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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 gymnasiums, locker rooms, classrooms, hallways, parking lots, on school grounds, etc.) | Slip/trip/ fall hazards | Clothing, backpacks, sports equipment on the floor and in walkways, crowded storage areas, 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 branches, snow/icicles from roofs, sport equipment, etc. | * 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
 |  | * Sports Supervision and Safety (VS)
* Playground Supervision (VS)
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| Walking/working outdoors -* During outdoor class activities, practices and games
* Traveling to/from vehicles/buildings
 | 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 |
| Walking/working outdoors -* During outdoor class activities, practices and games
* Traveling to/from vehicles/buildings
 | Slip/trip/fall hazards | Compact snow/ice, wet floors due to rain or spills, uneven ground, irrigation sprinklers, etc. | * 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
* Stay alert for trip/slip hazards; keep eyes on path
* Use handrails when available
* Use walk off mats at entrances to dry boots/shoes
* Report slippery areas to appropriate staff
 | Traction gripping device recommended on compact snow/ice |  |
| Using/handling equipment and other materials:* Lesson planning
* Setting up/ taking down sport-related equipment for:
	+ PE classes
	+ Sports practice
	+ Competitions
 | Ergonomic hazards | Lifting and/or overstretching or twisting when handling and moving items such as athletic equipment, heavy nets, stanchions, benches/risers, chairs, etc. | Always start by analyzing the load and checking the path for slip/trip hazards and adequate light Know your limits - divide up heavy loads to reduce the weight; use carts, dollies, etc.; and/or get help Use proper body mechanics and avoid twistingUse a whole hand grip (not a pinch grip) and two- hand grip when handling objects to reduce risk of wrist/hand injuriesAlternate tasks to prevent repetitive motion/activity Avoid overstretching to reach/hang materialsStore 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 | Standards/stakes for nets, weight- lifting equipment javelin poles, bleachers, lockers office tools, wheeled equipment, 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 sport-related equipment for:* PE classes
* Sports practice
* Competitions
 | 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, whirl- pool, scoreboard, concession stand equipment, cords etc. | * Use Underwriters Laboratory (UL) rated equipment
* Periodically inspect cords for damage
* Do not place cords where they can be damaged
* Only use extension cords approved for the environment and loads expected
 | eliminated improperly used or sized extension cords (from example) and added the 4th bullet point | * Electrical Safety (VS)
* Lockout/Tagout Awareness (VS)
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| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| Setting up/taking down sport-related equipment for:* PE classes
* Sports practice
* Competitions

*continued* | Fire hazards | Combustible materials near/on heat generating equipment or heat sources | * Do not place/hang combustible materials on or near heating sources or from overhead fire sprinklers
* Do not cover 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 (gyms) - 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
 |  | **\*** FireExtinguisher (VS - required with annual refresher) |
| Teaching activities | Ergonomic hazards | Standing for extended periods | * Wear comfortable footwear with good support
* Alternate between standing and sitting
* Take frequent micro-pauses to stretch
 |  |  |
| Overreaching to set up nets, equipment, etc. | * Position yourself directly in front of the area you are working on; step sideways as needed
* Avoid overreaching/overstretching
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| Ergonomic issues *continued* | Bending to work with students | * Avoid bending/squatting/kneeling for prolonged periods
* Use a portable stool/chair to sit beside students
* Avoid using furniture designed for small children
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|  | Physical contact with others and/or awkward or strenuous movements | Demonstrating a move, technique, exercise or participating in practice | * Avoid participating in practices, scrimmages, etc.
* Whenever possible, have a student demonstrate the technique
* Avoid turning your back to students who are playing/running
* Use a voice amplification system (if available) to reduce the need to raise your voice to communicate with students
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| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| Teaching activities*continued* | Physical or verbal abuse | Being struck, hit, bit, stepped on, injured or verbally abused | * Be mindful when selecting clothing, footwear, and accessories:
	+ Avoiding items that can be grabbed or pulled
	+ 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 (VS)
 |
| Exposure to hazardous noise | Whistles, buzzers, weights, congregated students, band instruments, spectators, etc. | * Be cognizant of noise levels and take action to limit exposure, i.e., instruct students not to slam locker doors, to lower weights gently to prevent excessive noise when weights hit each other or the floor, etc.
* Control volume on stereo systems to maintain non- hazardous level (< 85 dB). Noise may be >85 dB if you have to shout to talk to someone within 3 feet
* Move away from source of noise to reduce exposure
 | * Hearing protection if noise exposure:
	+ For an 8-hour time weighted average (TWA8) is > 85 dB; or
	+ Is >115 dB
 | **\*** Hearing Loss Prevention (VS) |
| 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 Disease Exposure Control Plans
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| Assisting an injured/ill individual or incontinent child ORWorking in close proximity to others | Exposure to blood or other potentially infectious material (OPIM) | Contact with blood/OPIM due to injury/illness, drooling, spitting, scratching, biting, vomiting, wiping fluids off mats, 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
* Hepatitis B vaccine (offered to staff)
* Report exposures to blood/OPIM per 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 (VS) -required with annual refresher* PPE (VS)

**\*** First Aid/CPR/ AEDas required |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| 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 as needed |  |
| Exposure to:Chemicals Hazardous dust | Dry erase pens, markers, glue, paint, varnishes, toner, chlorine, field striping, cleaner, disinfectant, falling/crumbling ceiling tiles, insulation, 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’srecommendations | **\*** Hazard Communication Program (GHS)* Scent Awareness (VS)
* Asbestos Awareness (VS)
 |
| Motorized vehicle | Incident/accident involving motorized vehicles | * Always follow all motor vehicle laws, posted signs and speed limits
* Do not engage in any activity which could interfere with your ability to safely operate a vehicle
* Take breaks when driving for extended periods
* Perform a pre-trip inspection before departing
 |  | Driving courses in Transportation Section of SS |
| Workplace violence | Student fights, upset people, rival teams, fans, 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)
* Emergency Procedures
* Workplace Violence (VS)
* De-Escalation
 |
| Working alone or in remote locations (fields or offsite), travel | * Follow district safety/security policies
* Maintain situational awareness
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|  |  | to and from fields |  |  |  |

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

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: