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| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING** VS=VECTOR SOLUTIONS |
| Computer work for:* Work planning
* Completing 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)
 |
| Working/walking:* In/around school buildings, including but not limited to:
	+ Classrooms
	+ Offices
	+ Hallways
	+ Storage rooms
	+ Shops
	+ Cafeteria
	+ Gyms
* Outdoors:
	+ Cleaning
	+ Taking out trash
	+ Snow/ice removal
	+ Traveling between building
 | Slip/trip/ fall hazards | Books, pens, clothes, crowded storage areas, wet/slick floors, cords, food, fluids, grease, debris, etc. | * Follow good housekeeping practices (consult with supervisor about problematic rooms)
* Cover/secure cords
* Wear comfortable, supportive, no/low-heeled shoes
* Ensure proper lighting; report burned out lights and areas with inadequate lighting
* Walk; don’t run
* Avoid:
	+ Taking shortcuts
	+ Becoming distraction; maintain situational awareness and keep eyes on path
* 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
* Utilize signage to indicate wet floors
 | Traction gripping devices recommended on compact snow/ice | * Slips/Trips/Falls (VS)
* Classroom Safety (VS
 |
| Slick surfaces due to:Compact snow/ice Wet surfaces Leaves Deteriorating asphalt Other debris |
| 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** |

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|  |  |  |  |  | VS=VECTOR SOLUTIONS |
|  | 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
 |  |  |
| Lifting/moving* Equipment
* Garbage
* Recyclables
* Cleaning supplies
* Mop buckets
* Other materials
 | Ergonomic hazards | Lifting and/or overstretching or twisting when handling and moving items such as:* Cafeteria tables
* Garbage
* Dumpster lids
* Cleaning supplies
* Mop buckets
* Furniture (desks, tables, cabinets, 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 size of the load-
	+ Use several small containers to collect heavy items such as food and/or wood scraps, books and large volumes of paper waste
	+ Create a false bottom in large garbage cans by placing another item below the liner or tying a knot in the bottom of the liner
* Eliminate the suction effect in large trash cans that do not have built-in channels along the inside by drilling small holes in the sides of the can approximately ⅓ up from the bottom
* Store light items on upper shelves to avoid lifting/stacking heavy items above shoulder height
 |  | * Back Injury and Lifting (VS)
 |
| Cleaning activities* Cleaning surfaces
 | Falls from elevated heights | Cleaning lights, windows, walls, cabinets, etc., changing HVAC filters, retrieving balls | * Use long-handled tools to reach elevated surfaces
* Never stand on furniture (chairs, tables, desks)
* If using a ladder/step stool, inspect it prior to use; if defective, remove it from service
* Follow safe ladder/step stool practices and districts fall protection program
 |  | **\*** Ladder training (VS) - *prior to using a ladder* |
| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING** |

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|  |  |  |  |  | VS=VECTOR SOLUTIONS |
| Cleaning activities* Routine floor care:
	+ Vacuuming
	+ Sweeping
	+ Mopping
	+ Stripping Waxing
	+ Scrubbing
	+ Polishing
	+ Etc.
* Cleaning, sanitizing, and/or dusting:
	+ Sinks
	+ Toilets
	+ Furniture (tables, desks, etc.)
	+ Walls
	+ Ceilings
	+ White boards
	+ Windows
	+ Gyms
	+ Lockers
	+ Closets
	+ Storage areas
	+ Other surfaces
 | Ergonomic hazards impacting muscles and/or joints, i.e., wrists, elbows, shoulders, back, necks, knees, etc. | Standing for extended periods, carrying/using backpack style equipment, overreaching, awkward and/or prolonged bending at waist and/or kneeling, twisting, repetitive movements, exposure to vibrating equipment | * Wear comfortable, supportive, no/low-heeled shoes
* Properly adjust harnesses on backpack style equipment, i.e., vacuums, blowers, etc.
* Use long-handled and/or adjustable telescopic handled tools/equipment (vacuums, mops, brooms, etc., for picking up trash, scraping gum off floors, cleaning toilets, vacuuming, cleaning windows, etc. to reduce/limit bending, squatting, kneeling and to each/clean elevated surfaces
* Turn your feet and upper body to position yourself directly in front of the area you are working on; step sideways as needed
* Avoid overreaching/overstretching
* Consider using magnetic door stops on the inside of restroom stall doors to allow doors to be held in the open position when cleaning the toilet and floors.
* Alternate activities
* Take micro breaks as needed
 | Consider knee pads if kneeling for prolonged periods | Orientation to Specialized Equipment & Equipment Proficiency |
| Electrical hazard exposure | Powered equipment, i.e., buffers, vacuums, carpet cleaners, etc., improperly used or sized extension cords, battery charging systems, small appliances (coffee pot, microwave), changing light bulbs, ballasts, electrical outlets 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
 |  | * Electrical Safety (VS)
* Lockout/Tagout Awareness (VS)
 |
| Exposure to hot surface, liquid, or steam | Heater, burner, lamp, cooking appliance, motors, etc. | * Maintain awareness and adequate distance
* Avoid becoming distracted
* Maintain equipment to promote efficient operation
* Check and change filters and empty collection containers on backpack vacuums regularly
 | Utilize hot pads and/or mitts as needed |  |

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| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING** VS=VECTOR SOLUTIONS |
| Cleaning activities*continued* | Exposure to hazardousChemicals Dust Asbestos | Cleaning product (glass cleaners, acid bowl cleaners, etc.), degreasers, disinfectants, floor waxes and strippers, paints, engine fluids, pesticides, art and shop debris, nuisance dust from vacuuming, dusting, sweeping, shaking mats, falling ceiling tiles, crumbling flooring or insulation materials, etc. | * Use only district-supplied cleaners, disinfectants, chemicals or other products; **do not** mix products
* Use the least toxic chemical product available
* Maintain a current chemical inventory and read and follow instructions on labels and Safety Data Sheets (SDS) for using, storing, cleaning up spills, PPE, ventilation requirements, etc.
* Contact chemical suppliers for additional safety information and/or recommendations
* Restrict indoor operation of fuel-powered equipment. If used, ensure proper ventilation; monitor others for signs/symptoms of Carbon Monoxide (CO) exposure; and use a CO monitor
* Know the location of, how to use, and routinely check/test safety and emergency equipment (i.e., safety shower, eyewash, fire blanket, fire extinguishers, first-aid kit, spill kits, etc.)
* Report damaged/falling building materials (ceiling tiles, flooring, insulation, etc.) to maintenance
* 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)
 | Follow manufacturer’s recommendations for PPE (neoprene gloves, chemical aprons, non- vented goggles, face shields, respirators, etc.) | **\*** Hazard Communication Program (GHS)* Environmental training modules pertaining to chemicals including Safety data sheets, spills, etc. (VS)

**\*** Asbestos Awareness Training (VS)* Scent Awareness (VS)
 |
| Contact with sharp, moving, rolling, or pinching objects | Cleaning equipment, broken glass, needles, lids, knives, doors, gates, dumpster lids, bleachers, chair racks, folding chairs, cafeteria tables, carts/dollies, ladders, office tools, hand/ powered tools, etc. | * Use tools (tongs, broom/dustpan, etc.) to clean up broken glass; place in puncture-proof container
* Use tools or small objects (i.e., small box or can) to compress garbage in trash cans, not your hands
* Hold/carry trash bags away from your body
* Be attentive and avoid distractions
* Follow safe work practices and manufacturer’s directions for using/storing equipment, i.e., inspecting equipment prior to use to ensure all safety guards are in place, using latches on paper cutters to secure the blade in downward position when not in use, etc.
* Repair/replace damaged/defective items as needed
* Utilize door chocks as needed to prevent unexpected closure
 | Cut-resistant gloves when cleaning up broken glass | * Hand or Power Tool Safety (VS)
* Utility Cart Safety (VS)
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| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING** VS=VECTOR SOLUTIONS |
| Cleaning activities*continued* | Exposure to hazardous noise | Powered floor sweepers and polishing equipment, leaf blowers, 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 to your supervisor/manager suspected violations of 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)
	+ Covering electrical panels/switches/outlets or hanging on/near heating sources/fire sprinklers
	+ Covering glass in or adjacent to doors (blocking 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 and Explosion Hazards (VS)
* Fire

Extinguisher Safety (VS) |
| General activities | 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 VS |
| Physical or verbal abuse | Being struck, hit, bit, stepped on, injured or verbally abused | * Selecting clothing/footwear/accessories mindfully:
	+ Avoid loose/baggy clothing and accessories which could be pulled or caught in moving equipment, i.e., dangling strings, earrings/hoops, necklaces, scarves, lanyards, etc.
	+ Long sleeved shirts and long pants help protect the skin if bitten or scratched
* Tie back/secure long hair
* Maintain situational awareness
 | Follow district’s de- escalation policy | * De-escalation Strategies as assigned (VS)
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| **TASKS** | **POTENTIAL HAZARDS** | **EXAMPLES** | **CONTROLS** | **PERSONAL PROTECTIVE EQUIPMENT (PPE)** | **TRAINING** VS=VECTOR SOLUTIONS |
| General activities*continued* | Workplace violence | Student fights, upset people, intruders, etc. | 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
 |
| Assisting an injured/ill individual or incontinent child, 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 latex or nitrile gloves (i.e., nitrile)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) |
| Cleaning restrooms and/or surfaces contaminated with blood/body fluids, (human, animals, rodents, etc.)Assisting injured/ ill individual(s)Working in close proximity to others | Exposure to blood or other potentially infectious material (OPIM) | Contact with:* Blood or OPIM due to injury/ illness, biting, drooling, spitting, vomiting, scratching, handling soiled items, etc.
* Rodent urine/ droppings, nests, 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 glovesEye protection CPR barrier/mask Blood clean-up ki | **\*** Bloodborne Pathogens - required with annual refresher (VS)* PPE (VS)

**\*** First Aid/CPR/ AED (required as assigned)* Integrated Pest Management (VS)
 |

**\***= 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: