



Chinook's Edge School Division

Hazard Assessment
Average Hazard Rating: 22 Medium hazard

School/Worksite: Entire District Staff Group: Bus Drivers	Job/Position Summary: Transportation of students to school and home in all types of weather conditions. Charter trips with staff and students to various locations.	Assessment Team: Shellie Hannah, Wes Field, Brenda Sherwood, Bev McCracken	Date Completed: January 28, 2019 Updated: April 2020
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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			
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	
				Yes	No						
Pre-Trip Inspection	1. Open hood of bus	1. Injury from weight of hood.	4	3	3	36	Med	1. Lift/close hood with both hands/arms			
	2. Check fluid levels	2. Potential fall from standing on bumper with nothing to hold on to while checking.	4	3	1	12	Low	2. Provide training for new drivers on proper procedures for checking fluids.			
	3. Closing the hood of the bus	3. Heavy weight of hood causing injury	4	4	1	16	Low	3. Adjust hood springs, when possible, so it does not spring open or drop down to close			
	4. Walk around the bus to inspect	4. Slips/trips/falls	4	4	3	48	High	4. Adhere to safe walking procedure on snow and ice. Report parking areas that are not well maintained and sanded.			
	5. Entering the bus	5. Potential trip on the inside stairs from ice and snow build up	4	3	3	36	Med	5. Ensure ice scrapers are on the bus. Always use three point contact when entering and exiting the bus.			
	6. Checking of rear lights through the back door and on the inside of the bus	6. Potential fall outside of the bus	4	2	4	32	Med	6. Use caution when checking lights.			
	7. Driving in all weather conditions	7. Stress, other drivers, environmental factors (animals), mechanical factors	4	3	3	36	Med	7. Appropriate speeds for weather conditions. Defensive driving course and renewals as required for drivers.			



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Picking up Students at home	8. Stops – opening/closing of door	8. Repetitive strain on shoulder and arm.	4	3	3	36	Med	8. Drivers to report immediately when having difficulty or pain.				
	9. Managing students on the bus	9. Distraction, stress or injury when dealing with a student altercation.	2	2	2	8	Low	9. Notify the Transportation Dept. of the problem. Advise if 911 is required. Stop the bus in a safe area, if necessary, to avoid an accident. Move other students away from the area of the altercation.				
	9.1 Dealing with strong odours on the bus	9.1 Reaction to perfumes/body sprays.	3	3	2	18	Low	9.1 Ensure parents and students are advised not to wear perfume/body sprays when riding the bus. If driver has allergies ensure they have epi-pen or antihistamines available.				
Drop off of Students at the School	10. Bus loop icy and unsupervised students near the bus	10. Stress, physical damage to property or people.	1	2	4	8	Low	10. Student supervision by school on site. Bus parking area sanded prior to bus arriving at the school as required.				
	11. Parking in the bus loop in front of the school	11. Students get too close to the edge of the sidewalk when the bus parks (yellow area). Parking too close to school entrances or ventilation intake units.	4	2	2	16	Low	11. Schools to review and request renewal of painted bus lines in these areas before summer break.				
	12. Placing the empty sign in back window and ensure the bus is empty in the bus loop	12. Potential injury to persons outside of the bus (slips/trips/falls underneath) the driver is away from the mirror.	4	2	3	24	Med	12. Supervisors on site. Educate students to immediately evacuate the area upon getting off of the bus.				
	13. Unauthorized vehicles in the bus loop when leaving	13. Drivers lose line of sight when trying to maneuver around vehicles that are dropping off students.	4	2	3	24	Med	13. Educate parents and better enforcement of parking regulations in bus areas.				
Fueling of the bus	14. Fueling	14. Diesel spill on clothing or gloves causing rashes/irritation/smell.	3	3	2	18	Low	14. Transportation Department to provide gloves for fueling.				
	15. Stopping to fuel	15. Ensure bus is shut off and brake applied.	3	2	2	12	Low	15. Confirm brake is on prior to leaving bus.				



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	16. Finishing fueling	16. Ensure fuel cap is on and pump nozzle is properly hung up.	3	3	3	27	Med	16. Always be aware of actions when fueling and ensure pump nozzle and fuel cap are on.				
Washing the Bus	17. Cleaning the interior of the bus using high pressure washing. Parking on an incline.	17. 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	17. Use extra caution when using the high pressure washer.				
	18. Wiping and drying windows and seats and drying floors with mops/squeegee.	18. Repetitive strain/sprain, pulled muscles.	2	3	2	12	Low	18. Use extra caution.				
	19. Cleaning of exterior of bus using high pressure washing.	19. Slipping on floor of wash bay. Debris flying back at driver. Soap in eyes.	2	3	2	12	Low	19. Take extra precaution when slippery conditions exist.				
	20. Park bus and sweep up	20. Dust, allergies.	2	3	2	12	Low	20. Sweep carefully and wear a mask if required.				
Picking up at School	21. Driving up to school	21. People walking between buses. Parents parking in the bus loop. Pedestrians in the area.	4	3	2	24	Med	21. Supervision from school. If none sighted report to transportation office. More <i>supervision and training of students and parents.</i>				
	22. Parking where exhaust is going into school or bus	22. Fumes causing headache and nausea to staff and students in the school.	3	4	2	24	Med	23. Shut off buses if possible while loading students. Keep doors and windows closed and close the fresh air intake on the bus. Don't park near air intakes for schools.				

Step 5: Review/Communicate with affected staff (List staff members)



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		<p>Step 6: Date of review with affected staff members</p>	

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 standards, 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