

School: Horizon School - Teacher		Job/Position Summary: 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: H. Linski, W. McClelland & L. Manning			Date Completed: 17 Aug 2011			
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						
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)	Engineering (3) Administrative (4) Personal Protective Equipment (5)		Corrective Action			
								Summary of Recommended Hazard Controls		In Place	Initial	Date Completed	
								Yes	no				
Personal Care to Students (Physical and Medical)	1. Assist with feeding (includes preparing, heating, washing tube) and personal hygiene – grooming, dressing, washing, tooth brushing.	1. Feeding tubes, dishes, snack trays; microwaves. Strains and sprains from awkward postures while lifting, carrying or supporting students. Physical injury from being kicked, hit or bitten.	4	4	3	48	High	1. Gloves available; masks; 5% bleach solution; anti-bacterial gel throughout school; when necessary 2 staff lifts. Have oven mitts and unbreakable dishes available.		✓			
	2. Assist with toileting/diapering and laundering of items	2. Catheters, IV bags, sanitary napkins, diapers, change tables. Exposure to blood/ body fluids. Strains and sprains or back injuries from awkward postures while lifting, carrying or supporting students.	4	4	4	64	High	2. Semi-annual review of best practices for student needs. Gloves available; masks; 5% bleach solution; anti-bacterial gel throughout school; when necessary 2 staff lifts.		✓			
	3. Administer medications and first aid.	3. Breathing apparatus; oxygen; needles. Exposure to blood/body fluids. Physical hazards from oxygen cylinders if dropped. Exposure to dangerous medications.	1	3	3	9	Low	3. Two people must sign for medications. Gloves and safety glasses must be available. Disinfecting must be done. Handle, and store Oxygen with caution. First aid kits stocked and current, inspected annually. Certified first aiders on staff.		✓			
	4. Perform lift and transfer activities to assist in transporting, toileting and dressing.	4. Overexertion injuries to back, from lifting, pushing, pulling and twisting activities related to moving students from chair to floor, bed, mats or change tables Physical injury from improper maintenance or use of lift, transfer devices, wheel chairs or other devices.	4	4	2	32	High	4. Lifts are properly maintained; physio trained staff on lifts. Best practices are reviewed annually.		✓			
	5. Translate verbal communications, e.g. sign language, writing.	5. Strain and sprains from repetitive motions, awkward positions.	1	1	1	1	Low	5. Limited amount of time required for this task on a daily basis.		✓			



Chinook's Edge School Division No. 73

Hazard Assessment

Average Hazard Rating: 18.85 **MEDIUM**

<b>School: Horizon School - Teacher</b>		<b>Job/Position Summary:</b> 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.						<b>Assessment Team:</b> H. Linski, W. M <sup>c</sup> Clelland & L. Manning			<b>Date Completed:</b> 17 Aug 2011	
<b>Provide support to</b>	6. Operate specialized equipment.	6. Wheel chair, mechanical lifts; hearing aid equipment and FM sound systems. Physical injury from improper maintenance or use of equipment.	4	3	2	24	Med	6. Scheduled approximate monthly visits by Occupational Therapists and Physical Therapists to keep equipment in good repair. Semi annual best practice review.	√			
	7. Maintain student safety during seizures or negative behaviour patterns.	7. Physical injury from unpredictable behaviours (bumping, scratching, biting, kicking and hitting. Stress from verbally abusive students/parents.	3	3	2	18	Med	7. Non-violent crisis intervention training proactive approach of de-escalation & redirection. Work in teams. Be pro-active and know your student. Ensure student behaviour traits are recorded.	√			
	8. Format/prepare classroom resources and activities. Set up/dismantle displays or work areas.	8. 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	8. 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.	√			
	9. Assist with implementation of instructional and Individualized program plans ( IPP's) plans/activities.	9. Classrooms, educational software, pet therapy; art/cooking, field trips/outdoors. Computers, log books, student records, charts; student agendas.	4	4	2	32	High	9. 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.	√			
	10. Communicate observations on student progress, health/behaviours; Conduct language testing assessment/screening.	10. Physical demands related to prolonged standing/walking/bending. Potential for violent encounter with parents.	3	1	1	3	Low	10. Sit/rest when possible. Ensure you are fit for the situation. Non-violent crisis intervention training proactive approach of de-escalation & redirection.	√			
	11. Supervise/assist/ train/ new staff, volunteers, practicum students.	11. Physical injury from sharp edges on furniture, unstable shelves, cabinets, screens, AV equipment etc.	3	2	1	6	Low	11. Annual school inspection for furniture/equipment hazards conducted by school and safety manager.	√			
	12. Refer special needs students to community and regulatory resources.	12. Repetitive strain injury from writing or using computer.	2	2	2	8	Low	12. Frequent breaks and office exercises.	√			



Chinook's Edge School Division No. 73

Hazard Assessment

Average Hazard Rating: 18.85 MEDIUM

<b>School: Horizon School - Teacher</b>		<b>Job/Position Summary:</b> 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.					<b>Assessment Team:</b> H. Linski, W. M <sup>c</sup> Clelland & L. Manning			<b>Date Completed:</b> 17 Aug 2011		
	13. Supervise students - reading, lunchrooms, outdoor recess; field trips, to and from bus etc.	13. 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	13. 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.	√			
	14. Order and receive supplies/resources.	14. Books, teaching aids, medical supplies.	1	1	1	1	Low	14.N/A	√			
	15. Provide liaison and communication with REACH team.	15. Stress and potential for violent encounters or verbal abuse from Parents, students, teachers, caregivers, consultants, community and regulatory agencies.	3	3	2	12	Med	15. Non-violent crisis intervention training proactive approach of de-escalation & redirection. Work in teams where a potential for violence or abuse is noted.	√			
	16. Entering or leaving the building.	16. Potential for violent encounters with people or animals. Slips/falls on snow/ice or uneven surfaces.	4	4	2	16	Med	16. 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.	√			
	17. Drive students to appointments or field trips with bus.	17. Risk of motor vehicle accident. Physical injury from lifting/transferring students to and from vehicles. Poor driving conditions.	3	3	3	27	Med	17. Get assistance as required. A second person spotter. 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>Other</b>								<b>Step 5:</b> Review/Communicate with affected staff (List staff members)				
								<b>Step 6:</b> Next Scheduled Revision or Update to Assessment.				



<p><b>School: Horizon School - Teacher</b></p>	<p><b>Job/Position Summary:</b> 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.</p>	<p><b>Assessment Team:</b> H. Linski, W. McClelland &amp; L. Manning</p>	<p><b>Date Completed:</b> 17 Aug 2011</p>
--	---	--	---

<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: 1-9 = **Low risk** (minimal controls); 12-27 = **Medium Risk**- Take scheduled action to minimize; 32-64= **High Risk** – “Critical Task” Take immediate action to eliminate hazard or reduce degree of risk