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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/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)
 |
| 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
 | **\***Outdoor Heat Exposure Training- **required** annually for those with risk of exposure by May 1st (VS) |

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|  |  |  |  | * Hat/scarf/gloves in cold weather
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| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| Working outdoors*cont.* | Slip/fall hazards | Slick surfaces due to:Compact snow/iceWet 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 and equipment such as heavy books, reams of paper, desks, chairs, O2 cylinders, wheelchairs, 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 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 | Scissors, stapler, paper cutter, knives, laminator, copier, wheelchairs, hypodermic needles, etc. | * 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
* Maintain situational awareness; avoid distractions
* Select devices designed to prevent needle sticks
* Discard needles and sharp/broken objects or glass in designated, puncture-proof sharps containers
 |  |  |
| 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* |

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|  | Electrical hazard | AV/computer equipment, small appliances, pumps, battery chargers, 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)
 |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| Setting up/taking down teaching displays *continued*Teaching | Fire hazards | Combustible materials near/on heat generating equipment or heat sources | * Do not place/hang combustible materials on or near heating sources, from overhead fire sprinklers, electrical panels, switches, or outlets
* 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
 |  | **\***Fire Extinguisher (VS) - required with annual refresher) |
| 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 boards | * Position yourself directly in front of the area you are working on; step sideways as needed
* Avoid overreaching/overstretching
 |  |  |
| Working with students at desk level or lower | * 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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| 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, and/or respirator, depending on risk of exposure per CDC/LHJ/DOSHGuidelines | **\***Common illness prevention and other trainings as assigned (VS)**\***Respirator training as assigned (VS)**\***Infectious Disease Exposure Control Plan |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| Assisting an injured/ill individual or incontinent student, 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, changing diapers, handling soiled items, needle- sticks, etc. | * Utilize standard precautions
* Hepatitis B vaccine (offered to staff)
* 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 kit | **\*** Bloodborne Pathogens and HIV/AIDS -required with annual refresher (VS)* PPE (VS)

**\*** First Aid/CPR/ AED (required as assigned) |
| Lifting or transferring special needs students | Ergonomic hazards from lifting | Transferring special needs students from wheelchairs to changing table, floor, etc. | * When available, use lifting equipment such as mechanical lifts, slings, transfer/gait belts (for control and stability to help guide the student; not for lifting a student) and slider boards
* Follow your district’s lifting and transferring policy and the equipment manufacturer’s directions
 |  | * Special Education: Lifts and Transfer (VS)
* Orientation to Specialized Equipment
 |
| General activities | Exposure to hot surface, liquid, or steam | Heater, burner, lamp, cooking appliance, copier, laminator, etc. | * Maintain awareness and adequate distance
* Avoid becoming distracted
 | Utilize hot pads and/or mitts as needed | ● |
| Exposure to:Chemicals Hazardous dust | Dry erase pens, markers, glue, paint, toner, cleaners, disinfectants, | * 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
 | Follow manufacturer’s recommendations | **\*** Hazard Communication Program (GHS)* Scent Awareness (VS)
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**\***= Required Training = Required by a DOSH rule ㆍ= Optional Training = Best/leading practice

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|  |  | falling ceiling tiles, crumbling flooring or insulation material, etc. | * 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.
 |  | * Asbestos Awareness (VS)
 |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| General activities*continued* | Physical or verbal abuse | Being struck, hit, bit, stepped on, injured, or verbally abused | * Be mindful selecting clothing/shoes/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
* Utilize padded barriers to separate student and staff as needed/when available
 | 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)
 | * Special Education: Safety in the Classroom (VS) Special Ed Aides: Safety and Injury Prevention (VS) De-escalation Strategies as assigned (VS)
 |
|  | Working alone | * Follow district safety/security policies
* Maintain situational awareness
 |  | * Bullying Prevention/ Intervention (VS)
* Emergency Procedures
* 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: