



School/Worksite: Transportation Office and shop Staff Group: Director, Assistant Director of Transportation	Job/Position Summary: Responsible for all transportation staff including office, bus drivers and repair shop personnel. Budgeting, bus routes, bus cancellations, working with bus contractors and the administration of policy, manuals and transportation agreements with parents. Working with the Transportation committee for all major decisions related to transportation. They also schedule evacuation drills, driver monitoring and coordinator meetings.	Assessment Team: Dieter Brandt, Linden Lonsberry	Date Completed: June 2017
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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			
Administration	1. Monitor all transportation activities	1. Use laptop computer; data entry, word processing, spreadsheets.	1	2	4	8	Low	1. Provide working alone policy and WCB office ergonomic book to all staff.					
	2. Evaluate all transportation staff, prepare reports.	2. Potential for violent encounters with intruders if working alone or in isolated school locations.	1	2	4	8	Low	2. Non-violent intervention training, working alone procedure and readily available communications.					
	3. Participate and schedule transportation meetings and maintain visibility	3. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, and awkward postures and poorly designed or positioned furniture/workstations.	3. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, and awkward postures and poorly designed or positioned furniture/workstations.	2	3	3	18	Med	3. Micro breaks, every 20 minutes for 20 seconds to look 20 feet away and stretch. Periodic in-services and WCB office ergonomic booklet.				
		4. Physical injury from office equipment e.g. photocopiers, laminators, paper cutters, scissors, overloaded filing cabinets, etc."	4. Physical injury from office equipment e.g. photocopiers, laminators, paper cutters, scissors, overloaded filing cabinets, etc."	1	1	2	2	Low	4. Safer/better designed office furniture, safe work procedures."				
		5. Physical injury from unstable furniture or sharp edges unsecured materials or office clutter.	5. Physical injury from unstable furniture or sharp edges unsecured materials or office clutter.	3	2	3	18	Med	5. Frequent informal inspections, fix/replace unsafe furniture with a safety better designed furniture."				
	6. Prolonged use of computer for preparing district reports; transportation reports and other related reports.	6. Prolonged use of computer for preparing district reports; transportation reports and other related reports.	6. Prolonged use of computer for preparing district reports; transportation reports and other related reports.	1	2	4	8	Low	6. Provide WCB office ergonomic and back to basics booklets to all staff.				



Chinook's Edge School Division No. 73

Hazard Assessment
Average Hazard Rating: 16.34 Low

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		7. Eye, neck, shoulder, arm and wrist strain from prolonged sitting repetitive motions and poorly designed or positioned furniture/workstation.	1	2	4	8	Low	7. Provide WCB office ergonomic and back to basics booklets to all staff. Safer/better designed office furniture, safe work procedures.				
		8. Motor vehicle accidents from use of personal vehicles to attend meetings; stress related illness and long hours.	3	3	4	36	High	8. Job rotation; low or no cost defensive driving course. High visibility vests				
		9. Use computers, internet, at home or work alone after school hours and on weekends. Stress from working under deadlines to prepare reports and schedules.	2	2	3	12	Med	9. Ergonomics training and stress management.				
	10. Coordinate transportation opening/closing requirement, plan/prepare budgets; manage transportation assets/ resources.	10. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly designed or positioned furniture/workstations.	2	3	3	18	Med	10. Micro breaks, every 20 minutes for 20 seconds to look 20 feet away and stretch. Periodic in-services and WCB office ergonomic booklet.				
	11. Recruit staff, conduct interviews, deliver performance/recognition.	11. Stress if dealing with performance issues.	1	2	2	4	Low	11. Stress management training.				
	12. Respond to complaints of student conduct, issues and concerns.	12. Potential for strains, sprains, and physical injury from restraining students; stress from verbal, physical abuse and/or potential false accusations from students and parents. Possible contact with blood or body fluids.	2	2	3	12	Med	12. Our policy hygienic practices when handling body fluids. Staff training and education to handle physical/mental stress and blood and body fluids."				
		13. Stress from timelines.	1	1	1	1	Low	13. Stress management training.				
	14. Administer Health and Safety Program.	14. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, and awkward postures and poorly designed or positioned furniture/workstations.	3		1	3	Low	14. Stress management training.				
	15. On call 24/7 to respond to after-hours requests or emergencies .	15. Cell phone. Stress/fatigue from interruptions to family and personal time. Potential for violent encounters.	2	2	3	12	Med	15. Non-violent intervention training, working alone procedure and readily available communications. Stress management training. Development of safe work procedures.				



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	16. Parent/Community Liaison.	16. Lease/rental groups. Deal with parental inquires and concerns. Potential for violence or verbal abuse from angry people. Continuous distractions from visitors, parents, students, contractors, etc.	2	3	3	18	Med	16. Job rotation; emergency response plan communicated to staff. Training and education in threat assessment and non-violent interventions."				
		17. Potential for violent/abusive encounters with people or animals. Slips/falls on snow/ice or uneven surfaces.	2	3	4	24	Med	17. Stress management training. Wearing of proper footwear.				
	18. Entering or leaving the building.	18. Potential for violent/abusive encounters with people or animals. Slips and falls on snow or ice and uneven surfaces.	3	3	3	27	Med	18. Training and education on non-violent intervention. Low or no cost defensive driving training."				
	19. Administrative travel to schools and facilities.	19. Road conditions, stress from traffic and weather; potential for violent encounters; fatigue and vehicle accidents."	1	3	3	9	Low	19. Stress management training.				
	20. Supervision.	20. Slips, trips and falls;; violent encounters with people or animals.	1	2	3	6	Low	20. Availability of appropriate gloves; staff training and education in the handling of blood and body fluids. Non-violent intervention training, working alone procedure and readily available communications. Stress management training.				
	21. "Other related activities such as: - Traffic control - Responding to emergency requests and issues - Investigating vandalism"	21. Exposure to the elements; exposure to vehicles and potential encounters with abusive or violent people.	3	3	3	27	Low	21. Training/education and safe work procedures in traffic control, non-violent intervention.				
		22. Exposed to blood, body fluids and communicable diseases. Slips, trips and falls; violent encounters with people or	1	2	3	6	Low	22. Availability of appropriate gloves; staff training and education in the handling of blood and body fluids. Non-violent intervention training, working alone procedure and readily available communications. Stress management training.				
Pre-Trip Inspection	23. Open hood of bus	23. Injury from weight of hood.	4	3	3	36	Med	23. Install steps at the front of the bus to allow easy access.				
	24. Check fluid levels	24. Potential fall from standing on bumper with nothing to hold on to while checking.	4	3	1	12	Low	24. Provide training for new drivers on proper procedures for checking fluids.				



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	25. Closing the hood of the bus	25. Heavy weight of hood causing injury	4	4	1	16	Low	25. Adjust hood springs, when possible, so it does not spring open or drop down to close				
	26. Bleeding air from pneumatic systems (new busses)	26. Crawling under the bus. Potential run over by the bus, bangs, scratches	1	2	4	8	Low	26. Re-route lines for better access from outside of the bus. Ensure bus is blocked from movement before going under.				
	27. Walk around the bus to inspect	27. Slips/trips/falls	4	4	3	48	High	27. Adhere to safe walking procedure on snow and ice. Report parking areas that are not well maintained and sanded.				
	28. Entering the bus	28. Potential trip on the inside stairs from ice and snow build up	4	3	3	36	Med	28. Ensure ice scrapers are on the bus. Always use three point contact when entering and exiting the bus.				
	29. Checking of rear lights through the back door and on the inside of the bus	29. Potential fall outside of the bus	4	2	4	32	Med	29. Use caution when checking lights.				
Fueling of the bus	30. Fuelling	30. Diesel spills on clothing or gloves causing rashes/irritation/smell	3	3	2	18	Low	30. Transportation Department to provide gloves for fueling.				
	31. Stopping to fuel	31. Ensure bus is shut off and brake applied.	3	2	2	12	Low	31. Confirm brake is on prior to leaving bus.				
	32. Finishing fueling	32. Ensure fuel cap is on and pump nozzle is properly hung up.	3	3	3	27	Med	32. Always be aware of actions when fueling and ensure pump nozzle and fuel cap are on.				
Washing the Bus	33. Cleaning the interior of the bus using high pressure washing. Parking on an incline	33. Bus rolling if the brake is not properly enabled. Biological matter and debris being sprayed back at the driver. Slipping and sliding.	2	2	2	8	Low	33. Use extra caution when using the high pressure washer.				
	34. Wiping and drying windows and seats and drying floors with mops/squeegee.	34. Repetitive strain/sprain, pulled muscles.	2	3	2	12	Low	34. Use extra caution.				



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	35. Cleaning of exterior of bus using high pressure washing.	35. Slipping on floor of wash bay. Debris flying back at driver. Soap in eyes	2	3	2	12	Low	35. Take extra precaution when slippery conditions exist.				
	36. Park bus and sweep up	36. Dust, allergies	2	3	2	12	Low	36. Sweep carefully and wear a mask if required.				
									Step 5: Review/Communicate with affected staff (List staff members) Dieter Brandt----- Patty Thompson-----			
									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