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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, set making material, 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, low-heeled footwear with good support
* 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)
 |
| Struck by falling, thrown items | Tree limbs/ branches, supplies stored on shelves, props, and supplies | * Continually maintain awareness, looking up, down, and all around when walking/working outdoors
* Engage all your senses
* Always have an EXIT plan
 | Wear proper footwear for the job, i.e. leather steel toed boots, long pants, gloves etc. |  |
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| Working outdoors* Working outdoors on projects
* Fall hazards if working at height
 | 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) |
| Slip/fall hazardsFalls from heights | Slick surfaces due to:Compact snow/ice Wet floors due to rain Grease/fluids or food on floor | * 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
* Clean up spills immediately
* Follow district fall protection program
 | Recommendations: Fall protection device as required by APPTraction devices | **\***Fall Protection Training (VS) Aerial Work Platform |
| Using/handling equipment and other materials:* Lesson planning
* Setting up/ taking down teaching materials
* Stocking supplies and materials
 | Ergonomic hazards | Lifting and/or overstretching or twisting when handling and moving items such as wood products, props, 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 upheavy loads; 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 | Powered saws, hand tools, knives, mixers, office tools, paper cutter, 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
* Repair/replace damaged/defective items as needed
 |  |  |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING** VS=VECTOR SOLUTIONS |

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|  | Exposure to hazardous noise | Power/hand tools, etc. | * Be cognizant of noise levels and take action to limit exposure, i.e., instruct students not to drop lumber or metal, keep any music <85 db, have hearing protection locate at loud equipment
* 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) |
| Demonstrating to students how to use equipment or perform specific tasks | Working at elevated height, securing set pieces, setting up lighting | Falls from elevated surface, installing props and lighting for performances. | * 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 and districts fall protection program
* Use proper knot tying techniques
* Secure all rigging properly
* Evacuation/rescue plan
 | Fall protection device Recovery devices | **\*** Ladder training (VS) - *prior to using a ladder* |
| Electrical hazard | Powered saws, appliances, heat gun, stage lighting, audio/video, and lighting controls etc. | * Use Underwriters Laboratory (UL) rated equipment and GFCI outlets
* Periodically inspect cords for damage
* Do not place cords where they can be damaged
 |  | * Electrical Safety (VS)
* Lockout/ Tagout Awareness (VS)
 |
| Fire hazards, Chemical exposure | Paints, thinners, grease, or combustible materials near/on heat sources | * Do not place/hang combustible materials on or near heating sources, overhead fire sprinklers, 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,
		- Electrical panel
 |  | **\*** Fire Extinguisher (SS - required with annual refresher)* GHS Training
 |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING** VS=VECTOR SOLUTIONS |

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| Teaching activities | Ergonomic hazards | Standing for extended periods | * Wear comfortable leather footwear with good support
* 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
 |  | Powered and Hand Tool Safety (VS) |
| Overreaching to use/clean board | * 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 bending/squatting/kneeling for prolonged periods
* Use a portable stool/chair to sit beside students
* Position items at a comfortable working height
 |  |  |
|  | Exposure to Hazardous:* Chemicals
* Gases
* Dust
 | Wood stains, paint thinner, inks, cleaners, disinfectants, lead, asbestos, falling ceiling tiles, crumbling flooring or insulation material, etc. | * Use only district-supplied cleaners, disinfectants, chemicals, or other products
* Maintain, read, and follow instructions on the label and Safety Data Sheet(s) (SDS)
* 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.)
* Properly maintain equipment

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)* Asbestos Awareness Training (VS)
 |
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|  | Physical or verbal abuse | Being struck, hit, bit, stepped on, injured, or verbally abused | * Be mindful when selecting clothing, footwear, and 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
 | 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)
 |
| 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/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 | Exposure to blood or other | Contact with blood or OPIM due to | * Utilize standard precautions
* Follow your infection control policy and guidelines
 | Disposable non-latex latex or nitrile gloves (i.e., nitrile) | **\*** Bloodborne Pathogens - |

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| incontinent child ORWorking in close proximity to others | potentially infectious material (OPIM) | 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 | Exposure to hot surface, liquid, or steam | Heater, burner, lamp, cooking appliance, etc. | * Maintain awareness and adequate distance
* Avoid becoming distracted
 | Utilize hot pads and/or mitts |  |
| Motorized vehicle | Driving 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
* Follow vehicle/trailer safe operating guidelines
* Perform a pre-trip inspection before departing
 |  | Driving courses (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 Follow district policies
 |  | * Bullying Prevention/ Intervention (VS)
* Emergency Procedures
* Workplace Violence (VS)
* De-Escalation
 |

**\***= 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: