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| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| Computer work for:* Lesson planning
* Completing training
* Reviewing/ documenting work orders
* 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, storage rooms, etc.) | Slip/trip/ fall hazards | Books, pens, clothes, crowded storage areas, wet/slick floors, cords, food, fluid, grease, debris, tools, etc. | * Follow good housekeeping practices
* Cover/secure cords
* Wear comfortable, supportive shoes/work boots
* Ensure proper lighting; report burned out lights and areas with inadequate lighting
	+ Designate storage areas for student belongings, teaching supplies, equipment, etc., to keep them off the floor and out of walkways
* Maintain situational awareness and keep eyes on path; avoid becoming distracted
* Slow down - take short steps on slippery surfaces
* Use handrails when available
* Use walk off mats at entrances to dry boots/shoes
* Utilize signage to indicate wet floors
 | Protective footwear, i.e., steel- toed, slip- resistant, chemical resistant, etc., per district policy | * Slips/Trips/Falls (VS)
* Classroom Safety (VS)
 |
| Working outdoors:* Repairing buildings and outdoor equipment
* Cleaning
* Taking out trash
* Snow/ice removal
* Traveling between building and coming to/ leaving work
 | Slip/trip/ fall hazards | Student items, ice. slick surfaces, debris, uneven ground, rocks, deteriorating asphalt, etc. | Traction gripping devices recommended on compact snow/ice |  |
| 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
 | 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 |

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| Working outdoors*continued* | Struck by falling, moving, or thrown items | 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
 |  |  |
| Lifting/moving* Furniture (desks, tables, filing cabinets, etc.)
* Equipment
* Power tools
* Machinery
* Supplies
* Other materials
 | Ergonomic hazards | Lifting and/or overstretching or twisting when handling and moving items such as lumber, metal compressed gas, livestock feed, supplies, etc. | Start by analyzing the load and checking the path for slip/trip hazards and adequate lightKnow your limits; ask for help when moving awkward or heavy itemsUse mechanical aids whenever possible, i.e., carts, dollies, rolling platforms, furniture sliders/lifting straps, etc.Use proper body mechanicsTurn your feet and upper body to position yourself directly in front of the object as you are lifting/setting it down to avoid twistingUse a whole hand grip (not a pinch grip) and two- hand grip when handling objects to reduce risk of wrist/hand injuries* Limit the weight by dividing the load into smaller, lighter loads if possible
	+ Store light items on upper shelves to avoid lifting/stacking heavy items above shoulder height
 |  | * Back Injury and Lifting (VS)
 |
| CTE:* Wood
* Metal
* Ag
* autobody
* auto repair
* Other CTE classifications
 | Falls from elevated heights | Slick surfaces due to:Compact snow/iceWet floors due to rain Grease/fluids or food on floor | * Never stand on furniture (chairs, tables, desks)
* If using a ladder/step stool, use the correct length ladder or scaffolding for the job
* Follow safe ladder practices and your district’s fall

protection program* Always inspect ladders, scaffolding, and/or fall protection equipment prior to use; if defective, remove it from service
* Use a fall protection monitor/spotter if possible
 | Fall restraint harness and lanyard | * Ladder training (VS) - *prior to using a ladder*
* Fall protection training (VS)
* Aerial Lift Safety (VS)
* Scaffolding Safety (VS)
* Orientation to Specialized Equipment & Equipment Proficiency
 |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |

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| CTE:* Wood
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*continued* | Ergonomic hazards impacting muscles and/or joints, i.e., wrists, elbows, shoulders, back, necks, knees, etc. | Standing for extended periods, using vibrating tools, overreaching, awkward and/or prolonged bending at waist, kneeling, twisting, repetitive motion, crawling on/under equipment, in tight areas, etc. | * Wear comfortable, supportive shoes/work boots
* Properly adjust harnesses on backpack style equipment, i.e., vacuums, blowers, etc.
* Turn your feet and upper body to position yourself directly in front of the area you are working on; step sideways as needed
* Alternate activities
* Take micro breaks as needed
 | Consider knee pads if kneeling for prolonged periodsWear hard hats as necessary |  |
| Electrical hazard exposure | Powered equipment, improperly used or sized cords, battery charging systems, changing, circuit breakers, electrical outlets, switches, underground or overhead wiring, etc. | * Use Underwriters Laboratory (UL) rated equipment and GFCI outlets
* Periodically inspect plugs and cords for damage
* Do not place cords where they can be damaged
* Follow safe work practices and manufacturer’s directions for using, storing, and servicing equipment
* Only use extension cords approved for the environment and loads expected
* Always ensure the power is off to the piece of equipment you are working on before starting
* Follow your district’s lockout/tag out procedures to

control all sources of energy* Call 8-1-1 as required
 |  | * Electrical Safety (VS)
* Lockout/Tagout (VS)
 |
| Contact with sharp, moving, rolling, or pinching objects | Saw blades, nails, screws, knives, sharp edges of materials, hand tools, farm implements, automotive parts, scissors, paper cutters, etc. | * Be attentive and avoid distractions
* Use automatic tools for large jobs
* Inspect tools/equipment prior to use to ensure protective guards are in place
* Follow safe work practices and manufacturer’s

directions for proper use/storage* Repair/replace damaged/defective items as needed
 | Leather gloves recommended |  |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |
| CTE:* Wood
 | Exposure to hot surface, | Boilers, hot water heaters, engines, | * Maintain awareness and adequate distance
* Avoid becoming distracted
 | Heat-resistant gloves as needed |  |

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| * Metal
* Ag
* autobody
* auto repair
* Other CTE classifications

*continued* | liquid, or steam | exhaust pipes, welding/cutting equipment, shop lights, etc. | * Maintain equipment to promote efficient operation
 |  |  |
| Exposure to Chemicals Gases Hazardous dust, Asbestos | Cleaning products degreasers, disinfectants, floor waxes and strippers, paints, engine fluids, solvents, batteries, lubricants, glues, pesticides, compressed gasses, welding/exhaust fumes, shop debris, sweep- ing, sandblasting (silica), falling/crumbling ceiling tiles, flooring, insulation, etc., brake linings, | * Use only district-supplied cleaners, disinfectants, chemicals, or other products
* Use the least toxic chemical product available
* Maintain a current chemical inventory
* Maintain, read and follow instructions on labels and Safety Data Sheets (SDS) for use, storage, spill clean-up, PPE and ventilation requirements, etc.
* Contact chemical suppliers for additional safety information and/or recommendations
* Utilize proper ventilation when using chemicals
* Restrict operation of fuel-powered equipment indoors. If used:
	+ Ensure proper ventilation
	+ Monitor others for signs/symptoms of Carbon Monoxide (CO) exposure
* Consider installation/use of a CO monitor
* 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, spill kits, etc.)
* Report issues involving damaged/falling building materials such as ceiling tiles, flooring, insulation, etc., to your Supervisor/Manager
* Do not disturb/clean building materials until cleared to do so by your Supervisor/Manager (a “good faith” inspection and sampling for asbestos may be required. If asbestos is confirmed, bring in certified contractor to abate)
* Call 8-1-1 as required
 | Follow manufacturer’s recommendations for PPE for specific tasks:* Chemical exposure: (paints, solvents, anti-freeze, acids, bases, etc.) Nitrile gloves, chemical aprons, non- ventilated/ chemical rated safety goggles, respirators, etc.
* Harmful dust
	+ Wood dust: dust mask
	+ Asbestos:

Requires specialized certification and PPE (if asbestos* + Silica: respirator protection
 | * Hazard Communication Program (GHS)
* Asbestos Awareness Training (VS)
* Scent Awareness (VS)
* Compressed Gas Safety (VS)
* Awareness (VS)
* Trenching and Excavation Safety (VS)
* Confined Spaces (VS)
* Respirable Crystalline Silica (VS)
* Welding, Cutting and Brazing Safety Awareness (VS)
 |
| Light radiation | Welding, brazing, cutting, lights, etc. | * Perform welding in a welding booth or use welding curtains/screens to protect others in the area
 | Welding helmet |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING**VS=VECTOR SOLUTIONS |

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*continued* | Exposure to hazardous noise | Powered tools, pneumatic equipment, saws, jack hammer, motor-driven equipment, hammering, etc. | * Be cognizant of noise levels and take action to limit exposure, i.e., keep any music <85 db
* Report and limit/do not use equipment making excessive noise
 | Hearing protection if noise exposure is:* > 85 dB for an 8- hour time weighted average (TWA8); or
* Is >115 dB
 | **\*** Hearing Loss Prevention (VS) |
| Fire hazards | Combustible materials near/on heat generating equipment or heat sources | * Be aware of and report suspected violations of the International Fire Codes (IFC) for artwork/ teaching materials to your supervisor/manager:
	+ 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)
	+ Covering electrical panels, switches or outlets or hanging on or near heating sources, overhead fire sprinklers, etc.
* 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)* Fire and Explosion Hazards (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, 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 ill/ injured individual
 | Exposure to blood or | Contact with blood or OPIM due | * Utilize standard precautions
* Follow your infection control policy and guidelines
 | Disposable non-latex or nitrile gloves | **\*** Bloodborne Pathogens - |

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

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| * Working in close proximity to others
* Repairing plumbing fixtures and systems
 | other potentially infectious material (OPIM) | to injury/ illness, drooling, spitting, vomiting, biting, scratching, handling soiled items, etc. | * 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
 | Eye protection CPR barrier/mask Blood clean-up kit | required with annual refresher (VS)* PPE (VS)

**\*** First Aid/CPR/ AED (required as assigned) |
| General activities | Physical or verbal abuse | Being struck, hit, bit, stepped on, injured, or verbally abused | * Selecting clothing/footwear/accessories mindfully:
	+ Avoid loose/baggy clothing that can be caught in moving equipment and/or grabbed or pulled, i.e., dangling earrings or hoops, necklaces, strings, scarves, lanyards, 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
* Maintain situational awareness
 | Follow district’s de- escalation policy | * 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
* Maintain situational awareness and two routes of escape (whenever possible)
* Follow district policies
 |  | * Bullying Prevention/ Intervention(VS)
* Emergency Procedures Workplace Violence (VS)
* De-Escalation
 |
| Working alone | * Follow district safety/security policies
* Maintain situational awareness
 |
| 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 the Transportation Section of SS |

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: