



Chinook's Edge School Division

Hazard Assessment
Average Hazard Rating: 34.0 Medium

School/Worksite: Transportation Staff Group: Bus Aide		Job/Position Summary: Supervise students while on the bus.					Assessment Team: Dieter Brandt, Linden Lonsberry and Bus Aides			Date Completed: 1 April 2019 Updated April 2020			
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. Perform lift and transfer activities to assist in transporting students. Operating specialized equipment to assist.	1. Strains and sprains from awkward postures while lifting, carrying or supporting students. Physical injury from improper maintenance or use of lift devices.	4	4	3	48	High	1. Get help when required. Proper disinfecting of bus. Proper training on all lift and transfer equipment and safe lifting procedures.					
		2. Physical injury from being kicked, hit or bitten.	4	4	2	32	Med	2. Non-Violent crisis intervention training. Adhere to CESD policy on handling body fluids. Proper hand sanitization.					
	3. Maintain student safety during seizures or negative behaviour patterns.	3. Chemical exposure to disinfectants; blood and body fluids. Strain or sprain from repetitive motions or awkward positions. Physical injury from unpredictable behaviours. Potential for physical injury, verbal abuse or stress from abusive or violent students or parents.	4	3	3	36	Med	3. CESD procedure on handling of blood and body fluids must be adhered to. Non-Violent crisis intervention training. Be pro-active and know your students. Stress reduction training, if available. Support from Administration, peers, and Family Wellness Workers.					
Student Loading of bus	4. Supervise and assist students onto the bus.	4. Walking, Standing. Temperature extremes, sun exposure, slips, trips or falls on slippery or uneven surfaces.	4	1	2	8	Low	4. Wear proper clothing and footwear for the conditions.					
	5. Potential for a violent interaction with student.	5. Physical injury and/or verbal abuse from unpredictable behaviours of students (hit, kicked, bitten, scratched).	4	3	3	36	High	5. NVCI training. Be pro-active and know your student. Support from driver, Family Wellness worker or Homewood Health. Ensure you are fit for the situation.					



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	6. Early or late pickup of students.	6. Stress from the early or late arrival of the bus for student pickup at the school.	2	2	2	8	Low	6. Assistance from Homewood Health, or Family Wellness worker.				
Travelling on the bus.	7. Maintaining discipline on the bus and communicating observations on student health / behaviour.	7. Physical injury and/or verbal abuse from unpredictable behaviours of students (hit, kicked, bitten, scratched).	4	3	3	36	High	7. NVCI training. Be pro-active and know your student. Support from driver, Family Wellness worker or Homewood Health. Ensure you are fit for the situation.				
	8. Dealing with medical emergency on bus including first aid.	8. Exposure to blood and body fluids. Exposure to chemicals	4	2	2	16	Low	8. Be aware of the procedure on handling of blood and body fluids. Ensure disposable gloves, mask and clean-up materials are available. Be first aid trained.				
	9. Breakdown of bus or inability to move the bus due to road conditions, accident or hitting the ditch.	9. Keeping students calm and distracted. Treating injuries, if any. Assist driver in evacuating the bus if necessary.	1	3	2	6	Low	9. Ensure you are first aid trained. Know evacuation procedures for the bus. Know the students and tricks for keeping them calm.				
Dropping off at home or drop off area	10. Ensure somebody is there to receive the student.	10. Stress of not having somebody there to receive the student.	1	2	2	4	Low	10. Seek help from Homewood Health or Family Wellness worker.				
	11. Getting student up and ready to leave the bus.	11. Potential for violence or verbal abuse. Sprain or strain from assisting student.	1	3	2	6	Low	11. Have NVCI training and apply it when necessary. Ensure you are fit to handle the situation. Report any injuries to Transportation Director and Safety Manager.				
	12. Helping student off the bus and re-entering the bus after student is handed over.	12. Slips, trips or falls. Sprain or strain from helping student. Potential for violence or abuse from parent.	4	2	2	16	Low	12. Ensure you have proper footwear. Watch where you are walking. Ask driver to assist with violent or abusive parents. Seek assistance from Homewood Health or Family Wellness Worker if necessary.				



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