees, wasps) during outdoor summer activities / field events..	3	2	4	24	Med	20. Sun safety procedures. Anaphylaxis medication available if required by Staff member. Designated first aider available at all times during school hours.					
<b>Student Assessment</b>	Mark tests / assignments; Enter data into computer (often done at home)	21. Computers, prolonged sitting; working after hours / weekends at work or from home. Extensive reading, muscle and visual fatigue/strain	4	2	2	16	Low	21. Adhere to working alone procedure. Micro stretch breaks (less than 20 seconds) alternate from sitting to standing positions. WCB Office Ergonomics Guidelines.				
	Prepare interim reports and report cards.	22. Driving to and from home with school work.	3	2	4	24	Med	22. Defensive Driving training if budget permits; driving only as road conditions permit. Communication available in vehicle.				
	Conduct level "B" testing.	23. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed/ positioned furniture and workstations	4	2	3	24	Med	23. Micro stretch breaks (less than 20 seconds) alternate from sitting to standing positions. WCB Office Ergonomics Guidelines.				
		24. Fatigue /stress working extended hours and interruptions to family/personal time.	2	4	2	16	Low	24. Stress / time management training; extra prep time at report card times if budget permits; Adherence to working alone guidelines. Family Wellness Worker support available if required.				



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Stakeholder Communication	Conduct student / parent conferences	25. Use telephones, e-mail; student agendas; interviews	3	1	1	3	Low	25. Hands free telephone headset; Ensure other staff member is available for after hour's meetings; try to conduct all interviews during school hours.				
	Liaise with social services, school councils (1 – 2 / year), colleagues, councillors, health care providers, and parents / guardians etc.	26. Potential for verbal abuse, and threats of physical abuse. Or teachers being set-up / recorded for slander or other demeaning purpose.	1	2	3	6	Low	26. Non violent crisis intervention training; communication between staff members about potential problems during interviews; second staff member to sit in on interview if required. Restriction of student communication devices (e.g. cell phones, cameras)				
	Prepare classroom correspondence for the student to take home. (e.g. newsletters, agendas)	27. Parents may call teachers after hours at their home numbers, angry or threatening calls or internet communications.	1	1	1	1	Low	27. Hang up threatening calls and report them to School Administrator. Save all e-mails and/or website issues to be shared with senior administration.				
Other	Assess and treat all First Aid situations (minor or major)	28. Possible contact with blood or body fluids, needles, epi-pens, etc.	2	1	4	8	Low	28. Adhere to CESD safety procedure (Hygienic practices when handling body fluids). Ensure proper gloves are available. All staff is to be trained in epi-pen use and to ensure epi-pen is gripped around the barrel with thumb around the barrel and not covering the end.				
	Provide extracurricular activities, coaching; volunteer clubs, special events (dances, choir. Bingos, casinos).	29. Exposure to excessive noise.	3	2	2	12	Low	29. Limit exposure to noise. Alternate staff members during events. Provide staff with ear plugs if required during events.				
	Pick up classroom supplies.	30. Stranded during inclement weather.	1	2	4	8	Low	30. 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. Allow staff to leave, or stay home, if storm anticipated or roads are closed or travel not recommended.				
	Provide supervision outdoors, lunchroom, before or after school activities; field trips.											
	Entering or leaving the building; unlocking doors.											
	Assist with set-up and take-down for											



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assemblies/special events.  Discipline students.  Collection of cash from students for field trips, special fees etc.  Travel to/ from P.D. sessions, Annual teacher's conference, and Divisional meetings.	31. Temperature extremes, sun exposure, insects. Trips and falls from slippery or uneven surfaces.	3	2	3	18	Low	31. Sun safety procedures.. Designated first aider available at all times during school hours .Dress appropriately for prevailing conditions. Use caution when walking, inspect school grounds for hazards.					
	32. Burns from microwave ovens or hot coffee.	3	2	3	12	Low	32. Use extra caution around hot liquids and micro waved items and use oven mitts if required.					
	33. Potential for violent encounters with people or animals.	1	2	3	6	Low	33. Park close to building when possible, use a well lit parking lot. Report all suspicious people or animals on school grounds. Walk to vehicle in pairs where possible.					
	34. Slips/falls on snow/ice or uneven surfaces.	4	3	3	36	High	34. 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.					
							<b>Step 5:</b> Review/Communicate with affected staff (List staff members)					
							<b>Step 6:</b> Date of review with affected staff members					



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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