|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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/Fall (VS) * Classroom Safety (VS) |
| Walking/working outdoors - traveling to/from vehicles and in between buildings | Struck by falling, thrown, or moving objects | Supplies on upper shelves, tree limbs/ branches, snow/icicles from roofs, thrown objects, 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 |  |  |
| 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 wide- brimmed hat in sun 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 - traveling to/from vehicles and in between buildings *continued* | 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 and use handrails * Use walk off mats at entrances to dry boots/shoes * Report slippery areas to appropriate staff | Traction gripping devices recommended on compact snow/ice |  |
| General activities including:   * Setting up/taking down teaching displays and experiments * Teaching | Ergonomic hazards | Lifting and/or overstretching or twisting when handling and moving items such as chemical containers, cylinders, 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) |
| 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 |  |  |
| 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 |  |  |
| Ergonomic hazards *continued* | Overreaching to use/clean board | * Position yourself directly in front of the area you are working on; step sideways as needed * Avoid overreaching/overstretching |  |  |
| Contact with sharp, moving, rolling, or pinching objects | Broken glassware beakers/slides/ pipettes, exhaust hood covers, knives, equipment for physics experiments, | * 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 * Never fill a pipette using mouth suction; always use a pipetting device. * Repair/replace damaged/defective items as needed |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | paper cutter, office tools, etc. |  |  |  |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING** VS=VECTOR SOLUTIONS |
| General activities including:   * Setting up/taking down teaching displays and experiments * Teaching   *continued* | 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* |
| Exposure to chemical related hazards:  Physical Fire Explosive Health Systemic Target organ | Chemicals used in experiments, cleaners, degreasers, disinfectants, glues, natural gas/propane fuels Bunsen Burners, etc. | * Use non-toxic, scent-free markers and supplies * Use only district-supplied cleaners and disinfectants * Read and follow instructions on the label and Safety Data Sheet(s) (SDS) * Follow your district’s Chemical Hygiene Plan when purchasing, handling, using, mixing, storing, cleaning up spills, and disposing of chemicals * Maintain a current chemical inventory * Utilize fume hoods * Properly position/secure compressed gas cylinders * Know the location of, how to use, and routinely check/test all safety and emergency equipment (i.e., safety shower, eyewash, fire blanket, fire extinguishers, first-aid kit, chemical spill kits, etc.) * Contact your chemical supplier for additional safety information and/or recommendations | Closed toed shoes Chemical rated:   * Gloves * Non-vented safety goggles * Apron Face shield | * Hazard   Communication Program (GHS)   * Chemical Hygiene Plan * Science Lab Safety (VS) * Science Lab Chemical Spills * Scent Awareness (VS) |
| Electrical hazard | AV/computer equipment, appliances, outlets near water, experiments using electricity, etc. | * Use Underwriters Laboratory (UL) rated equipment * Do not place cords where they can be damaged * Periodically inspect cords for damage * Do not place/hang combustible materials on or near heating sources; from overhead fire sprinklers; or   g cover electrical panels, switches or outlets   * Follow 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 block access to:   + Emergency exit doors/routes   + Emergency equipment (fire extinguishers/alarm pull stations, eyewash/shower stations, etc.)   + Electrical panels |  | * Electrical Safety (VS) * Lockout/   Tagout Awareness (VS) |
| Fire hazards | Combustible materials near/on heat generating equipment or heat sources; Bunsen Burners, improperly stored chemicals, etc. | **\*** Fire Extinguisher (VS - required with annual refresher) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING** VS=VECTOR SOLUTIONS |
| General activities including:   * Setting up/taking down teaching displays and experiments * Teaching   *continued* | Fire hazards *continued* |  | * Know the location of and how to use:   + Cut-off switches/valves for gas and electricity in the laboratory   + All emergency equipment * Do not leave lit Bunsen Burners unattended and turn off heating apparatus and gas valves when not in use |  |  |
| Exposure to hot surface, liquid, or steam | Bunsen burner, exothermic reactions, copier, appliances, lamps laminator, etc. | * Maintain awareness and adequate distance * Avoid becoming distracted | Utilize:  Heat-resistant gloves when required  Hot pads as needed |  |
| Exposure to biological agents | Specimens, pre- servatives, and products for biological experiments | * Utilize standard precautions * Follow your infection control policy and guidelines * Use appropriate PPE when handling or dissecting biological specimens | Disposable non-latex or nitrile gloves Goggles  Protective apron |  |
| Physical or verbal abuse | Being struck, hit, bit, stepped on, injured or verbally abused | * Be mindful when selecting work attire and footwear:   + Avoid items that can be grabbed or pulled, i.e., dangling earrings or hoops, necklaces, strings, scarves, lanyards, loose/baggy clothes, etc.   + Long sleeved shirts/pants to reduce 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) |
| 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   + Do not cover glass in or adjacent to doors, (maintain clear line of site for safety) * Maintain situational awareness * Follow district policies |  | * Bullying Prevention/ Intervention (VS) * Emergency Procedures |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Working alone | * Follow district safety/security policies * Maintain situational awareness |  | * Workplace Violence (VS) * De-Escalation |
| **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, hand- washing, 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 |
| Assisting an injured/ill individual or incontinent child OR  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 gloves  Eye protection CPR barrier/mask Blood clean-up kit | **\*** Bloodborne Pathogens - required with annual refresher (VS)   * PPE (VS)   **\*** First Aid/CPR/ AED (required as assigned) |

**\***= 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: