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| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| Computer work for:* Lesson planning
* Prep work
* Grading
* Remote teaching
* Training
* Reading/ answering emails
 | Ergonomic hazards | Prolonged and/or awkward positioning of back, neck, shoulders, head, arms, or wrists; repetitive movements; eye strain, etc. | * Properly adjust chair, monitor screen, keyboard and mouse to maintain neutral positioning of back/ head/neck/arms/wrists and prevent glare on screen
* Place keyboard and mouse on the same level
* Avoid resting forearms/wrists against hard surfaces and cradling phone between head and shoulder
* Use tips of fingers when keyboarding
* For every 20 minutes sitting, stand for 8 and move around for 2 minutes (20/8/2 rule)
* Every 20 minutes, look at something 20 feet away for 20 seconds (20/20/20 rule)
* Request an ergonomic assessment (optional)
* When possible, use task lighting
 |  | * Office ergonomics (VS)
* Office Safety (VS)
 |
| Walking in and around school buildings (in classrooms, hallways, parking lots, on school grounds, etc.) | Slip/trip/ fall hazards | Student clothing, backpacks, pens, crowded storage areas, items in walkways, wet floors, cords, deteriorating asphalt, etc. | * Designate storage areas for student belongings, teaching supplies, equipment, etc., to keep them off the floor and out of walkways
* Follow and enforce good housekeeping practices
* Cover/secure cords
* Wear comfortable, supportive, no/low-heeled shoes
* Ensure proper lighting; report burned out lights and areas with inadequate lighting
* Avoid running
* Avoid distraction and keep eyes on path
* Maintain situational awareness
 |  | * Slips/Trips/Falls (VS)
* Classroom Safety (VS)
 |
| Struck by falling, thrown, or moving objects | Tree limbs/ branches, snow/icicles from roofs, thrown objects | * Continually maintain awareness, looking up, down, and all around when walking/working outdoors
* Engage all your senses
* Always have an EXIT plan
* Avoid turning your back to students who are playing/running
 |  | * Playground Supervision (VS)
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| Working outdoors:* Playground supervision
* Crosswalk duty
* Field day and other outdoor activities
 | Exposure to weather conditions and air quality issues | Exposure to sun, hot/cold temperatures, humidity, wind, precipitation, wildfire smoke | * Monitor/check weather/air quality conditions prior to planned outdoor activities; adjust as needed during extreme weather conditions and/or poor air quality issues due to smoke or smog
* Select/wear appropriate clothing and footwear (including traction devices) for conditions
* Use sunscreen as needed
 | Recommendations: Lightweight, light colored, loose fit clothing and a wide- brimmed hat in sunny environments Hat/scarf/gloves in cold weather | **\***Outdoor Heat Exposure - **required** annually for those with risk of exposure by May 1st (VS) |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
|  | Slip/fall hazards | Slick surfaces due to:* Compact snow/ice
* Wet floors due to rain
 | * Wear proper footwear for conditions - shoes/boots with good tread and no/low heels
* Walk in well lit areas and avoid taking shortcuts
* Slow down - take short steps on slippery surfaces
* Keep hands/arms free for balance
* Use handrails when available
* Use walk off mats at entrances to dry boots/shoes
* Report slippery areas to appropriate staff
 | Traction gripping devices recommended on compact snow/ice |  |
| Using/handling equipment and other materials:* Lesson planning
* Setting up/ taking down teaching materials
* Shelving books
 | Ergonomic hazards | Lifting and/or overstretching or twisting when handling and moving items such as heavy books, reams of paper, desks, chairs, etc. | * Always start by analyzing the load and checking the path for slip/trip hazards and adequate light
* Know your limits - reduce the weight by dividing up heavy loads; use carts, dollies, etc.; and/or get help
* Use proper body mechanics and avoid twisting
* Use a whole hand grip (not a pinch grip) and two- hand grip when handling objects to reduce risk of wrist/hand injuries
* Alternate tasks to prevent repetitive motion/activity
* Avoid overstretching to reach/hang materials
* Store light items on upper shelves to avoid lifting/stacking heavy items above shoulder height
 |  | * Back Injury and Lifting (VS)
 |
| Contact with sharp, moving, rolling, or pinching objects | Office tools, scissors, stapler, holepunch, paper cutter, knives, laminator, copier, etc. | * Be attentive and avoid distractions
* Use automatic tools for large jobs
* Follow safe work practices and manufacturer’s directions for using/storing equipment, i.e., using safety guards/latches on paper cutters
* Repair/replace damaged/defective items as needed
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| Setting up/taking down teaching displays | Working at elevated height | Falls from elevated surface | * Never stand on furniture (chairs, tables, desks)
* Inspect ladder/step stool prior to use
* If defective, remove it from service
* Follow safe ladder/step stool practices
 |  | **\*** Ladder training (VS) - *prior to using a ladder* |
| Electrical hazard | AV, computer equipment, small appliances, etc. | * Use Underwriters Laboratory (UL) rated equipment
* Periodically inspect cords for damage
* Do not place cords where they can be damaged
 |  | * Electrical Safety (VS)
* Lockout/Tagout Awareness (VS)
 |
| Fire hazards | Combustible materials near/o heat generating equipment | * Do not place/hang combustible materials on or near heating sources, from overhead fire sprinklers, electrical panels, switches, or outlets
 |  | **\*** Fire Extinguisher (VS - required with annual refresher) |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| Setting up/taking down teaching displays*cont.* | Fire hazards *cont.* | Combustible materials near/on heat generating equipment *cont.* | * Follow the International Fire Codes (IFC) for artwork/teaching materials:
	+ In corridors - restricted to < 20% of the wall area (IFC-807.5.5.2)
	+ Walls in classrooms - restricted to < 50% of the specific wall area they are attached to (IFC- 807.5.2.3)
	+ Do not cover glass in or adjacent to doors, (maintain clear line of site for safety)
* Do not block access to:
	+ Emergency exit doors/routes
	+ Emergency equipment (fire extinguishers/ alarm pull stations, eyewash/shower stations, etc.)
	+ Electrical panels
 |  |  |
| Teaching activities | Ergonomic hazards | Standing for extended periods | * Wear comfortable, supportive, no/low-heeled shoes
* Alternate between standing and sitting
* Take frequent micro-pauses to stretch
* Consider adding 1-2 minute movement breaks every 30 minutes to your lesson plans
 |  |  |
| Overreaching to use/clean board | * Position yourself directly in front of the area you are working on; step sideways as needed
* Avoid overreaching/overstretching
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| Working with students at | * Avoid prolonged bending/squatting/kneeling
* Use a portable stool/chair to sit beside students
* Avoid using furniture designed for small children
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|  |  | desk level or lower |  |  |  |
| Physical or verbal abuse | Being struck, hit, bit, stepped on, injured, or verbally abused | * Be mindful when selecting clothing, footwear, and accessories:
	+ Avoid items that can be grabbed or pulled, i.e., dangling earrings or hoops, necklaces, strings, scarves, lanyards, loose/baggy clothes, etc.
	+ Long sleeved clothing and long pants can help reduce the likelihood of skin being broken if bitten or scratched
* Tie back/secure long hair
* Keep environment free of clutter, obstacles, and items that can be used by others who could potentially be aggressive
* Maintain situational awareness
 | Follow district’s de- escalation policy Consider:* Bite/cut resistant protective arm/ sleeve guards (with biters)
* Eye protection or face shields

(with spitters)* Steel-toed shoes (with stompers)
 | * De-escalation Strategies as assigned (SS
 |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| Working in close proximity to others (students, co-workers, etc.) | Exposure to contagious respiratory illnesses | Viruses spread when an infected person coughs, sneezes, speaks, sings, or breathes heavily | * Avoid touching your face/mouth/lips/nose/eyes.
* Implement/follow illness prevention practices, i.e., proper hand hygiene, covering coughs, etc.
* Follow CDC, Local Health Jurisdiction (LHJ), Division of Occupational Safety Health (DOSH) guidelines for ventilation, cleaning, disinfecting hard surfaces, social/physical distancing, facial coverings, handwashing, training, etc.
 | Reusable cloth face covering, non-cloth disposables dust mask, depending on risk of exposure per CDC/LHJ/DOSHGuidelines | * Common illness prevention and other trainings as assigned (VS)
* Infectious Diseases Exposure Control Plans
 |
| Assisting an injured/ill individual or incontinent child, working in close proximity to others | Exposure to blood or other potentially infectious material (OPIM) | Contact with blood or OPIM due to injury/illness, drooling, spitting, vomiting, biting, scratching, handling soiled items, etc. | * Utilize standard precautions
* Follow your infection control policy and guidelines
* Use PPE when providing first aid care or handling blood or OPIM; paying strict attention to hand washing after removing gloves
* Report exposures to blood or OPIM as per the district policy
* Consult with your school nurse as needed
 | Disposable non-latex or nitrile glovesEye protection CPR barrier/mask Blood clean-up ki | **\*** Bloodborne Pathogens - required with annual refresher (VS)* PPE (VS)

**\*** First Aid/CPR/ AED (required as assigned) |
| General activities | Exposure to hot surface, liquid, or steam | Heater, lamp, copier, laminator, appliances, hot | * Maintain awareness and adequate distance
* Avoid becoming distracted
 | Utilize hot pads and/or mitts as needed |  |

**\***= Required Training = Required by a DOSH rule ㆍ= Optional Training = Best/leading practice

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|  |  | food/beverages, etc. |  |  |  |
| Exposure to:Chemicals Hazardous dust | Dry erase pens, markers, glue, paint, toner, cleaners, disinfectants, falling ceiling tiles, crumbling flooring or insulation material, etc. | * Use non-toxic, scent-free markers and art/craft supplies
* Use only district-supplied cleaners and disinfectants
* Read and follow the instructions on the label
* Contact your district’s maintenance department to report issues involving damaged/falling building materials such as ceiling tiles, flooring, etc.
* Do not disturb/clean unknown building material such as ceiling tiles, crumbling flooring, etc.
 | Follow manufacturer’s recommendations | **\*** Hazard Communication Program (GHS)* Scent Awareness (VS)
* Asbestos Awareness (VS)
 |
| Workplace violence | Student fights, upset people, intruders, etc. | * Be proactive when arranging work area to ensure:
	+ Your back is not positioned towards the door
	+ You have two routes of escape
* Maintain situational awareness
* Follow district policies
 |  | **\*** Bullying Prevention/ Intervention (VS) |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| General activities*cont.* | Workplace violence *cont.* | Working alone | * Follow district safety/security policies
* Maintain situational awareness
 |  | **\***EmergencyProcedures* Workplace Violence (VS)
* De-Escalation
 |

Note: This is a partial list only and may not include all work tasks, hazards or controls. No suggested controls are guaranteed to work in all situations.

# Employee name (print): Signature: Date: Supervisor name (print): Signature: Date: