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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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| Working outdoors  *cont.* | 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 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) |
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| 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/DOSH  Guidelines | **\***Common illness prevention and other trainings as assigned (VS)  **\***Respirator training as assigned (VS)  **\***Infectious Disease Exposure Control Plan |
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| 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 gloves  Eye 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) |

**\***= 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) |
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| 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: