



School/Worksite: All Schools Staff Group: Physical Education Teacher		Job/Position Summary: Education of students following the "Guide to Education: and "Teaching Quality Standard" to "Achieve Superb Results from All Students".					Assessment Team: Ashley Bellamy, Scott Saunders			Date Completed: February 2016				
15Step 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.  2. Eye, neck, shoulder, arm and wrist strain from prolonged sitting, repetitive motions, awkward postures and poorly positioned furniture / workstations.  3. Transport bags / boxes of materials from home, personal vehicles, storage room etc., by hand or using mechanical aids.  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).	4	2	3	24	Med	1. WCB Office Ergonomics Guidelines and self-assessment checklist. Defensive Driving Training as budget permits. Working alone procedure in place.  2. Micro stretch breaks (less than 20 seconds) alternate from sitting to standing positions. WCB Office Ergonomics Guidelines and properly adjust all office furniture (Safety Manager is available to do this).  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.  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 after hours encounters with senior site administration.						
	Establish classroom rules / routines.		4	2	2	16	Low							
	Adjust for special needs students to allow them to participate.		4	3	4	48	High							
	Develop behavioral plans for students.													
	Set up and takedown gym equipment.													
	Visually inspect physical education equipment and grounds.													
Repair, clean and organize equipment.														
Evaluate alternate environmental routes.														
Evaluation of alternate environmental														



Chinook's Edge School Division No. 73

Hazard Assessment

Average Hazard Rating: 23.6 Medium Risk

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transportation modes.  Research and develop lesson / unit and long range plans.  Adapt and / or modify plans for each grade level and student ability.  Prepare classroom materials and unit displays.  Prepare materials and strategies for parent helpers and work experience students.	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.				
	6. Stress from integration of special needs children.	3	2	2	12	Low	6. Stress / life management training. Humanicare resources / assistance available. Mentorship program. In-services on special needs children.				
	7. Type assignments; use computers, photocopiers, laminators, paper cutters; scissors; filing cabinets, step ladders, shelves, pumps and other tools.	4	3	3	36	Med	7. Safe work procedure for each machine. Only trained / designated personnel to change toner and repair machine. WCB Office Ergonomics Guidelines. Frequent inspection of ladders.				
	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 co-workers performing unsafe acts.				
	9. Strains / sprains from moving desks and chairs and / or transporting materials from storage rooms and sweeping floors.	3	2	2	12	Low	9. Use mechanical aids for transporting loads (carts, dollies, etc.); Review safe work procedure for lifting / handling loads.				
	10. Physical injury from unstable furniture or created by limited storage space / cluttered work areas. Cuts / bruises from sharp edges on tools and equipment, unstable shelving, AV equipment; and unsecured / improperly stacked or protruding materials.	3	3	3	27	Med	10. CESD office / classroom general safety checklist. Cleaning and monitoring of store rooms; Reporting of deficient furniture and fixtures to maintenance. Restrict access to gym store rooms.				
	11. Fire hazards from teaching aids and other combustible materials.	1	1	2	2	Low	11. Frequent inspections to eliminate fire hazards.				
	12. Trip, slip and fall hazards from uneven surfaces.	2	1	3	6	Low	12. All surfaces must be properly prepared / inspected to prevent slips, trips and falls.				



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<b>Routine Classroom / Teaching Instruction</b>	Deliver lesson plans using a variety of learning tools / resources.	13. Awkward postures, muscle strain / fatigue using / demonstrating equipment and from prolonged standing / walking or assisting students.	4	3	3	36	Med	13. Anti-Fatigue mats. Micro breaks (less than 20 seconds); Review WCB Office Ergonomic guidelines.				
	Use auditory, print and visual media; overhead projectors; chalkboards, whiteboards and computers.	14. Trips / falls on overhead projector/ television cords and extension cords.	4	4	3	48	High	14. All power cords must be properly secured to prevent trips & injuries.				
	Use P.E. equipment at school or in alternate environment.	15. Exposure to solvent markers; whiteboard cleaners, Air contaminants/allergens from building materials / occupants cleaning and maintenance/renovation activities or outside sources (e.g. moulds, cleaning products, perfumes, 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	2	32	Med	15. 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. Maintaining a clean workspace to limit dust / air contaminants.				
	Facilitation and supervision of P.E. activities.											
	Providing feedback to students.	16. Stress from large class sizes; limited time / resources; Physical or verbal abuse from students.	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. Scheduling of classes in the gymnasium to limit the amount of students / classes in the gym at one time.				
	Officiating games and tournaments.											
	Travel with students to an alternate environment.											
Dealing with all injuries.	17. Physical or verbal abuse from students.	3	2	3	18	Med	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.					
Implementing safe routine procedures to be used during a first aid situation.												
Demonstrate physical activities.												
Spot students.												



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		18. Exposure to high noise levels from student activities. Potential for physical injury – e.g. bruises, lacerations, strains / sprains, back or overexertion injuries. Slips and falls.	4	4	3	48	High	18. Should have a designated first aider available; Adhere to CESD policy EBB (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. Provide a designated 1st aider for students with communicable diseases.				
		19. Strains / sprains from lifting, carrying, moving heavy / awkward gymnastics equipment; mats, benches, volley ball nets and other maintenance activities.	4	4	3	48	High	19. Use mechanical aids for transporting loads (carts, dollies, etc.) Review safe work procedure for lifting / handling loads. Seek assistance when required.				
		20. Exposure to sun and pests (e.g. bees, wasps) during outdoor summer activities / field events or other alternate environments.	3	4	2	24	Med	20. Sun safety procedures. Anaphylaxis medication available if required by Staff member. Designated first aider available at all times during school hours, or events				
Student Assessment	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	3	2	2	12	Low	21. 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.											
	Student physical assessments											
	22. Driving to and from home with or for school work.	3	2	4	24	Med	22. Defensive Driving training if budget permits; driving only as road conditions permit. Communication available in vehicle.					
	23. Eye, neck, shoulder, arm and wrist strain from prolonged standing, repetitive motions, awkward postures and poorly designed / positioned equipment and workstations.	4	4	3	48	High	23. Micro stretch breaks (less than 20 seconds) alternate from sitting to standing positions.					



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		24. Fatigue / stress working extended hours and interruptions to family / personal time.	3	4	2	24	Med	24. Stress / time management training; extra prep time at report card times if budget permits; adherence to Working alone guidelines. Humanicare assistance available if required. Assistance with IPP students to modify their expectation.				
<b>Stakeholder Communication</b>	Conduct student/ parent conferences.	25. Use telephones, e-mail, student agendas, and interviews.	4	2	1	8	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 Health and wellness workers, school councils (1 – 2 times per year), colleagues, councillors, health care providers, parent / guardians, etc.	26. Potential verbal abuse and threats of physical abuse or teachers being set-up (i.e. recorded for slander or other demeaning purposes.)	1	2	1	2	Low	26. Nonviolent 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 technology. Do not have parent teacher interview in the phys. Ed. Offices which are not in the open like other classrooms.				
	Prepare classroom correspondence for the student to take home. (e.g. newsletters, agendas, permission slips, etc.)	27. Parents may call teachers after hours at their home numbers, angry or threatening calls.	1	1	1	1	Low	27. Hang up threatening calls and report them to School Administrator. Save all threatening / obscene e-mails and/or website issues and submit them to senior admin.				
	Liaise with other alternate environments.	28. Parent may enter classroom during school hours without signing in at the office, and pose angry or threatening actions.	1	1	1	1	Low	28. Ensure visitors are unable to access classrooms unless they have been given permission from office staff. Post sign-in signs at all entrances that are open during school hours.				
	Coordinate gym usage.											



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<b>Other</b>	Assess and treat all first aid situations. Provide extracurricular coaching and activities. Volunteer clubs, special events (dances, bingos, tournaments) Pickup classroom supplies Provide supervision during, before, or after school activities, and field trips.	29. Possible contact with blood or body fluids, needles, epi-pens etc.	4	4	4	64	High	29. Adhere to CESD policy EBB (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. All staff should be trained in epi-pen use. All Phys. Ed. teachers must be trained in Standard first aid. List of students with medial concerns should be given to physical education staff.			
	Entering or leaving the building, locking and unlocking building.	30. Exposure to excessive noise.	4	4	2	32	Med	30. Limit exposure to noise. Alternate staff members during events.			
	Assist with set-up and take-down for assemblies and other special events. Discipline students.	31. Stranded in vehicle during inclement weather.	1	2	4	8	Low	31. 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.			
	Collection of cash from students for field trips, special fees, etc. Travel to/from PD sessions, annual teacher's conference, Divisional and other meetings.	32. Temperature extremes, sun exposure, insects. Trips, slips and falls from slippery or uneven surfaces.	3	4	3	36	Med	32. Sun safety procedures. Anaphylaxis medication available if required by Staff member. Designated first aider available at all times during school hours, or events. Dress appropriately for prevailing conditions. Use caution when walking, inspect school grounds for hazards.			
	Athletic coordinator duties.	33. Burns from microwave ovens or hot liquids.	2	2	2	8	Low	33. Use extra caution around hot liquids and micro-waved items and use oven mitts if required.			
		34. Potential for violent encounters with people or animals.	3	3	3	27	Med	34. Park close to building when possible. Use a well-lit parking lot. Report all suspicious people or animals in the area. Walk to your vehicle in pair where possible.			



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	35. Slips / falls on snow/ice or uneven surfaces.	4	3	3	36	Med	35. Inspect grounds for unsafe conditions such as snow / ice or trip hazards. Advise admin about ice/snow removal or slip/trip hazards. Adhere to CESD safety procedure for walking on snow/ice. Ensure entrances are maintained in a safe condition.				
	36. Lifting/carrying, pushing/pulling heavy stage equipment, chairs, pianos, or screens. Awkward posture, strains/sprains, foot hazards, wooden splinters.	2	3	2	16	Low	36. 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.				
	37. Verbal abuse/physical injury violent students or parents (hit, kicked, bitten). Possible contact with blood, body fluids or weapons.	4	2	2	16	Low	37. Non-violent crisis intervention training. Communication between staff members about potential problems during interviews. Second staff member is to sit in on the interview if required. Adhere to CESD policy EBB (Hygienic practices when handling body fluids) Ensure proper gloves are available. Call for appropriate assistance when required.				
	38. Risk of theft and stress as a result of it.	2	4	2	16	Low	38. Lock up cash received and turn in regularly to the office. Stress management training. Secure all personal items. School should provide a secure lockup area for staff belongings.				
	39. Risk of vehicle collision, vehicle breakdown or inclement weather conditions.	1	2	4	8	Low	39. Defensive driving training if budget permits. Emergency kit available in vehicle .Dress appropriately for weather conditions. Don't drive in inclement weather. Ensure a cell phone is available in the vehicle.				





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		<b>Step 5:</b> Review/Communicate with affected staff (List staff members)	
		<b>Step 6:</b> Date of review with affected staff members	

<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