

Business, Marketing, Information Technology, Computer Science, DGM & Broadcasting

Safety in Facilities and in the Use and Storage of Equipment

The following guidelines promote safety in the business and information technology (IT) lab:

Facilities

- Post and follow all classroom and school guidelines for safety.
- All lab entrances must be secured when the teacher is not in the classroom to prevent theft and vandalism.
- Consideration must be given to traffic patterns and the movement of students through the lab. Accessibility to scanners, printers, and other shared resources must be addressed when planning the lab.
- LEAs must consider the use of custom furniture to eliminate hazards from wiring.
- Adequate power outlets must be placed so that the use of extension cords and the overloading of circuits is eliminated.
- Efficient use of light is essential to create an environment free of shadows and glare.
- Store, classroom, and storage areas must be free of
 - sharp edges
 - opened drawers;
 - obstructing materials (e.g., extension cords, school supplies);
 - protruding merchandise or stock;
 - display overhangs;
 - litter on floor, tables, counters, desks, and shelves;
- Secure or place at floor level all heavy fixtures or merchandise which could fall and cause injury.
- Ensure that fixture glass is tempered; this prevents easy breaking of a display case or countertops upon sudden impact with hard objects.

Equipment

- Tables and monitors or laptops must be placed so that students remain at least 18 inches from the screens.
- Computers generate a significant amount of heat. Air conditioning and uniform airflow is essential to prevent unsafe conditions and computer failures.
- Unless it is a part of supervised instruction, students must be denied access to the inside of student workstation computers, printers, and other peripheral devices through the use of locks or appropriate furniture. Laptop/electronic device carts may provide additional security.
- Lasers, exposure units, studio lighting, and similar devices emit powerful amounts of light that may be harmful to the eye. Precautions must be taken to prevent eye damage when using light-emitting devices. Such precautions must include the placement of warning signs, instruction in the device's proper use, student safety testing, and the appropriate placement of power switches.
- Fundamental ergonomic principles must be examined and followed in all computer lab settings to increase workplace performance. Refer to the ErgoPlus website (<http://ergo-plus.com/fundamental-ergonomic-principles/>) for the eight fundamental principles.
- Provide proper ventilation and/or exhaust in the area around a sign-making machine, duplicating equipment, and in other areas as required.
- Avoid carrying excessive loads or stacks that may impair vision and/or strain the back.
- Store all sharp items in a non-glass unbreakable container with points downward.
- Keep sharp points/edges away from self and others while working and always hand a pointed instrument to another person with the point away from the recipient.
- Ensure that paper cutters have a safety guard.

Internet Safety

The following guidelines promote Internet safety:

- Refer to the *Providing Digital Safety Measures* on the USBE website (<https://www.schools.utah.gov/safehealthyschools/digitalsafety>).
- Follow all school division policies on Internet use for the physical and legal protection of students and teachers.
- Students must not provide personal information to websites using school computers.
- Individual student passwords are recommended for network security.

Additional helpful resources: [ISTE](#), [UEN Social Media at School](#)

Safety in School Based Enterprise (SBE) School Store

What does this environment look like? (Describe it, common characteristics)

Retail, apparel, or a mixture; online or live or hybrid.

Guiding Questions: (What should the teacher ask themselves or consider?)

- How many students can be in the space at one time?
- Should a marketing/accounting/entrepreneurship class be required before taking this class?
- Are you allowing the students a hands-on opportunity or are you as the teacher doing most of the work?
- Does this support the Business, Finance & Marketing program and not just the school?

Foundational Safety Measures (What should be present in every area?)

- Does everyone need a food handler's permit?
- Are you following your district's procedures and policies for handling cash and card transactions?
- What equipment is needed to have safety training in your SBE?
 - a. Fire Extinguisher, hotpads, tongs, gloves, masks, sneeze guards, and cleaning chemicals
 - b. Correct power for appliances, no daisy chaining outlets
 - c. Hand washing vs Dishwashing sinks
 - d. Inventory systems (FIFO)
- Security needs, locked door and surveillance, Cash handling procedures

Helping Students in this Environment (ADA, Special Populations, Other Ideas)

- Are your store areas ADA compliant, or how can you put in place a process to make these areas accessible?

Additional helpful resources: (Links, references, etc.)

DECA SBE (Safety and security section)

<https://www.deca.org/wp-content/uploads/2021/07/SBE-Chapter-Certification-21-22.pdf>

Safety in Classroom

What does this environment look like? (Describe it, common characteristics)

A traditional classroom environment with desks, tables, etc.

Guiding Questions: (What should the teacher ask themselves or consider?)

- Do you have emergency response materials?
- Do you have first aid materials for minor incidents?
- Are pathways and sitting areas clear from hazards? (tripping, supplies properly stored, cables protected)

Foundational Safety Measures (What should be present in every area?)

- Does your school/district have or provide disinfectants?
- Are there requirements for you to sanitize equipment?
- Do you have a resource library or supply closet?
- Are resources and supplies properly stored and clear of hazards?
- Do any supplies need to be locked up or stored differently?

Helping Students in this Environment (ADA, Special Populations, Other Ideas)

- Is your classroom ADA compliant and accessible? (Are desks clear of the door and pathways wide enough to accommodate)
- Is your classroom welcoming and comfortable for all learning styles?
- Is your classroom clean and organized?

Safety in Computer Lab

What does this environment look like?

An area that includes computing devices such as stationary computers, Chromebooks, iPads, iPods, or other such devices in which students access online or digital environments to participate in the learning process.

Guiding Questions: *What should the teacher ask themselves or consider?*

- Does your disclosure detail clearly and comprehensively procedures for expectations and access privileges when using your computing devices?
- Have you provided basic training on procedures and expectations in the classroom when using the devices? Are these clearly displayed and accessible for students for continued reference?
- Have you included inclusive spaces for IEP, 504, Language Learners, or other accommodations?
- Have you reviewed student privacy and safety guidelines for data within your school, district, or state, and the implementation of FERPA laws?
- What is your plan to continually reinforce policies and procedures for the computer lab space? Have you considered follow-up times to review, reteach, or how you will positively reinforce these expectations?

Foundational Safety Measures: *What should be present in every area?*

- Do you have policies in place for the proper use of the physical components (i.e. Chromebooks, Desktops, iPods, etc.) and been taught to students?
- Do your students have an understanding of digital citizenship principles and online safety when working in digital environments with the computer device?

- Do your students have guidelines for proper use of the Learning Management System (LMS - Canvas, Google Classroom, Classroom Website, etc.) when communicating online and submitting work?
- Do you teach students how to clean, care for, and respect their computing device and workspace area?

Helping Students in this Environment (ADA, Special Populations, Other Ideas):

- Review IEP and 504 requirements to plan with accommodations for students
- Provide ample work area for students with ADA accommodations
- Create online materials that are ADA accessible and differentiated for the needs of special populations for students to use

Additional helpful resources: Ask a teacher or district specialist to help you, Email the state specialist, Example? [University of Washington ADA Checklist](#),

Safety in MakerSpace

What does this environment look like? (Describe it, common characteristics)

Description:

Open Space containing desks, some computers, hobbyist or commercial grade equipment. Equipment may include heat-press, laser engraver, cutting implements, screen printing, sublimation printers, specialty printers, inks, and dyes.

Guiding Questions: (What should the teacher ask themselves or consider?)

- How will you keep your students physically safe in the environment
 - Procedure for care of the student in case of injury, procedure for reporting to LEA, safety tools needed in the makerspace
- How do my students access the equipment?
- How do we make sure equipment is well maintained?
- What are the connection needs for the equipment, both electrical and internet?
- What is the training procedure for the students?
- Is there a requirement or Board Rule for cutting implements?

Foundational Safety Measures (What should be present in every area?)

- Check-in and out list for equipment. Maintenance is examined on both ends.
- First Aid kit and burn kit
- Fire Extinguisher, heat gloves
- Ventilation for laser cutter or printer
- Internet Safety firewalls, teacher programs for monitoring

Helping Students in this Environment (ADA, Special Populations, Other Ideas)

- Keep equipment cords and aisles clear and free of tripping hazards
- Ensure you have handicap accessibility for desks and computers

Additional helpful resources: (Lanschool.com)

Safety in the Classroom CS/IT:

What does this environment look like? (Describe it, common characteristics)

A traditional classroom environment with desks, tables, etc.

Guiding Questions: (What should the teacher ask themselves or consider?)

- Do you have emergency response materials?
- Do you have first aid materials for minor incidents?
- Are pathways and sitting areas clear from hazards? (tripping, supplies properly stored, cables protected)

Foundational Safety Measures (What should be present in every area?)

- Does your school/district have or provide disinfectants?
- Are there requirements for you to sanitize equipment?
- Do you have a resource library or supply closet?
- Are resources and supplies properly stored and clear of hazards?
- Do any supplies need to be locked up or stored differently?

Helping Students in this Environment (ADA, Special Populations, Other Ideas)

- Is your classroom ADA compliant and accessible? (Are desks clear of the door and pathways wide enough to accommodate)
- Is your classroom welcoming and comfortable for all learning styles?
- Is your classroom clean and organized?

Additional helpful resources: (Links, references, etc.)

Safety in Computer Labs:

What does this environment look like?

An area that includes computing devices such as stationary computers, Chromebooks, iPads, iPods, or other such devices in which students access online or digital environments to participate in the learning process.

Guiding Questions: *What should the teacher ask themselves or consider?*

- Does your disclosure detail clearly and comprehensively procedures for expectations and access privileges when using your computing devices?
- Have you provided basic training on procedures and expectations in the classroom when using the devices? Are these clearly displayed and accessible for students for continued reference?
- Have you included inclusive spaces for IEP, 504, Language Learners, or other accommodations?
- Have you reviewed student privacy and safety guidelines for data within your school, district, or state, and the implementation of FERPA laws?
- What is your plan to continually reinforce policies and procedures for the computer lab space? Have you considered follow-up times to review, reteach, or how you will positively reinforce these expectations?

Foundational Safety Measures: *What should be present in every area?*

- Do you have policies in place for the proper use of the physical components (i.e. Chromebooks, Desktops, iPods, etc.) and taught them to students?
- Do your students have an understanding of digital citizenship principles and online safety when working in digital environments with the computer device?
- Do your students have guidelines for proper use of the Learning Management System (LMS - Canvas, Google Classroom, Classroom Website, etc.) when communicating online and submitting work?

- Do you teach students how to clean, care for, and respect their computing device and workspace area?

Helping Students in this Environment (ADA, Special Populations, Other Ideas):

- Review IEP and 504 requirements to plan with accommodations for students
- Provide ample work area for students with ADA accommodations
- Create online materials that are ADA accessible and differentiated for the needs of special populations for students to use

Additional helpful resources: Ask a teacher or district specialist to help you, Email the state specialist, Example? [University of Washington ADA Checklist](#),

Safety in TV Broadcasting & Digital Media classrooms:

What does this environment look like? (This could be different for every classroom.)

An area that includes computing devices such as stationary computers, laptops, iPads, or other such devices in which students access online or digital environments to participate in the learning process.

Light and heavy duty equipment may include cameras, video equipment, harnesses, lighting equipment, microphones, ladders, lifts, etc. This would also include access to major studio quality equipment.

Guiding Questions: (What should the teacher ask themselves or consider?)

- How will you keep your students physically safe in the environment
 - Procedure for care of the student in case of injury, procedure for reporting to LEA, safety tools needed in the makerspace
- How do my students access the equipment?
- What is the education given to the students about the equipment they are using? The value, the use, the care of, the replacement value of, etc.
- How do my students check in & out the equipment?
- How do we make sure equipment is well maintained?
- What are the connection needs for the equipment, both electrical and internet?
- What is the training procedure for the students?
- Is there a requirement or Board Rule for cutting implements?

Foundational Safety Measures (What should be present in every area?)

- Check-in and out list for equipment. Maintenance is examined on both ends.
- First Aid kit and burn kit
- Fire Extinguisher, heat gloves
- Proper ventilation for specialty printer
- Internet Safety firewalls, teacher programs for monitoring

Helping Students in this Environment (ADA, Special Populations, Other Ideas)

- Keep equipment cords and aisles clear and free of tripping hazards
- Ensure you have handicap accessibility for desks and computers

Some examples of Studio Safety Procedures: [Milford High School](#), [DOE Virginia](#)