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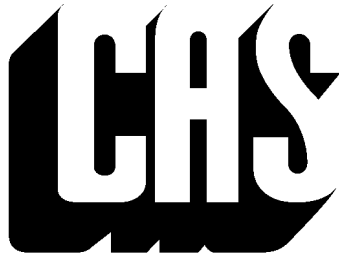
**Claims Administrative Services, Inc.**

*Supervisor's  
Training Series*

For more information regarding the following or other safety topics, please contact the CAS Loss Control Department.

501 Shelley Drive • P.O. Box 7500 • Tyler, Texas 75711  
(903) 509-8484 • (800) 765-2412 • Fax (903) 509-1888  
[www.cas-services.com](http://www.cas-services.com)

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# WRITTEN RESOURCE GUIDE

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## INTRODUCTION/OVERVIEW

Safety training is the cornerstone of a successful safety program. Most other safety related items build upon this foundation of training. Since district supervisors are accountable for the effectiveness of each of their employees, they should also be responsible for all forms of employee instruction, especially safety training.

The partially self-funded worker's compensation programs administered by Claims Administrative Services, Inc., are especially designed for schools and colleges. However, it is sometimes easy to forget that district supervisors are usually not trained educators. As a part of our commitment to provide the "tools" necessary to help districts with the implementation of an effective safety program, the CAS Loss Control and Safety Department has developed the written programs detailed in this manual.

The Supervisor's Training Series is designed to train the supervisors in various areas of safety. Each training manual is designed to be a self-contained and detailed study of a safety topic. All trainer outlines not only contain information on the titled subject, but also provide all the materials necessary for a complete training course for district employees. Each training outline includes:

- Detailed material on the titled subject.
- A handout for all attendees showing the major topics covered.
- A brief exam to determine the level of understanding achieved by attendees.
- An attendance log to document attendance and the topic discussed.

Armed with a training outline, supervisors should be able to give a professional presentation that equips district staff for more productive and safe work habits.

All CAS publications are available free of charge to program participants. Please fill out the request for written materials contained in this manual or call (800) 765-2412, extension 307.



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## CAS Publications

<b>PRODUCT CODE</b>	<b>TITLE/(NO. OF PAGES)</b>	<b>TOPIC OR DESCRIPTION</b>
E3039	<b>A Guide to Your Neck</b> (2 Pages)	A leaflet that discusses what your neck should and should not do.
E3038	<b>About Strains &amp; Sprains</b> (4 Pages)	Discusses the types and causes of strains and sprains along with first aid for these problems.
E3018	<b>Accident Investigation</b> (4 Pages)	<b>Supervisor's Training Series</b> that covers how to investigate accidents. Provides a sample form for documenting accidents.
E3031	<b>Back Pain Cycle</b> (2 Pages)	A leaflet that discusses the cycle of back pain.
E3025	<b>Back Safety for the Office</b> (2 Pages)	A leaflet that discusses safe lifting techniques in the office setting.
E3026	<b>Better Back Basics</b> (2 Pages)	A leaflet that outlines suggestions for preventing back related problems.
E3014	<b>Construction of Flammable Liquid Storage Cabinets</b> (2 Pages)	A leaflet that describes how an approved cabinet can be fabricated by district personnel.
E3027	<b>Electrical Safety Rules</b> (2 Pages)	A leaflet that lists some typical electrical safety concerns.
E3013	<b>Empowerment of the Safety Committee</b> (6 Pages)	<b>Supervisor's Training Series</b> that discusses the formation of an effective safety committee.
E3028	<b>Ergonomic Solutions</b> (2 Pages)	A leaflet that discusses possible causes and cures for ergonomic problems.
E3019	<b>Job Safety Analysis</b> (7 Pages)	<b>Supervisor's Training Series</b> that shows supervisors how to recognize hazards in various jobs and how to develop solutions to abate them.
E3021	<b>Job Safety Observations</b> (4 Pages)	<b>Supervisor's Training Series</b> that helps a supervisor document and correct unsafe acts.
E3030	<b>New Employee Orientation</b> (2 Pages)	A leaflet that lists some suggested general safety rules to assist in new employee training.
E3034	<b>Portable Ladder Safety Rules</b> (2 Pages)	A leaflet that lists some suggested ladder safety rules.
E3012	<b>Positive Employee Discipline Guidelines</b> (7 Pages)	<b>Supervisor's Training Series</b> that provides sample guidelines for employee discipline. Includes a form for documentation.
E3035	<b>Proper Lifting Basics</b> (2 Pages)	A leaflet that covers techniques for safe lifting.



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## CAS Publications

PRODUCT CODE	TITLE/(NO. OF PAGES)	TOPIC OR DESCRIPTION
E3017	<b>Safety Inspections</b> (8 Pages)	<b>Supervisor's Training Series</b> that discusses a formal inspection procedure complete with sample forms.
E3029	<b>Safety Rules for Mowing</b> (2 Pages)	A leaflet that lists some suggested rules for safe grounds maintenance.
E3023	<b>Sample Job Descriptions</b> (74 Pages)	<b>Supervisor's Training Series</b> that includes sample job descriptions for various positions found in the district.
E3022	<b>Slips, Trips and Falls</b> (14 Pages)	<b>Supervisor's Training Series</b> that identifies slip, trip and fall hazards and suggests safety procedures to prevent these accidents.
E3037	<b>Strength Training for Fitness</b> (2 Pages)	A brief discussion of exercise and its benefits to accident prevention.
E3011	<b>Trainer's Guide to Effective Safety Meetings</b> (14 Pages)	<b>Supervisor's Training Series</b> where the steps of an effective safety presentation are discussed.
E3043	<b>Trainer Outline and Review for Exposure Prevention of Bloodborne Pathogens</b> (24 Pages)	<b>Supervisor's Training Series</b> that identifies the most common bloodborne diseases and their symptoms, vaccines available, universal precautions to follow, and presents the elements that must be covered in an exposure control plan.
E3015	<b>Trainer Outline and Review for Lifting Safety and Back Injury Prevention</b> (14 Pages)	<b>Supervisor's Training Series</b> that provides an outline and review of back safety.
E3036	<b>Trainer Outline and Review for Lockout/Tagout</b> (13 Pages)	<b>Supervisor's Training Series</b> that covers concept of tagout or locking out of hazardous energy.
E3045	<b>Trainer Outline and Review for Permit-Required Confined Space Entry</b> (20 Pages)	<b>Supervisor's Training Series</b> that defines what constitutes areas where a permit is mandatory, how to recognize and control the hazards, employer responsibilities providing safe conditions, training required and emergency procedures.
E3016	<b>Trainer Outline and Review for Right to Know — The Texas Hazardous Chemical Communications Act</b> (16 Pages)	<b>Supervisor's Training Series</b> that provides a sample outline for training district staff about the hazardous chemicals to which they are exposed.
E3033	<b>When Back Pain Flares Up</b> (2 Pages)	A short discussion of treatments for back pain.
E3040	<b>Working at Your Desk</b> (2 Pages)	A leaflet that suggests ways of making your chair and computer usage more comfortable.



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Plan Sponsor ID No:	
Date Needed:	Date Shipped:

## CAS RESOURCE CENTER WRITTEN RESOURCE REQUEST FORM

This form should be used to request each written publication. All information must be completed in detail for the correct materials to be printed and shipped. Please assist us by completing the following information:

District Name (Please Print)	Phone No.	
Requestor's Name	Date Materials Needed	No. of Copies Needed
Name of Department /Group Using Materials		
Address		
City	State TX	Zip
Publication Title & No.		
Alternate Publication Title & No.		

Requestor has read and agrees to abide by the CAS Resource Center Written Publication Procedures.

Requestor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### CAS Resource Center Written Resource Request Procedures

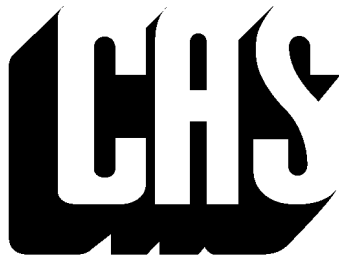
1. The CAS Resource Center includes a non-commercial written publication library to provide training guides and information for use in your safety-training program. You may not request a publication for public showing, rescheduling to others, or for any presentation where a fee is charged.
2. Publications are provided by written, signed requests made on this form. To ensure you receive the most up-to-date version of a publication, titles are printed on request based on number of people to whom presentation will be made. Please allow five (5) working days for printing and shipping. You may either mail or fax your request to the CAS Resource Center. The request must show the date that the material is to be presented, number of people to whom it will be presented, the title and number of the publication being requested and an alternate title and number. If titles are unavailable you will be notified by telephone to arrange alternate dates or titles.
3. Copyright regulations prohibit any duplication or tampering of the publications. Copies may be made for internal use only. Anyone violating the regulations may face criminal and/or civil charges. Your written request for printed materials is your agreement not to copy or duplicate the publication except for use in internal training programs.
4. You may call for confirmation of availability before faxing request. If you have any other questions, please call the CAS Resource Center at (800) 765-2412, Ext.307.

MAIL OR FAX TO:

**CAS Resource Center  
Claims Administrative Services, Inc.**  
501 Shelley Dr.  
Tyler, Texas 75701  
FAX (903) 509-1888

**SAFETY MEETING ATTENDANCE LOG**  
**DATE MEETING HELD \_\_\_\_\_**

NAME/DEPARTMENT		NAME/DEPARTMENT	
<b>1</b>		<b>31</b>	
<b>2</b>		<b>32</b>	
<b>3</b>		<b>33</b>	
<b>4</b>		<b>34</b>	
<b>5</b>		<b>35</b>	
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# *Safety Notes*

Video Resource Guide

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# VIDEO RESOURCE GUIDE

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## INTRODUCTION/OVERVIEW

Hibbs-Hallmark & Company and Claims Administrative Services, Inc., are committed to assisting their clients in maintaining a safe workplace. Video tapes can be used in training both supervisors and employees. This method can also be effectively used to assist in new employee orientation and as a reminder of proper procedures for retraining existing employees. Video taped safety training programs are just one part of an effective safety program. There is no substitute for, or shortcut to, a comprehensive safety program. Videos contained in this resource guide should be used only after a complete safety program has been implemented.

This catalog lists all the titles and subjects we currently have available. Video tapes are all VHS format and are usually 10 to 20 minutes in length.

In addition, the catalog provides some simple guidelines for conducting an effective training session.

## PREPARING FOR YOUR VIDEO TRAINING SESSION

Preparation is one of the key elements for creating an effective video training session. You might want to review “The Supervisor's Training Series: *Guide to Effective Safety Meetings*” before you begin. Many of the items about holding a “live” safety meeting also apply to video training sessions.

## DETAILS TO CONSIDER

There are several details to consider prior to showing a safety video. They are:

- Define the need
- Define the objective
- Preview the video
- Limit the audience
- Plan for discussion
- Meeting room requirements

### Step 1—Define the Need

The first and most important step in conducting an effective safety meeting is that of needs assessment analysis. What is the motivation for having a video safety meeting? Is a video the best method to use at this time? Remember, the easy way is not always the best way.

### Step 2—Define the Objective

What are the results that you want the video meeting to achieve? Some subjects lend themselves to a video format. However, videos should **not** be used when:

- A number of district policies need to be discussed
- Very specific training needs are required
- A number of Federal or State regulations need to be addressed



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# VIDEO RESOURCE GUIDE

Videos are generic in nature and should not be substituted for “live” training session when there is a need to discuss policies, procedures, or regulations.

## Step 3—Preview the Video

Watch the video in advance. This will provide you with the information for the following steps.

## Step 4—Limit the Audience

It is vital that the video be relevant to the viewers. If job types or settings shown in the video are vastly different from those of the viewer, the program loses its effectiveness.

## Step 5—Plan for Discussion

Take notes of the key ideas while previewing the video. Emphasize these ideas and use them as a source for discussion after showing the video. Also note any policies or procedures shown in the video that are contrary to district policy. The district's policies should be discussed with the group to prevent any misunderstandings.

## Step 6—Meeting Room Requirements

The meeting room should comfortably hold all anticipated employees. Outside distractions should be held to a minimum. Provide an attendance log showing who attended the meeting and an outline of what was discussed. A sample form is included with this manual. Use the following as a meeting room checklist:

- Is there adequate space for all attending?
- Is the heating or cooling proper for the anticipated group?
- Is the TV monitor functional?
- Is the VCR the correct type (VHS) and is it functional?
- Prepare an attendance log. (A sample is included in this manual.)

## CONCLUSION

Video training can be a very effective tool in providing safety awareness. Be enthusiastic about the results you expect from your presentation. Don't be afraid to let the group know that you feel strongly about the need for employee safety.



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# VIDEO RESOURCE GUIDE

## CAS Video Selections

PRODUCT CODE	TITLE/LANGUAGE/TIME	TOPIC OR DESCRIPTION
1004C-CAS	<b>Accident Causes &amp; Prevention</b> (English/11 Min.)	Short program for training employees in the vast majority of accident causes-unsafe acts and how to prevent them. Most accidents are caused by unsafe acts; therefore the majority of safety efforts should be in reducing these types of acts.
7004A-CAS	<b>Administrative Employee Safety Orientation</b> (English/16 Min.)	This program provides for administrative employee safety training for offices, playgrounds, and other topics. Topics include lifting, ladders, accident reporting and prevention and much more.
1011H-CAS	<b>ARC Welding Safety</b> (English/12 Min.)	An excellent review of ARC welding safety, safety hazards and health hazards associated with this type of welding operation.
3004A-CAS	<b>Back Care</b> (English/11 Min.)	Most back care videos address lifting nice, clean boxes in a non-strenuous environment. In the real world, many injuries result from shoveling, operating breakers, lifting pipe and bags of concrete, etc. This program offers ways to avoid back strain.
1009D-CAS	<b>Back Injury Responsibility</b> (English/12 Min.)	Explains principles of the back, safe lifting techniques, 10:1 ratio, safe lifting zones and more. One back injury prevention video is not enough. A variety of views on safe lifting are demonstrated.
1015B-CAS	<b>Bloodborne Pathogens for Non-Healthcare Workers</b> (English/14 Min.)	Designed for <b>all employees</b> regardless of their job to make them more aware of HIV and Hepatitis B viruses that can be transmitted through blood or body fluids contaminated with blood products. Helping an accident victim, providing CPR in an emergency could result in the transmission of a BBP. Therefore, having the basic knowledge and information, everyone can reduce their risk of exposure. For all audiences, but specifically for persons who are not at occupational risk of exposure, but could be infected by "Good Samaritan" acts or by not understanding the risk.
8020A-CAS	<b>"Book 'm Danno"</b> (Humor/English/18 Min)	Takeoff of 1940's private investigator character who reports to work early, walks around workplace detecting numerous hazards. Guaranteed to "spark" any safety training program and improve safety awareness for all employees.
7017A-CAS	<b>Chemical Waste Minimization Program for Education Districts</b> (English/14 Min)	The name of the game in hazardous waste is "minimization!" Districts who reduce their waste stream through adoption of a minimization program find their waste management costs significantly declining.





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# VIDEO RESOURCE GUIDE

## CAS Video Selections

PRODUCT CODE	TITLE/LANGUAGE/TIME	TOPIC OR DESCRIPTION
15008A-CAS	<b>Cleaning/Polishing Floors Without Slips and Falls</b> (English & Spanish/17 Min)	Designed to improve floor surface appearance and at the same time reduce the possibility of slips and falls. Slips and falls are some of the more costly accidents, and this video helps train janitors/custodians on how to reduce the effects of slips and falls.
2004A-CAS	<b>Discipline – The Supervisor’s Role</b> (English/25 Min)	<b>For Administrators and Supervisory Personnel.</b> Discipline is one of the least understood leadership skills. Without any way distracting from your current policies and procedures, this program will explain what discipline is all about, how to achieve it, handling counseling and documentation, as well as how to avoid disciplinary actions.
1010A-CAS	<b>Documentation of Safety Efforts</b> (English/11 Min)	<b>For Administrators and Supervisory Personnel.</b> Teaches supervisors the importance of providing written documentation for all training and safety efforts. More and more regulatory and legal agencies are requiring written documentation to “prove” that training and safety efforts are accomplished. This program outlines the standards and how to meet these requirements.
1017H-CAS	<b>Electrical Safety Overview</b> (English/10 Min)	This program explains electrical safety and what employees can and should do to reduce the risk of injury.
2003A-CAS	<b>Employee Training Responsibilities</b> (English/23 Min)	<b>For Administrators and Supervisory Personnel.</b> Preparation for training employees, their follow-up training and types of training most effective in the work environment are the main focus of this video. Each of these areas are covered with an eye toward maximum efficiency to save time, effort and money. It also emphasizes the need for supervisor participation in the training process.
1019F-CAS	<b>Fire Extinguisher Training and Use</b> (English/10 Min)	A fire extinguisher is a simple but effective piece of equipment in the event of an emergency. This training program explains the various classes of fire, different types of equipment, the key word PASS and many other tips for emergency use of fire extinguishers.
7015A-CAS	<b>Fire Prevention/Electrical Safety in Education</b> (English/11 Min)	This program provides basic safety training in fire prevention and electricity for all persons involved with education: teachers, administration and maintenance personnel.



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## CAS Video Selections

PRODUCT CODE	TITLE/LANGUAGE/TIME	TOPIC OR DESCRIPTION
1022F-CAS	<b>Flammables/Combustibles</b> (English/11 Min)	Excellent program to make everyone more aware of their responsibilities when working with flammables and combustible materials. Safety awareness in storing, using, handling, disposing, proper labeling and identification of these materials.
9009A-CAS	<b>Fleet Shop Safety and Hazardous Materials</b> (English/20 Min)	This video addresses hazardous materials and safety issues common to automotive shops. Specifically targets material safety data sheets, chemicals, asbestos and safety procedures.
1012H-CAS	<b>Gas Welding &amp; Cutting Safety</b> (English/13 Min)	When using gas welding and cutting, safety is an integral part of any operation. Program explains cylinder connections, valves, "cracking" and basic safety procedures when using gas welding and cutting.
8012A-CAS	<b>Hand and Power Tool Safety</b> (English/14 Min)	Excellent for anyone using hand and power tools, this video covers safety information for most common tools.
7005A-CAS	<b>Hazard Communications for Administration &amp; Teachers</b> (English/14 Min)	This video complies with Texas Department of Health training requirements for employee "right to know" programs. Topics include material safety data sheets (MSDS), labeling, chemical hazards and basic prevention techniques to avoid chemical exposure.
7006A-CAS	<b>Hazard Communications for Custodial &amp; Maintenance</b> (English/12 Min)	This program complies with Texas Department of Health training requirements for people in these jobs. Detailed information is provided for material safety data sheets (MSDS) and labeling, as well as in depth coverage of hazard communications.
7018A-CAS	<b>Hazardous Chemicals &amp; Materials in an Educational Environment</b> (English/12 Min)	This program explains OSHA, EPAN and Texas Department of Health requirements for labeling, storing, using, handling and disposing of hazardous chemicals and materials. Asbestos hazards are also briefly discussed.
1004A-CAS	<b>Hazardous Energy Source Lockout/Tagout</b> (English/14 Min)	This program meets the requirements for training employees in lockout/tagout procedures. Trains both "affected and authorized" employees.
1009A-CAS	<b>How to Develop an Effective Safety Program</b> (English/21 Min)	<b>For Administrators and Supervisory Personnel.</b> This tape explains how supervisors are the key to any program and how to provide safety leadership. Complete step-by-step program for successfully developing and implementing an effective safety program. These steps, when implemented, have reduced accidents and injuries by as much as 50% to 75%.



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## CAS Video Selections

PRODUCT CODE	TITLE/LANGUAGE/TIME	TOPIC OR DESCRIPTION
1026A-CAS	<b>How to Investigate an Accident</b> (English/15 Min)	<b>For Administrators and Supervisory Personnel.</b> Teaches the basics of accident investigation, the important points to consider when developing facts for an accident report. Goes through a scenario of an accident investigation.
1001I-CAS	<b>How to Prevent Slips &amp; Falls</b> (English/17 Min)	Excellent program for making employees aware of slip and fall dangers and how to prevent these often serious injuries. Covers floors, waxes, runners and other aspects of slip/fall prevention.
8003A-CAS	<b>Human Behavior – Reducing Unsafe Acts</b> (English/15 Min)	This program addresses real solutions to unsafe acts through counseling and discusses supervisor and employee accountability for unsafe acts. Put into practice, the techniques outlined in this video can easily save thousands of dollars in injury costs and spark increased productivity.
1019I-CAS	<b>Job Safety Analysis</b> (English/12 Min)	<b>For Administrators and Supervisory Personnel.</b> Program explains what job safety analysis is all about and how to conduct a job safety analysis.
6002A-CAS	<b>Kitchen Safety</b> (English/15 Min)	A “must see” for employees working with knives, cooking utensils, slicers, cutters and other kitchen equipment. Trains employees in the proper use of and safety procedures involving kitchen equipment, as well as accident prevention in the kitchen.
8019A-CAS	<b>Ladder Safety</b> (English/11 Min)	Safe use of step ladders, straight ladders and platform ladders. Explains 4:1 rule when placing straight ladders, the belt buckle rule, 36” requirement for straight ladders above landings and more.
3019A-CAS	<b>Landscape Maintenance</b> (English/12 Min)	Addresses landscape maintenance safety when using mowers, cutters, knives, trimmers and chain saws. Safety procedures relating to chemicals and hazardous materials used in this industry.
6005A-CAS	<b>Restaurant Hazard Communications /Right to Know</b> (English/15 Min)	This program meets OSHA, Texas Department of Health and EPA standards for hazard communications. It explains hazardous materials in the restaurant environment, chemical labels and material safety data sheets (MSDS).
7014A-CAS	<b>Safe Lifting</b> (English/12 Min)	Program on how to lift safely and how to use back support devices. This program explains lifting procedures with back supports.



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# VIDEO RESOURCE GUIDE

## CAS Video Selections

PRODUCT CODE	TITLE/LANGUAGE/TIME	TOPIC OR DESCRIPTION
2014A-CAS	Safety and the Supervisor (English/25 Min)	<b>For Administrators and Supervisory Personnel.</b> A safety manager isn't responsible for safety, the supervisor is. This program explains what a safety program is, how the supervisor's actions and enforcement of the rules are the key factors in an effective program and some of the legal responsibilities of the supervisor.
1008A-CAS	Safety Committees – The Real Story (English/14 Min)	<b>For Administrators and Supervisory Personnel.</b> In the limited time available, an effective safety committee may be difficult to achieve, but can be very productive is properly used. In most cases, safety committees become a burden rather than providing true benefit. This program explains how to make them effective, without wasting time or effort.
1005A-CAS	Safety Inspection Checklist (English/14 Min)	<b>For Administrators and Supervisory Personnel.</b> Overview of what workplace inspections are all about, how to complete forms and basics relating to unsafe conditions in any type of workplace.
1018I-CAS	Safety is Your Responsibility (English/14 Min)	Program designed to supplement training in the general hazards to which employees may be exposed. Explains safety basics, such as clothing and jewelry hazards, personal protection, machine guarding, electrical safety, safe lifting, fire protection and more. Can be used as an employee orientation program.
7007A-CAS	Safety Orientation for Custodial & Maintenance (English/20 Min)	This program discusses general hazards on the job, including hand and power tools, electricity, machine operations, lifting, fire, asbestos, personal protective equipment and more.
1017A-CAS	Safety Tips for New Safety Supervisors (English/13 Min)	<b>For Administrators and Supervisory Personnel</b> assigned the job of coordinating a safety program. Explains the fundamentals and some special tips necessary to develop a safety program.
8004A-CAS	Supervisors' Guide to Accident Investigations (English/14 Min)	<b>For Administrators and Supervisory Personnel.</b> This program demonstrates the need for accurate accident investigations and explains a basic investigation form, including why the information is necessary.
7003A-CAS	Teacher Safety Orientation (English/20 Min)	This program meets training requirements about general hazards in the classroom and educational environment. Suitable for both inexperienced and experienced teachers, it covers electrical and mechanical safety, lifting, ladders, accident prevention and reporting, chemicals and more.
1020I-CAS	The Training Instructor (English/14 Min)	<b>For Administrators and Supervisory Personnel.</b> Excellent program to teach supervisors and training instructors how to develop a lesson outline, how to make presentations, proper documentation of training efforts and more.



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## CAS RESOURCE CENTER AUDIOVISUAL LOAN REQUEST FORM

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Requestor's Name		Date Materials Needed	No. of Copies Needed
Name of Department /Group Using Materials			
Address			
City	State	Zip	
		TX	
Publication Title & No.			
Alternate Publication Title & No.			

Requestor has read and agrees to abide by the CAS Resource Center Written Publication Procedures.

Requestor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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2. Publications are provided by written, signed requests made on this form. To ensure you receive the most up-to-date version of a publication, titles are printed on request based on number of people to whom presentation will be made. Please allow five (5) working days for printing and shipping. You may either mail or fax your request to the CAS Resource Center. The request must show the date that the material is to be presented, number of people to whom it will be presented, the title and number of the publication being requested and an alternate title and number. If titles are unavailable you will be notified by telephone to arrange alternate dates or titles.
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4. You may call for confirmation of availability before faxing request. If you have any other questions, please call the CAS Resource Center at (800) 765-2412, Ext.307.

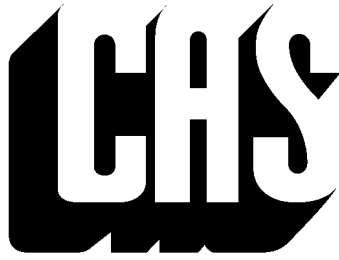
MAIL OR FAX TO:

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**Claims Administrative Services, Inc.**  
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Tyler, Texas 75701  
FAX (903) 509-1888

**SAFETY MEETING ATTENDANCE LOG**  
**DATE MEETING HELD \_\_\_\_\_**

NAME/DEPARTMENT		NAME/DEPARTMENT	
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2		32	
3		33	
4		34	
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6		36	
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*(List Topics Covered on the Back of This Form)*



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# *Safety Notes*

A Guide To Your Neck

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# A GUIDE TO YOUR NECK

A healthy neck has a slight forward curve that keeps it in balance with the curves of your spine. When this balance is maintained, these curves distribute your body weight evenly and protect your muscles and ligaments from pulls and strains. The key to maintaining this balance is developing proper posture—whether you are sitting, standing, or lying down—it starts with your neck.

## YOUR NECK'S STRENGTHS AND FLEXIBILITY

Your neck is composed of seven cervical vertebrae. Flexible yet strong, they support your skull and hold your head erect. This column of vertebrae also protects your spinal cord.

Within your neck is an arrangement of muscles. These muscles control rotation, flexion, and extension of the head, movements of the tongue, and assist in speaking. In addition to these muscles of the neck, several deep muscles of the back and shoulder extend into the neck region. When your neck muscles are strong and flexible, your neck is healthy and pain free. Muscle spasm or stiffness can cause pain and discomfort of the neck, shoulders, and back.

The strength and flexibility of your neck's vertebrae and muscles allow freedom of movement and protect your spinal cord. When the components of your neck are in balance, there is no pressure on the nerves of your spinal cord.

## WHAT YOUR NECK CAN DO

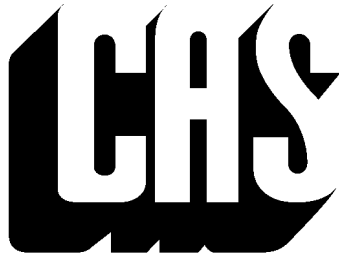
Your neck is designed to move forward and back, to tilt from side to side, and to rotate equally from side to side.

Because the neck is flexible it is often abused. Treat your neck with the respect it deserves.

## WHAT YOUR NECK SHOULD NOT DO

Many problems of the neck are caused by bad habits. But people often don't know what they are doing is causing the problem.

- **Cradling a phone headset between head and shoulder.** This position produces inflammation of neck joints and stresses your shoulder muscles. Use a shoulder rest, an operator's headset or a speaker phone.
- **Propping up your head with pillows to read in bed.** Bending your neck at an angle encourages degenerative changes in your vertebrae. Sit up straight with a pillow under your knees to relieve pressure on the lower back.
- **Sleeping with the wrong pillow.** Specially designed pillows for back or side sleepers support the neck without lifting the head at a sharp angle.



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# *Safety Notes*

About Strains and Sprains

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# ABOUT STRAINS & SPRAINS

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## *Exactly what are Strains and Sprains?*

They are common injuries—and they are often misunderstood or confused with each other.

*Strains* occur when muscles or tendons are stretched or torn. (A strain is often called a “pulled muscle.”)

*Sprains* occur when ligaments that link bones together (forming joints) are stretched or torn. A sprain is more serious than a strain. Ankles, knees, wrists and fingers are the most common sites for sprains.

## *Why should you learn about Sprains and Strains?*

Because, with the right knowledge, you can: 1) recognize these injuries if they happen to you or to someone you know; 2) treat minor injuries yourself, and keep them from becoming more serious; 3) know when professional medical help is needed; and 4) prevent future injuries, by keeping your body flexible and strong.

Muscles and tendons help us move by pulling bones back and forth. Muscle tissues are made of tiny fibers that become more flexible when they're warm. Because they are fed by a rich blood supply, torn muscles can bleed heavily under the skin, causing bruising and swelling. Tendons anchor the ends of muscles to the bones. Their fibers are stronger than those of muscles, but less flexible. “Tendonitis” occurs when tendons become inflamed due to a strain.

Muscles and tendons can be strained because of: 1) over exertion, when usually inactive muscles or tendons are put to heavy use; 2) lack of flexibility when cold, tight muscles and tendons are called to perform without having a chance to warm up; 3) poor technique, such as when an object is lifted using the back instead of the legs, or when a ball is thrown incorrectly.

Joints allow bending, twisting, and turning. Different types of joints allow different movements. For example:

- √ Ball-and-Socket Joints - in hips and shoulders.
- √ Hinge Joints - in elbows, knees, and fingers.
- √ Gliding Joints - in ankles and wrists.

Joints are complex structures. Ligaments connect the bones and help keep the joint stable. (Some joints have ligaments inside them, too.) Ligaments are not as flexible as muscles or tendons. Cartilage cushions the ends of bones where they meet to form a joint. A tough “sleeve” or “capsule” encloses the joint. It also secretes a lubricating fluid.

Ligaments can be sprained if a joint is forced beyond its normal range of motion by: a fall, a blow, or a sudden twisting movement. When a ligament is torn, the joint is no longer stable. Nearby muscles, tendons, and blood vessels may also be damaged.



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# ABOUT STRAINS & SPRAINS

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## HERE ARE SOME COMMON STRAINS AND SPRAINS:

- √ Shoulder - repeated motions (such as throwing, swinging, rowing or scrubbing) can cause a strain. A blow to the shoulder, or a fall on a flexed elbow or outstretched hand, can cause a sprain.
- √ Groin - attempting a sudden burst of speed while running can strain muscles in the upper, inner thigh.
- √ Thigh - running and jumping can strain quadriceps (muscles in front of the thigh-bone) and hamstrings (muscles behind the thigh-bone).
- √ Foot - running before gradually building up endurance (or in shoes that lack support) can strain the tissue of the arch, causing heel pain at the start of activity.
- √ Wrist - repetitive wrist movement can cause strains. Forcing the hand downward can tear ligaments in the back of the wrist—the most common wrist sprain.
- √ Knee - repeated bending—as in running, swimming, or cycling—can strain tendons. A sudden movement or a blow to the side of the knee can sprain ligaments.
- √ Elbow - repeated throwing or swinging motions can cause a strain, especially if an incorrect technique is used. A blow or fall that suddenly extends the forearm can cause a sprain.
- √ Lower Back - bending suddenly, lifting improperly, or lifting an object that's too heavy can strain back muscles.
- √ Hands and Fingers - repeated or prolonged grasping can cause strains. A blow from catching an object or falling on the hand can cause sprains.
- √ Calf Muscles - repeated over use, over stretching, or just one violent contraction during activity can strain muscles in the calf.
- √ Ankle - suddenly twisting the foot inward can sprain ligaments on the outer side of the ankle.
- √ Achilles' Tendon - making sudden starts or stops before adequately warming up can strain the tendon behind the heel. Calf muscle and Achilles' tendon strains often occur together.

## FIRST AID FOR STRAINS AND SPRAINS

- √ Rest - Stop using the injured part *at once*. Movement increases the chance of permanent injury. Using a sling or splint may be helpful.
- √ Ice - Apply ice as soon as possible to ease pain and slow internal bleeding and swelling. Don't apply directly to skin—put ice in a plastic bag or towel.
- √ Compression - Wrap an elastic bandage around the injury—over or under the ice pack—to further control swelling. Bandage should be snug, but not tight.
  - Use ice and compression for 30 minutes.





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# ABOUT STRAINS & SPRAINS

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- Remove both for 15 minutes to improve circulation.
- Repeat procedure for up to 24 hours, or as your physician recommends. (Do not wear the bandage at night.)
- Elevation - Raise an injured arm or leg above the heart to help drain fluids and slow swelling and bleeding.

The goal is to keep the injury from getting worse and to promote faster healing.

Forty-eight hours after an injury many physicians recommend:

- Moist Heat - a warm bath, shower, or wet towel, or a specially designed heating pad. (Earlier, heat would have increased swelling, but now it aids healing.)
- Gentle Exercise - range-of-motion stretches to reduce stiffness and increase strength. *Stop* if you feel sharp pain.

Seek medical help if you have:

- √ a moderate or severe sprain or a dislocation.
- √ a loss of movement.
- √ severe pain, or pain that lasts more than 24 hours.
- √ no reduction in swelling after 24 hours.

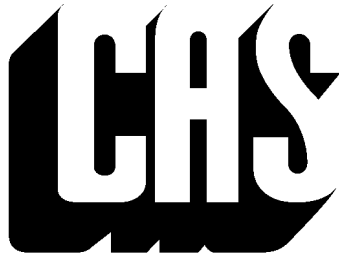
**Note: These are general guidelines. If you have questions about your specific injury, consult a physician.**

A few minutes of prevention can be worth a month of cure!

- √ Warm up.
- √ Start out slowly.
- √ Know what your activity requires.
- √ Cool down.

Remember, when it comes to the pains of strains and sprains:

- Understand how these injuries occur—and how to avoid them.
- Remember “R.I.C.E.” if you have a strain or sprain.
  - √ Rest.
  - √ Ice.
  - √ Compression.
  - √ Elevation.
- √ Know when to seek medical help and follow instructions.



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# *Safety Notes*

The Back Pain Cycle

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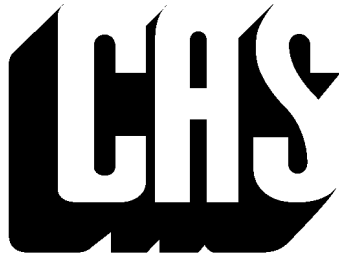
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# THE BACK PAIN CYCLE

Back pain is like a bad dream — the longer it goes on, the worse it gets. So your first goal is to find where you are on the pain cycle, and then to “wake yourself up” and stop the cycle as soon as possible. *What is pain?* Pain comes after a muscle spasm suffocates your muscles and chokes off their oxygen. Early twinges of pain signal temporary changes in your back muscles—damage you can undo with exercise and relaxation. But, let the pain continue for years, and you set the stage for permanent back damage which surgery can never fully repair, no matter how skillful the surgeon. Luckily, most people with chronic pain do not need surgery and still have time to prevent permanent damage to their backs—if they act now, take control, break the pain cycle.

HERE IS HOW THE PAIN CYCLE WORKS:

1. **INACTIVITY AND STRESS.** Being unfit and under stress sets the stage for back pain. Weak muscles can't bounce back when they are hit with stress; instead, they go into spasm. Constant, unrelieved stress always takes its toll somewhere in the body—usually, your back.
2. **MUSCLE SPASM.** One day, for “no reason at all,” you may feel a jabbing pain in your back—a muscle spasm. Your back muscles contract suddenly and painfully, like a “charley horse.” A spasm is your body's natural splinting reaction to prevent more damage to your back.
3. **MUSCLE CAN'T “BREATHE.”** A spasm chokes off circulation to your knotted muscle and cuts off its supply of oxygen-rich blood. Pain increases because the muscle can't take in oxygen to work smoothly and because lactic acid and other waste products build up in the muscle.
4. **STIFF MUSCLE.** Weeks of pain and inactivity lead to stiff shortened muscles. Your spine is locked in place and can no longer move freely, and neither can you. When your back muscles can no longer protect the joints in your spine, the joints may degenerate quickly.
5. **BONE AND DISK DISEASE.** Ignoring pain and stiffness sets the stage for permanent back damage. If you have degenerative disease in your vertebrae (the bones of your spine) and disks (the cushions between the bones), your doctor may recommend surgery.
6. **BED REST AND WORRY.** Inactivity only prolongs the pain cycle, whether you are resting in bed after back surgery or relying on pain medications for relief. If you are flat on your back in bed, your muscles get weaker and stiffer, worry and stress increase, and the cycle repeats itself.



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# *Safety Notes*

Back Safety for the Office

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# BACK SAFETY FOR THE OFFICE

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Although your office job may not involve lifting large or heavy objects, it's important to follow the principles of safe lifting. Small, light loads—stacks of files, boxes of computer paper, books can wreak havoc on your back, neck and shoulders if you use your body incorrectly when you lift. Backs are especially vulnerable! The highest percentage of back injuries occurs when improper lifting is used. Follow these basic principles in the office for anything you lift.

## SAFE LIFTING STEPS

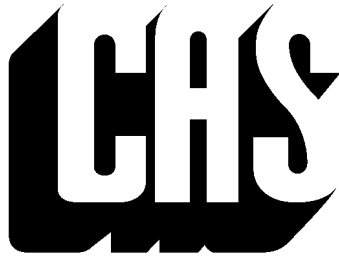
1. Take a balanced stance, feet placed shoulder-width apart. When lifting objects from the floor, squat close to the object to be lifted.
2. Keep your back in its natural or straight position. Tuck in your chin so your head and neck are in a straight line with your back.
3. Grip the object with your whole hand, not just with your fingers. Pull the object close to you, keeping your elbows close to your body to keep the load and your weight centered.
4. Lift by using your legs. Let your leg muscles, not your back muscles, do the work. Be sure your stomach muscles are tightened to help support your back. Maintain your body position as you lift.
5. Never twist when you lift. When you must turn with a load, turn your entire body, starting with your feet.
6. If you must lift the load above your shoulders, stop once you stand up, then rest the load on something, and change your grip.
7. Never carry a load that obstructs your vision in any way.
8. When setting the object down, use the same body mechanics designed for lifting.

## LIFTING FROM YOUR CHAIR

If you must reach something that is on the floor or has fallen off your work station, you will be tempted to lean over from your chair to pick it up. **DON'T DO IT!** Bending from the seated position and then straightening back up puts tremendous strain on your entire back. Also, the chair, stool, or whatever you are sitting on could roll or slip out from under you. Instead, stand up and follow the same steps you would use to lift any other objects on the floor.

## THINK FIRST

Before you lift anything, think first about the safest route you will take going down and also coming back up. By following safe lifting rules you can protect your back, neck, and shoulders from injury.



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# *Safety Notes*

**Better Back Basics**

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# BETTER BACK BASICS

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When you experience back pain you are experiencing one of the most common woes known to modern man. Although it can be very painful, it can usually be resolved without surgery and without disability. To help with your understanding of the back, we have prepared this information for you.

## AUTOMOBILES

1. Do not drive or ride in a car any more than necessary.
2. If you must drive, put a small pillow behind the small of your back for support.
3. Use the seat belt and shoulder harness so your back does not have to work so hard.
4. Move the seat forward so you will not have to extend your legs to reach the pedals.

## STANDING

1. Shift from one foot to the other frequently.
2. If standing in one spot, put one foot up on a foot stool or railing when possible.
3. Stand with shoulders relaxed, arms and hands slightly forward of the body, and lean forward a little.
4. When starting to turn and walk from the standing position, move the feet first and follow with turning the body, *not* vice versa.

## SITTING

1. Sitting is hard on the lower back, so do it as little as possible. It is usually more comfortable to stand or lie down.
2. Sit in straight-backed chairs rather than over-stuffed chairs or sofas.
3. Sit with feet on a foot stool so your knees are slightly higher than your hips.

## SLEEPING

1. Use a flat, firm mattress, or waterbed.
2. Try to sleep on your side with one or both knees drawn up toward
3. knees for support.
4. When lying on your back, it often is more comfortable to put pillows under your bent knees.



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# BETTER BACK BASICS

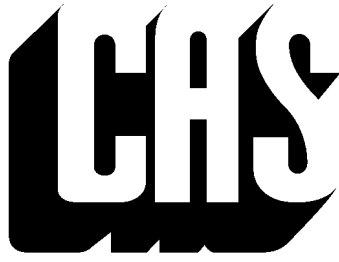
## DO

1. Do follow your doctor's advice on taking medication as directed.
2. Do the exercises for your lower back as directed, unless it causes pain.
3. Do plan on losing weight if you are overweight and on getting into good physical condition if you are not.
4. Do use ice or heat as recommended by your doctor.
5. Do work on keeping good back posture.

## DO NOT

1. Do not vacuum the floor or make beds when your back is hurting.
2. Do not lift any object in an awkward position or away from the body.
3. Do not drive while taking pain medication or muscle relaxants and do not mix them with alcohol.





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# *Safety Notes*

**Construction of Flammable  
Liquid Storage Cabinets**

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# FLAMMABLE LIQUIDS STORAGE

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Not having enough storage space is a common problem shared in all districts. Storage space for paints, duplicating fluids, and solvents is always at a premium. In order to protect district property and personnel, all flammable and combustible liquids should be properly stored.

Approved cabinets may be purchased from a variety of sources. However, even the smallest cabinets are expensive. Most districts possess the equipment to manufacture their own cabinets at a fraction of the cost of commercially available enclosures.

The 1991 Uniform Fire Code<sup>1</sup> provides detailed specifications for building an approved cabinet from either wood or metal.

## DIMENSIONS AND QUANTITIES:

There are no defined minimum or maximum dimensions; however, each cabinet should not exceed a *total* quantity of 120 gallons (60 gallons maximum for flammable liquids, the remainder to be used by other liquids, such as combustibles). Where storage requirements exceed these limits, more cabinets may be added.

## CONSTRUCTION:

- A. LABELING:** Cabinets should be conspicuously labeled with red letters on a contrasting background "FLAMMABLE-KEEP FIRE AWAY."
- B. DOORS:** Doors should be well fitted, self-closing, and equipped with a latch.
- C. BOTTOM:** The bottom of the cabinet should be liquid tight to a height of at least 2 inches. (A sheet metal bottom with the corners soldered or welded can be fabricated for wooden cabinets.)

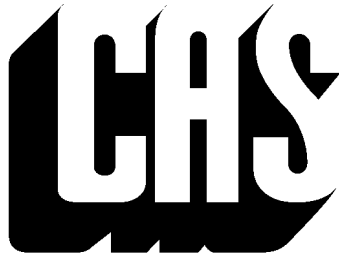
Cabinets may be constructed of metal or wood following these guidelines:

- A. METAL CABINETS:** Metal cabinets should be constructed of steel having a thickness of not less than 0.044-inch (eighteen gauge). The cabinet, including the door, should be double walled with 1 1/2-inch airspace between the walls. Joints should be riveted or welded and should be tight fitting.
- B. WOODEN CABINETS:** Wooden cabinets, including doors, should be constructed of not less than 1-inch exterior grade plywood. Joints should be rabbeted and should be fastened in two directions with wood screws. Door hinges should be of steel or brass. Cabinets should be painted with a heat resistant paint.

**Please Note:** The local fire department or other authority having jurisdiction should be consulted regarding local or regional code compliance before constructing or using these cabinets.

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<sup>1</sup>1991 Uniform Fire Code, Section 79.209.



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# *Safety Notes*

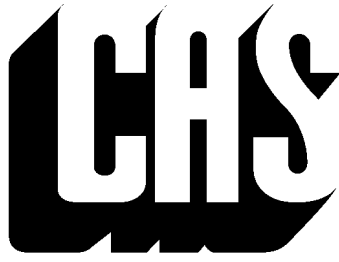
Electrical Safety Rules



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# ELECTRICAL SAFETY RULES

1. Inspect electrical equipment, leads, and wiring regularly for compliance with the National Electrical Code Standards, especially in wet areas; i.e., when steam cleaning wash areas, laundries, kitchens, rest rooms, or any area where proper grounding and ground fault circuit protection is needed.
2. Do not use electrical tools or extension cords that are defective.
3. Do not remove ground prongs or disconnect ground wires of any electrical equipment.
4. Use Ground Fault Circuit Interrupters (GFCI's) when using tools in areas that could be wet.
5. Use only double insulated tools or maintain proper and approved grounding practices.
6. Do not remove the insulating discs from the plug caps.
7. "Lock Out" all equipment before repairing, cleaning, adjusting.
8. Keep the area in front of electrical switches, switch gear, breakers and access to these rooms or areas clear.
9. Do not overload circuits.
10. Do not work closer than 10 feet to any power line.
11. Do not put liquids or containers of liquids on electrical equipment such as transformers, wiring ducts, switch boxes, etc.
12. Do not alter or by-pass breakers or fuse boxes in any way.
13. Keep all covers on junction boxes, outlets. If you have to remove any
14. covers, put them back when you are through.
15. Ground all metal fixed electrical wiring equipment.
16. Label all circuit breakers, electrical switches, and fuse panels as to their use.
17. Be careful of circuits which may have "back feeding."
18. Use only properly rated electrical power cords.
19. Do not use extension cords which are not 3-wire type.
20. Do not place cords under rugs or across a driveway because damage can occur to the insulation.
21. Pull the plug, not the cord, to disconnect from a wall outlet.
22. Do not use electrical power tools in water unless approved for this type of service.
23. Do not use metal ladders or scaffolds when working around electrical sources.



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# *Safety Notes*

Ergonomic Solutions

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# ERGONOMIC SOLUTIONS

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The signs of a backbreaking task are easy to spot—frequent accidents, complaints about the task, and low productivity. You won't have to look very hard to spot them.

The science of ergonomics studies ways to make workers more comfortable with the machines and materials they use in the work place. It involves redesigning workstations and the ways jobs are performed so that workers can get more done with less effort.

## TAKE THE PROBLEM OUT OF THE TASK

A typical ergonomic solution might be to tilt bins and large cartons so that workers can remove material from them without bending. Another solution might be to change the height of a shelf, chair, or table.

Ergonomic changes attempt to reduce potential dangers and make jobs less stressful. Such redesign of manual tasks has been known to reduce back injuries substantially.

## SIMPLE CURES

Fortunately, there are many simple ways to design the problem out of backbreaking tasks. For example:

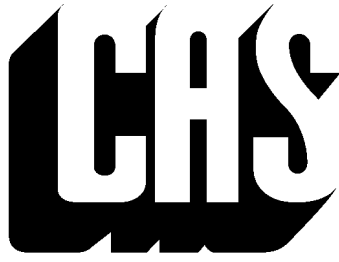
- If you're doing a lot of lifting and twisting, try to rearrange the space to avoid this. People who have to twist under a load are more likely to suffer back injury.
- Rotate jobs so that periods of standing alternate with moving or sitting. Ask for stools or footrests for stationary jobs.
- Store materials at knee level whenever possible. Make shelves shallower. Break up loads.
- If you must carry a heavy object some distance to your workstation, consider storing it closer, request a table on which to rest it, or try to use a hand truck to transport it.

## STRETCH BREAKS SAVE BACKS

Most workers' compensation injuries occur during the first few hours of work, when muscles are cold and tight, or right after breaks or lunch hours. Most of these problems are simple back pain caused by a lack of flexibility and strength, not by a serious musculoskeletal disorder.

For this reason, a number of employers are now offering workers stretch breaks to warm up muscles and improve flexibility. Stretching for just eight minutes before work has reduced worker sprains and strains by as much as 40%.

Many employers are going a step further and encouraging employees to be more physically active away from the work place. A lifetime commitment to a simple bending-and-stretching routine, practiced just a few days a week, greatly reduces the risk of back injury.



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# *Safety Notes*

New Employee Orientation  
General Safety Rules

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# NEW EMPLOYEE ORIENTATION

On-the-job accident prevention is required of district employees. With full cooperation and teamwork between management and staff, we can make it happen.

The following are some important safety rules and practices that each employee is required to follow, no matter what work assignment is being performed.

1. Do not run, watch your step, and try to maintain your balance.
2. Know your evacuation procedures and the location of fire extinguishers, fire alarms, or any other emergency equipment.
3. Immediately report hazardous conditions or substances, broken equipment, and defective tools to your supervisor, principal, or superintendent. They will take appropriate action to correct the problem.
4. Never overload electrical circuits.
5. Never plug appliances with heating elements into surge protectors.
6. District property, including building and grounds, is no place for horseplay, fighting, teasing, and/or practical jokes.
7. Never use chairs, carts, tables, counters, boxes, or other substitutes for ladders or work platforms.
8. Obtain operating instructions for all equipment. Before attempting to operate any machinery with which you are not familiar, read the operating instructions carefully. After use, put all tools and/or equipment back in their proper place. Disconnect all electrical cords by grasping the plug and carefully disengaging; *never yank by the cord*.
9. Use handrails when using the stairways.
10. Sweep broken glass onto a dust pan. In instances where glass is shattered into particles to be picked up by hand, always use gloves or a wet paper towel; never use bare hands.
11. Wipe up all spills immediately, regardless of who caused the spill. . If you do not wish to wipe up the spill, or you have nothing with which to clean it, do not leave the area unguarded. Report the spill to the proper person immediately.
12. Store combustible, flammable, or hazardous material in approved cabinets or rooms only, and always use approved safety containers.
13. Material Safety Data Sheets (MSDS's) are available to any person who requests this information.
14. All ladders should be inspected and set up properly before using.
15. The use of alcoholic beverages, narcotic drugs, or their derivatives in the work place is grounds for immediate termination.
16. Use common sense at all times. If you are unsure about something, ask!
17. Take care when lifting. Lift properly and stay within your limitations.





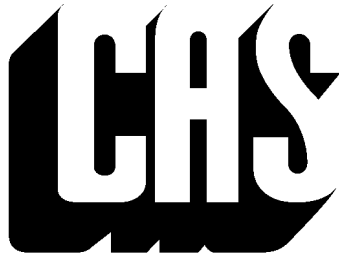
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# NEW EMPLOYEE ORIENTATION

## PROCEDURES FOR REPORTING

### ON-THE-JOB INJURIES OF EMPLOYEES:

Employees of the district who are injured on duty and while performing assignments as employees, must report such accidents immediately to their supervisor. Failure to report an accident as soon as possible may cause a delay in the claim being processed by the district. It is the district's responsibility to report promptly all accidents which require medical treatment to the Texas Workers' Compensation Commission offices.



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# *Safety Notes*

Portable Ladder Safety Rules



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# PORTABLE LADDER SAFETY

1. Completely inspect all ladder hardware and fittings before each use.
2. Inspect all ropes and cables and replace them if defective.
3. Do not use defective ladders; report them immediately to your supervisor.
4. Portable ladders are designed as one-man working ladders based on a 200 pound load. Do not load a ladder more than the rated limits.
5. Do not use metal ladders while working near electrical wires or electrical equipment. Use a wood or fiberglass ladder.
6. Be sure your shoes are free of any material which could cause you to slip while climbing.
7. Set the ladder base firmly on the ground or floor. Ladders must not be placed on boxes, barrels, or other unstable bases.
8. Do not climb a ladder if you are ill or afraid of heights.
9. Do not paint wooden ladders; this hides possible cracks. Use linseed oil instead.
10. Do not store wooden ladders where they will be exposed to the elements; store them where there is good ventilation.
11. Do not use a ladder which has been tagged "Dangerous — Do Not Use."
12. Do not climb a ladder behind an unlocked door, doorway, or without someone standing guard.

*The following rules apply to straight extension ladders.*

13. Never stand above the top three rungs.
14. Secure the ladder to prevent it from slipping or falling by tying it off to a fixed object at the top at both rails or to a proper sized single support attachment. Choose a ladder equipped with non-slip safety feet. Since the ladder usually must be climbed to secure the top, someone should stand at the bottom and hold the ladder while this is being done. If the job is of short duration, it may not be feasible to tie the top. If this is the case, the ladder should be held by another person until the job is completed and the person is safely on the ground. Only when the top is secured should someone work from the ladder alone. When ladders with no safety feet are used on hard, slick surfaces, a foot ladder board or cleat should be used against the base.
15. Do not reach out from a ladder, even when it is being held. Move the ladder instead.
16. Keep your shoes and the ladder rungs free from grease, mud, ice, etc. Clean oily or greasy ladders with a safety solvent, or steam clean.
17. Do not use ladders or ladder sections upside down. Always use right side up. The extension ladder should always be erected so that the upper section is resting on the bottom section.



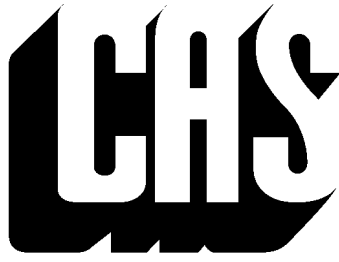
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# PORTABLE LADDER SAFETY

18. When working from a position on the ladder, always brace your knees against the side rails near the end of the ladder rungs to increase stability.
19. Do not climb ladders when wearing high heels, sandals, or thongs.
20. Position straight ladders so that the base of the ladder is 1/4 of the ladder length, or approximately 75°, with the horizontal.
21. Ladders must be 3½ feet taller than the building top.

*The following safety rules pertain to stepladders.*

22. Select a stepladder tall enough to reach the work. Never stand on the top two steps or on the bucket shelf.
23. Be sure the stepladder is fully spread and the spreaders are locked; be sure that the spreader is not bent or loose.
24. The bracing on the back legs of a stepladder is designed for stability and not for climbing.
25. Always have someone hold your stepladder if you are climbing higher than four feet.



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# *Safety Notes*

Proper Lifting Basics



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# PROPER LIFTING BASICS

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## *"TECHNIQUES FOR SAFE LIFTING"*

Safe lifting is always important. But, it can be critical when lifting is a part of your job or everyday routine. If you've ever strained your back while doing a simple lift, you know firsthand the importance of safe lifting. Safe lifting means keeping your back aligned while you lift, keeping your center of balance, and letting the stronger muscles in your legs do the lifting. By following the proper techniques, you can learn to lift safely and save your back from strain and injury.

## THE SAFE WAY TO LIFT

Before you lift, think about the object you will be lifting. Ask yourself,

- "Can I lift it alone?"
- "Do I need mechanical help?"
- "Is it awkward for only one person to handle, or should I ask a co-worker for help?"

If the load is manageable, follow these tips for safe lifting.

### 1. **Tuck Your Pelvis**

By tightening your stomach muscles, you can tuck your pelvis, which will help your back stay in balance while you lift.

### 2. **Bend Your Knees**

Bend at your knees instead of at your waist. This helps you keep your center of balance and lets the strong muscles in your legs do the lifting.

### 3. **"Hug" The Load**

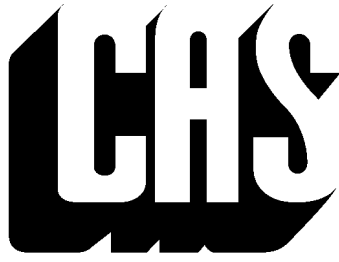
Try to hold the object you are lifting as close to your body as possible as you gradually straighten your legs to a standing position.

### 4. **Avoid Twisting**

Twisting can overload your spine and lead to serious injury. Make sure your feet, knees, and body are pointed in the same direction when lifting.

## TIPS TO REMEMBER

In addition to these techniques, remember to make sure that your footing is firm when lifting and that your path is clear. Be sure to use the same safe lifting techniques when you set your load down. It takes no more time to do a safe lift than it does to do an unsafe lift so play it safe the first time and lift it right!



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# *Safety Notes*

Safety Rules for Mowing

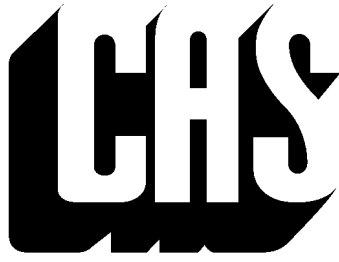


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# SAFETY RULES FOR MOWING

1. Keep gasoline in an approved safety can and properly labeled. These safety cans are the type with spring-loaded and vented caps.
2. Do not fill tanks of mowers indoors.
3. Do not operate any grounds maintenance equipment unless you have been properly instructed and authorized.
4. Keep hands and feet from under machine.
5. Do not leave mowers running unattended. This means leaving it by a distance of 25 feet or more.
6. Do not use mowers to trim hedges.
7. Wear proper eye protection, dust masks and hearing protection.
8. Pick up rocks, wire, etc., before mowing. Watch for other obstacles.
9. Use drop chains on tractor-towed mowers and be sure that the chains are within one-half inch of the ground. Watch slopes. Go slow, with no hot-rodding or showing off.
10. Use proper "kill" switch to stop the engine.
11. All power lawn mowers and edgers shall be equipped with adequate guards which shall remain in place while being operated.
12. Electric mowers and edgers shall be properly grounded.
13. Check the following before making inspections, repairs, or adjustments:
  - A. Turn control lever to the "off" position on gas and electric mowers and edgers.
  - B. Remove the spark plug wire on gas mowers and edgers.
  - C. Disconnect the power source on electric mowers and edgers.





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# *Safety Notes*

Strength Training for Fitness



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# STRENGTH TRAINING

Muscular fitness is an important piece of the overall physical fitness picture. You may think that only athletes need to have muscle strength. But in fact, such daily activities as climbing stairs, lifting a child—even carrying groceries—require muscular fitness.

As you get older, keeping your muscles fit is particularly important. Muscle strength usually decreases 20 percent between the ages of 22 and 65; bone mass and flexibility also decrease with age. But regular strength training—even at an older age—can increase muscle strength, bone mass, and flexibility. When your muscles are fit, you can be more active.

To maintain muscular fitness, healthy adults should exercise at least three to five days each week, doing a minimum of the following:

1. eight to ten exercises that condition the major muscle groups.
2. eight to twelve repetitions of each exercise.

**Note:** Once you have mastered twelve (12) repetitions, slowly increase the number. And, if you are using weights while you exercise, slowly increase the weight.

## SOME TIPS TO REMEMBER WITH ANY STRENGTH-TRAINING EXERCISE:

1. Exercise slowly and bring each muscle group through a complete range of motion.
2. Exhale on exertion and inhale when returning to the starting position.
3. Stretch each muscle group before and after your workout.
4. Stop any exercise that causes pain.

You may prefer to try strength-conditioning machines as an option in strength training. These machines use weights to automatically provide resistance that can be increased as your level of fitness improves. If you have never used strength-conditioning machines, ask a qualified instructor for assistance.

If you should injure a muscle or joint while exercising, you can take important steps to minimize the damage and promote healing by remembering **R.I.C.E.**:

**Rest** - Rest the injured part to promote healing.

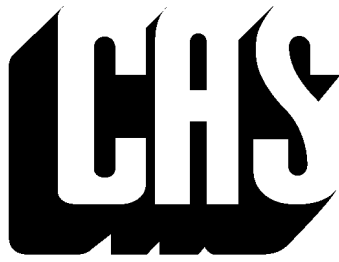
**Ice** – Apply ice (wrapped in plastic or cloth) immediately to help reduce swelling and pain.

**Compression** - Wrap the injured area firmly, but not too tightly, with an elastic bandage or cloth to help reduce swelling.

**Elevation** - Elevate the injured part above the level of the heart to reduce swelling and pain.

You also may want to consider taking an over-the-counter ibuprofen-containing pain reliever. Of course, if you are taking a prescription medication, check with your physician before taking any pain reliever.

If redness, swelling, or pain persists, consult your doctor.



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# *Safety Notes*

When Back Pain Flares Up



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# WHEN BACK PAIN FLARES UP

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Even with the best back care, you are likely to have times when pain flares up. If your nagging back ache turns into a raging “back attack,” it’s called *acute pain*. Acute pain is usually short-term (it lasts hours of days instead of months or years), and it’s often triggered by stress. You can do a lot to ease an acute pain episode, either by yourself at home or with the help of a competent, caring professional. Just be sure you watch for signs of trouble, and call for medical help when necessary.

*Medication* – Medication, used wisely, can help you manage an acute pain episode. For *pain relievers*, aspirin is the safest and most effective. For *anti-inflammatory drugs*, again, aspirin is the safest. Use *muscle relaxants* or *sedatives* only during acute attacks on advice by your doctor; they disturb true relaxation and sleep. Avoid alcohol or illegal drugs to relax or relieve pain; they only mask pain temporarily and prolong the pain cycle.

*Do* control short-term pain flare-ups with medication; aspirin is best.

*Don’t* let medications control you; use the medication wisely, only when needed.

*Ice* – Ice reduces inflammation and helps break the pain cycle. Use a bag of crushed ice in a towel for 15-20 minutes. (The crushed ice will conform to the shape of your back.)

*Heat* – Heat may also relieve pain and relax tense muscles. Soak in a hot bath or whirlpool, or use a heating pad, for 15-20 minutes. Heat also “softens” muscles before back exercises.

*Rest* – Rest does not mean “taking a load off” or collapsing in a chair. The best rest for your back is lying down or sitting for 15-20 minutes.

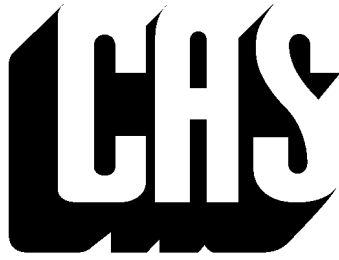
*Manual Therapy* – You can try a variety of “hands-on” approaches for acute pain relief. A chiropractor uses *manipulation* to adjust your spine. A physical therapist uses *mobilization* to free up stiff muscles and joints. *Trigger-point therapy* releases “pain spots” in the back, and *massage* from a qualified professional relaxes tense muscles.

*Other Pain Treatment* – You may find relief with a *TENS* (transcutaneous electrical nerve stimulation) device. This small unit, clipped to your belt, send impulses to your back and interrupts pain messages headed for your brain. Ask your doctor if *TENS*, traction, acupuncture, or trigger-point injections would work for you.

## CALL YOUR DOCTOR IF:

- You have back pain that radiates down your legs;
- You have numbness, tingling, or shooting pain in your legs;
- You have weakness in your legs and can’t rise up on your toes; or
- You lose bowel and bladder control (more common for serious back problems).

You can put pain in its place. No one can guarantee a pain-free life. But, you can learn to control a nagging backache so it doesn’t control you. You can put pain in its place, moving it from the center of your life to the sidelines. With exercise and relaxation, you can enjoy an active life style and feel your best once again.



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# *Safety Notes*

Working At Your Desk

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# WORKING AT YOUR DESK

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## “MAKING YOUR CHAIR AND COMPUTER WORK TOGETHER”

Computers can perform many of the tasks that once were done by hand. But if you spend most of your working time in front of a computer terminal, you may find you get muscle or back aches and a stiff neck. There are ways to prevent these aches and pains—you can help yourself by developing good work habits.

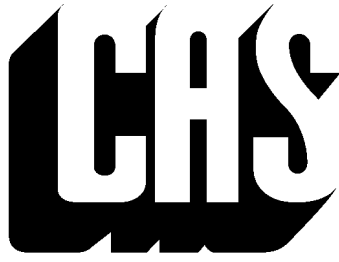
## POSTURE PERFECT?

Proper posture is the corner stone to maintaining your healthy back. Your spine is balanced with three curves that must be aligned to prevent strains and stress. The lower curve is the lumbar curve and bears most of the strain when you are seated. As a result, it needs constant support.

Be aware of your posture at all times and guard against slumping shoulders or slouching posture. To check yourself, keep your ears, shoulders and your hip in a straight line. This straight line will keep your back in shape.

## POINTS TO REMEMBER

- Remember to shift your position frequently to eliminate strain. Try taking a brief walk around the office or doing some simple stretching exercises to release the muscle tension caused by sitting.
- Use a document holder or page-display desk devices to keep your pages in an upright position. Move your display terminal screen so that the top of the screen is at forehead level.
- Position a pre-made lumbar support or rolled-up towel in the small of your back to support your lumbar curve.
- Place a folded towel or wedge-shaped cushion on the seat of your chair to tip your pelvis forward. This position reduces the strain on your lower back.
- Slide your chair under your desk or workstation so that you don't have to lean into your work. Watch your posture—your ankles and elbows should be at right angles.
- Keep your feet flat on the floor. Your knees should be slightly lower than your hips.  
*Avoid crossing your legs.*
- Take a good look at your chair and your workspace. Think about what adjustments you can make to take care of your back.



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# *Safety Notes*

Accident Investigation

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*Create An Investigation Plan*

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# ACCIDENT INVESTIGATION

In your role as a supervisor, you're quite aware that accidents are undesirable. It is important that supervisors determine the cause of accidents and take prompt action to prevent them from happening again. Thorough accident investigation is a vital step toward avoiding injuries and financial losses to the district.

## GOALS OF THE INVESTIGATION

The purpose of accident investigation is to find the causes and recommend corrective actions to eliminate or minimize these events. **ALL** accidents should be investigated (including minor incidents and near misses), not just those that cause serious injury or property damage. The investigation should emphasize finding the facts, not finding fault.

## CREATE AN ACCIDENT INVESTIGATION PLAN

Well-managed organizations insist on quality accident investigations, just as they insist on quality productivity from employees.

Each work-related accident should be investigated immediately after its occurrence. A systematic investigation should include:

- A visit to the scene of the accident;
- An interview with the injured person(s);
- An interview with any witnesses; and
- Reconstruction of the chain of events leading up to the accident.

In addition, the investigation should include a description of the following:

- Accident type or event that directly resulted in the injury.
- The part of the injured person's body directly affected by the injury.
- Nature or specific type of physical injury.
- Unsafe physical conditions which caused or contributed to the accident.
- Unsafe personal acts which caused or contributed to the accident.
- Other related factors or elements that may have contributed to the accident.

**Once all the facts and information concerning the accident have been obtained, the following questions should be addressed to prevent its recurrence.**

- What equipment checks and/or repairs are needed to prevent a similar accident?
- Should new equipment or materials be substituted?
- Are any changes needed in existing operations or procedures?
- Is there a need for additional training or personnel?



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# ACCIDENT INVESTIGATION

## SAMPLE IMPLEMENTATION

When an occupational injury or illness occurs, the district should take the following steps:

- Talk with the employee involved at the time of the occurrence and complete an *Accident Investigation Report*.
- File the *Accident Investigation Report* with the proper district personnel.
- Follow all district procedures to assure the completion of the *First Report of Injury* (TWCC 1) form.
- Perform follow-up investigation as needed.

A serious accident may not have happened in the district, but it is essential that emergency procedures be established before one does occur. In case of an accident, supervisors should see that injured workers get immediate medical attention, then secure the accident site for the duration of the investigation. A clear plan for handling accidents can prevent a serious situation from getting out of control and can save lives, protect property, and ensure a timely investigation.

A sample accident investigation report is presented here as a guide to assist the district in formulating and carrying out a formal accident investigation procedure.



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# ACCIDENT INVESTIGATION

## ACCIDENT INVEVSTIGATION REPORT

1. Name of injured: \_\_\_\_\_ Job title: \_\_\_\_\_

2. Injury date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time: \_\_\_\_\_ Medical care: Yes \_\_\_\_ No \_\_\_\_

3. Accident location: \_\_\_\_\_ Room/Area: \_\_\_\_\_

4. Type of Injury: \_\_\_\_\_

(body parts)

(signs/symptoms)

5. What was the injured doing at the time of the accident? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Equipment, tool, materials in use: \_\_\_\_\_

6. Accident description: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Findings of investigation: \_\_\_\_\_

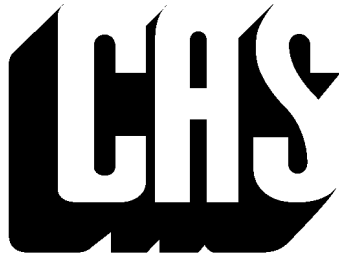
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Name(s) of witnesses: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

9. Witnesses' description of events leading up to the accident: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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# *Safety Notes*

Empowerment of the Safety Committee

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# EMPOWERMENT OF THE SAFETY COMMITTEE

With the sometimes-questionable effectiveness of committees and today's demands on everyone's time, one more meeting is often the last thing that we need. However, a properly designed safety committee could be the best investment in time and manpower a district could make. While there is no shortcut to implementing an effective safety program, an active safety committee should produce results that vastly exceed the time investment required.

The best committees consist of a cross section of the district's staff. All departments should be represented and both professionals and hourly employees should be included. The diversity of personnel will allow participation from all employees but assure that there is sufficient "horsepower" or authority to get the job done. The administration should give a clear mandate to its safety committee members to *find* and *solve* the district's safety problems. All members should know that their job is to solve problems, not create them or just point out basic safety needs.

Administrators often hope that if they offer members of a safety committee a place and time to meet, they will be "off and running," eager to enhance safety statistics in their organization. But, the decision by the administration to establish a committee is not always complemented with a practical understanding on its part of what is really needed to support the effort.

While employees appreciate the recognition of being chosen to sit on a committee, their enthusiasm and willingness to take on an extra task does not prepare them for accomplishing what they want without specific administration steps, committee guidelines, and personal skills development.

Since the 1960's, organizations have used employee involvement to stimulate growth and attain an excellent safety record. Proper planning and help in the creation and early life of the committees make a significant difference in their effectiveness and consequently in improved safety results and cost savings. If you want to leverage the enthusiasm of the safety committee into bottom-line results, develop the following elements in your organization.

- **ADMINISTRATION STEPS:**
  - Forming the committee.
  - Meeting consistently with the committee.
  - Establishing a budget for the committee.
  - Sponsoring and communicating committee actions.
- **COMMITTEE GUIDELINES:**
  - Determining the committee's purpose.
  - Establishing respect.
  - Committing to meetings.
  - Communicating to co-workers.
- **PERSONAL SKILLS DEVELOPMENT:**
  - Teaching interpersonal skills.
  - Enhancing planning skills.
  - Learning financial skills.



# EMPOWERMENT OF THE SAFETY COMMITTEE

How the administration selects committee members is critical. The committee members influence the perception by the total population as to whether this is a genuine administration effort to represent employees' concerns or just a new mouthpiece of the administration — a wolf in sheep's clothing.

When deciding who might be members, administrators could guess from the most vocal employees who might most want to be on a committee. But, pre-selecting representatives from various departments closes out important voices—quieter voices who might greatly influence co-workers, too.

Therefore, first select a few representatives, then make a call for others who wish to join. Be sure to leave the meeting open and public for three months so others can decide to join. In this way, a group will form that employees believe is representative. If the committee is not perceived as fair, other employees cannot accept information or direction from the committee.

Next, the administration must show the committee members that the committee is important enough to influence the district.

Administration must make a commitment to convene and attend at least six monthly meetings, perhaps more if the organization is unfamiliar with employee involvement. In every meeting, questions are asked by employees that only management can answer. If the committee must wait for an answer, the drive for action is slowed. To create an action plan, the committee needs knowledge that is usually lacking at first. Participation by the administrators assures that interest and ideas get turned into action as soon as possible.

The administration should be prepared to fund suggested purchases, such as lifting belts, through some previously approved mechanism.

The validity of the committee is a function of how enthusiastically the administration supports committee members' efforts and publicly gives them credit for what they do in the committee. When employees are supported in making changes that a majority of employees see as needed, the administration's sponsorship is obvious.

Committee guidelines influence the pace at which the committee can take action. Guidelines enable the group to:

- Arrive at a general agreement on issues.
- Make plans.
- Accept feedback.

In the first two meetings, the following should be accomplished:

- Define the purpose of the group.
- Determine the roles various people will play.
- Establish norms, such as methods for listening respect-fully to each other.
- Obtain a commitment of time for attending meetings.
- Establish a procedure for continual feedback to employees.



# EMPOWERMENT OF THE SAFETY COMMITTEE

During the first three meetings of the committee, members should:

- Learn about their own “styles” of interaction.
- Evaluate how they influence and affect the other committee members.

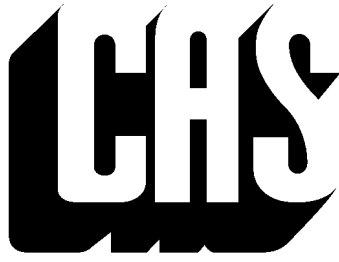
Make certain each meeting has a clearly defined agenda in order to eliminate wasting anyone’s time.

Administration should share methods by which financial decisions get made for capital expenditures. This allows the committee to share intelligently with co-workers and make better committee recommendations. Hidden information breeds suspicions that administration is just using “financial restrictions” as a way of limiting action proposed by the committee. Financial understanding of systems and numbers will also give confidence to members when communicating reasons for slow-downs to their co-workers.

Committees need support of the administration during the formative, first several months. Administrators should be prepared to offer verbal support and give periodic updates to the board. Committee members must understand their purpose and be ready to commit to meetings as well as specific skills training needed to achieve success.

With support and skills, a committee will feel truly empowered to make the changes it thinks are in order, and the committee will become a live force for improving safety in any organization.





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# *Safety Notes*

Guide to Effective Safety Meetings

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# GUIDE TO EFFECTIVE SAFETY MEETINGS

Safety meetings should be an integral part of an effective safety program. They provide an opportunity to focus on daily duties. They allow supervisors to outline specific hazards, operations, new procedures, new equipment, and employee attitudes. If safety meetings are ineffective, the entire safety program will be ineffective.

The two reasons that safety meetings become ineffective are:

1. Meetings are eliminated from a safety program because there is insufficient time to conduct them (safety should be a priority).
2. Safety meetings are conducted only because the district policy requires them. Safety meetings that waste the employee's time instill a negative attitude toward the entire safety program.

There are six steps that are essential in providing more effective safety training.

## STEP 1 - DEFINE THE NEED

The first and most important step in conducting an effective safety meeting is that of needs assessment analysis. What is the motivation for having the safety meeting? A safety meeting may be the best tool to use if:

1. Training is determined to be the answer.
2. You can limit the size of the group to be trained.
3. You do not need to conduct a complete training program already in existence.

The next step in the needs assessment process is to decide what training is needed. Identify what the employee is expected to do, how the employee is expected to do it, and in what areas the employee's performance is deficient. This data can be determined in four ways.

Use the accident and injury records to identify how accidents occur and look for trends in them.

1. Have the employees describe their job as they see them. Compare these with the actual job descriptions and standards; then look for differences between the two.
2. Actually observe the employees as they do their jobs, look for violations or deficiencies in performance.
3. Review other districts' training programs for similar operations to see if there are areas of deficiency in your safety-training program.

When you have identified the training that *is* needed, then you will know in what areas training *is not* necessary. This will allow you to focus your attention on the areas where improvement is required and avoid unnecessary training.

Once you have identified the need for training and the type of training required, you are ready to start planning a safety meeting.



# GUIDE TO EFFECTIVE SAFETY MEETINGS

## STEP 2 - DEFINE THE OBJECTIVE

What are the results that you want for the safety meeting to achieve? There are many reasons for conducting a safety meeting. Some of these are listed below:

1. To increase employee safety through increased safety awareness
2. To explain procedures
3. To address a specific district need
4. To reduce compensation costs for injuries and illness
5. To increase employee ability to recognize and report safety hazards
6. To provide training on new equipment, new procedures, or new safety policies
7. To explain federal and state regulations
8. To reinforce or update previous training
9. To meet the district's policy of having a regularly scheduled safety meeting

Whatever the reason for conducting the safety meeting, the reason is not the objective or goal. An objective is divided into three parts:

1. Performance--Identifies what you want the employee to be able to do after the safety meeting is over.
2. Condition--Identifies the circumstances under which the performance will be completed.
3. Criterion--Identifies the standard or level of proficiency that the employee's performance must meet.

## PLANNING THE SAFETY MEETING:

Now that you have defined the need and the objective of the safety meeting, you are ready to begin planning. The planning process involves Step 3 (Limit the Topic) and Step 4 (Limit the Audience). Decide whether the meeting will be formal or informal, a lecture or discussion session, and how many meetings will be involved. As you go through the planning process, you must remind yourself—*what are the need and the objective.*

## STEP 3 - LIMIT THE TOPIC

The topic becomes nothing more than putting a title to the need and the objective. Remember that safety meetings should be brief and to the point. The final point in limiting the topic is to make sure that you narrow the focus of the selected topic.

## STEP 4 - LIMIT THE AUDIENCE

Whenever possible, limit the audience of your safety meeting to those who need to hear about the topic or need training in that specific area.



# GUIDE TO EFFECTIVE SAFETY MEETINGS

## CHOOSE THE MEETING TYPE:

In choosing the type of meeting, you need to consider which would best allow you to:

1. Fulfill the need, as defined.
2. Meet the objective, as defined.
3. Limit the topic to the need and objective.
4. Limit the audience to those who need the training.

Then decide if the needs would be best met by:

- a. A formal safety meeting.
- b. An informal safety meeting.
- c. A safety meeting of opportunity.

## CHOOSE THE MEETING FORMAT:

1. Lecture
2. Demonstrations
3. Hands-on practice
4. Demonstration/hands-on
5. Audio-visual presentations
6. Group discussions
7. Pamphlets/brochures/posters

## DEVELOP A MEETING SCHEDULE:

Some items that are worthwhile to put on the schedule are:

1. Day and date
2. Time of day and duration
3. Topic
4. Guest speakers
5. Format (video, film, discussion, etc.)
6. Target audience



# GUIDE TO EFFECTIVE SAFETY MEETINGS

## STEP 5 - CONDUCTING THE SAFETY MEETING

For many people, conducting the safety meeting is a difficult task. In reality, if all the steps that have been discussed so far have been accomplished, then the actual presentation of the safety meeting materials should be the easy part. Motivating safety-meeting attendees begins with you. Enthusiasm is contagious! If your meetings are exciting and enthusiastic toward safety and you show a positive attitude toward the safety meeting--it will catch on. The following list provides some techniques you can use to increase motivation, resulting in more effective safety meetings.

1. Create a team.
  - a. Use “we” and “our.”
  - b. Do not present yourself as being “better” than others.
2. Relate personal experience that ties into the topic.
3. Tell a humorous story that leads into the lesson.
4. Emphasize the need to know of the topic.
5. Be enthusiastic toward participants and the topic.
6. Be friendly, sincere and interested in the safety meeting.
7. Emphasize encouragement.
8. Ask questions.
9. Give recognition.
10. Stimulate friendly competition - emphasize performance.
11. Use curiosity and encourage its growth.
12. Capitalize on existing interests and develop others.
13. Arrange learning tasks appropriate to the ability of the participants.
14. Help participants in evaluating their progress toward the goals.
15. Reduce tension.
16. Avoid being negative.
17. Make sure the audience understands that funds for claims come directly out of the institution’s budget and consist of taxpayers’ dollars.



# GUIDE TO EFFECTIVE SAFETY MEETINGS

## MAKE SURE THAT YOU ARE PROPERLY PREPARED:

1. Know your subject.
2. Know your audience.
3. Have all materials ready.
4. Make sure the meeting place is ready.
5. Greet people as they enter the room.

## CONDUCT THE MEETING AS A FACILITATOR, NOT A DICTATOR:

1. Keep the tone informal.
2. Stay focused on the topic.
3. Show appreciation for the participants.

## MEETING STRUCTURE:

1. Cover the objective(s) of the safety meeting.
  - a. Let them know up front the purpose of the meeting.
  - b. Explain what they are expected to know, how they are expected to perform, and why.
2. Tell what you are covering and why it is important.
  - a. Explain why it is important for them.
  - b. Explain why it is important for the district.
3. Use realistic examples in the meeting.
  - a. Give examples of the consequences of improper performance.
  - b. Use audiovisual aids to illustrate points.
  - c. Solicit examples from participants.
4. Summarize continually throughout the meeting.
5. End the meeting with a summary and review of the objective(s).
6. Set the tone for the next safety meeting.
  - a. Show the participants that you appreciated their attendance.
  - b. Let everyone know you are looking forward to the next meeting.
  - c. Announce the date, time, place and topic for the next safety meeting.



# GUIDE TO EFFECTIVE SAFETY MEETINGS

## STEP 6 - SAFETY MEETING FOLLOW-UP

- i. Did you get all attendees' names on the sign in sheet?
- ii. Did you make note of items that came up in discussion that may provide topics for future safety meetings?
- iii. Have you looked at your safety-meeting schedule to see where you can fit the new topic into the schedule?
- iv. Have you thought about what was good about the meeting?
- v. Have you considered what could be improved and how to improve it?
- vi. Did the meeting meet its objective(s)?

## EVALUATION:

1. Self-evaluation
  - a. Was the meeting too long - too short - just right?
  - b. Were audiovisuals effective?
  - c. Did the meeting keep their attention?
  - d. Did attendees participate in the meeting?
2. Participant evaluation
  7. What did they like?
  8. What didn't they like?
  9. Was training beneficial?
  10. Was training important to their job?
  11. What do they think of safety meetings?
  12. What are suggestions for future topics?
1. Supervisor/Management evaluation
2. Job performance evaluation

## RECORD KEEPING:

1. Date of the meeting
2. Topic(s) presented
3. Person conducting the meeting
4. Participant's name and ID number
5. Participant's position
6. A good outline of information presented. (Sample attendance log and outline appear at end of document.)





# GUIDE TO EFFECTIVE SAFETY MEETINGS

## SUMMARY:

The following review of this program can be used as a checklist for more effective safety meetings:

### Step 1 - Define the Need

1. What is the problem?
2. Is training the answer to the problem?
3. If training will solve it, what training is needed?

### Step 2 - Define the Objective

1. What do you want the employee to be able to do?
2. Under what conditions must the employee perform?
3. What is the desired level of proficiency?

### Step 3 - Limit the Topic

1. What topic(s) will best cover the objective?
2. Is the topic too broad, needing to be narrowed?
3. Can topic(s) be effectively covered in a safety meeting?
4. If multiple topics, are they related?
5. Is the topic relevant to our district?

### Step 4 - Limit the Audience

1. Are the employees who need the training scheduled to attend the meeting?
2. Are there employees scheduled to attend who do not need this training?
3. Would it be beneficial to have management at the meeting?

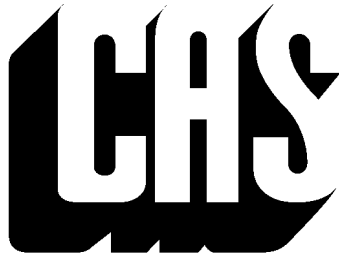
### Step 5 - Conduct the Meeting

1. Has the meeting type been planned?
2. Has a meeting format been selected?
3. Has the meeting been scheduled?
4. Is all required coordination complete?
5. Has a guest speaker been arranged?
6. Are all materials available?
7. Has the meeting place been reserved?
8. Is the meeting place prepared?
9. Am I prepared and motivated for this meeting?
10. Am I prepared to motivate the audience?

### Step 6 - Follow-Up

1. Did I do a self-evaluation after the meeting?
2. Did I get attendees' opinions of the meeting?
3. Did I get supervisory/management opinion of the meeting?
4. Were there problems that need to be corrected?
5. Do I have or know where to find solutions to the problems?
6. Did I keep complete records?





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*Exhibit II: Job Safety Analysis Worksheet*

*Exhibit III: Worksheet for Analyzing Job Safety*



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# JOB SAFETY ANALYSES

## INTRODUCTION/OVERVIEW

One of the best accident prevention tools supervisors possess is the job safety analysis (JSA). The JSA is a procedure that identifies the hazards associated with each step of a job and develops solutions for each hazard identified. These solutions should either eliminate or greatly reduce the risk to employees.

A job safety analysis worksheet is illustrated in Exhibit I. In the left column, the basic steps of the job are listed in the order in which they are performed. The middle column describes how to perform each job step. The right column gives the safety procedures that should be followed to guard against hazards. The basic steps in making a JSA are:

- Select the job to be analyzed.
- Break the job down into successive steps.
- Identify the hazards and potential accidents.
- Develop ways to eliminate the hazards listed.

(See Exhibit II)

## SELECTING THE JOB

In selecting the jobs to be analyzed and in establishing the order of job priorities, the following are factors to be considered:

- Frequency of accidents. A job that has a repeated number of accidents is a good candidate for a JSA.
- Severity of accidents or injuries. Any job that has produced disabling injuries might be considered for a JSA.
- A high potential for severity. If the potential for a serious accident or injury is present, a JSA might be well warranted.
- New jobs or changed jobs.

## BREAKING DOWN THE JOB

First, the job is broken down into its basic steps. These steps should describe what is being done in order of occurrence. The following is an example:

### JOB: PLANTING A TREE

- Select the site.
- Bring tools, equipment, and the tree to the site.
- Dig the hole.
- Prepare the hole.
- Put the tree into the hole.
- Back fill, tamp, and water.
- Brace the tree.
- Clean up and return equipment.



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# JOB SAFETY ANALYSES

The following are suggested key points in breaking down a job:

- Select the right person to observe. The person selected must be experienced, capable, cooperative, and willing to share thoughts.
- Brief the person on the purpose. If the worker selected has never worked on a JSA before, thoroughly explain it. Ask for cooperation.
- Observe the job for the breakdown.
- Record each step on the worksheet.
- Check the breakdown with the worker when finished to get input.

## IDENTIFYING HAZARDS

After the breakdown, each step should be analyzed in detail to identify hazards and potential accidents. Each should be recorded on the worksheet in the center column. Keep hazards parallel with the steps recorded. Check with the employee for ideas. Check also with other employees who have knowledge of that job.

## DEVELOPING SOLUTIONS

When the hazards have been identified, the next step is to begin to develop solutions to be problems identified. Solutions might incorporate:

- An entirely different way to do the job
- A change in physical conditions, layout, or environment
- A changed job procedure
- A change in frequency of how often the job is performed

For each hazard on the sheet, ask, “What can be done differently and how should it be done?” Answers and solutions should be very specific and very concrete to be of value. Solutions, which merely state “Be more alert” or “Use More Caution” or something similar, are too vague. Solutions must state exactly what to do and how to do it.

## BENEFITS

While performing the JSA, you will learn more about the job observed than ever before. You also will have involved an employee and demonstrated that you care about employee safety on that job. And you will be creating safer conditions for the job observed.

- Start now to review operations in your department. Use the following steps as an outline:
- List all jobs in the department.
- Schedule them for analysis. Take no more than perhaps three per week, and no less than one per week.
- Carry out each analysis as outlined in this section.
- Upon completion of each analysis, review it in detail with the worker involved, which may have valuable additions.
- Provide the worker with a copy of the final analysis.
- Keep several copies yourself and use these in future orientation and training sessions.



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# JOB SAFETY ANALYSES

## REPORTING REQUIREMENTS

Your district should set up a structure to ensure that all supervisors are making JSA's regularly. District administrators could set up a simple quota based on the number of employees in a department or possibly a reporting mechanism where administration is notified of the number of JSA's completed monthly or quarterly. Regardless of the amount of reporting required by the district, supervisors should find the JSA an effective tool in helping to control accidents and motivate employees.



# JOB SAFETY ANALYSES

## EXHIBIT I: JOB ANALYSIS WORKSHEET

In the left column, the basic steps of the job are listed in the order in which they are performed. The middle column describes how to perform each job step. The right column gives the safety procedures that should be followed to guard against hazards.

<b>JOB: Using a Pressurized Water Fire Extinguisher</b>		
<b>WHAT TO DO</b> (Steps in Sequence)	<b>HOW TO DO IT</b> (Instructions)	<b>KEY POINTS</b> (Items to be Emphasized)
1. Remove extinguisher from wall bracket.	1. One hand on bottom lip, fingers curled around lip, palm up. Other hand on carrying handle, palm down, fingers around carrying handle only.	1. Check air pressure to make certain extinguisher is charged. Stand close to extinguisher, pull straight out. Have firm grip to prevent dropping. Lower; as you do, remove hand from lip.
2. Carry to fire.	2. Carry in upright position.	2. Extinguisher should hang down alongside leg.
3. Remove pin.	3. Set extinguisher down in upright position. Place hand on top of extinguisher; pull out pin.	3. Hold extinguisher steady with hand. Do not exert pressure on discharge lever as you remove pin.
4. Squeeze discharge lever.	4. Place hand over carrying handle with fingers curled around operating lever handle while grasping discharge hose near nozzle with other hand.	4. Have firm grip on handle to steady extinguisher.
5. Apply water stream to fire.	5. Direct water stream at base of fire.	5. Work from side to side or around fire. After extinguishing flames, play water on smoldering or glowing surfaces.
6. Return extinguisher. Report use.		





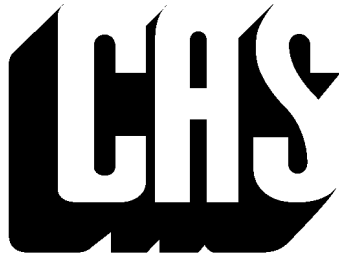
# JOB SAFETY ANALYSES

## EXHIBIT II. JOB SAFETY ANALYSIS WORKSHEET

Job Operation:
Presently Required Personal Protective Equipment:
Sequence of Job Steps:
1.
2.
3.
4.
5.
Hazards or Safety Violations:
1.
2.
3.
4.
5.
Recommended Safe Procedures:
1.
2.
3.
4.
5.







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# JOB SAFETY OBSERVATIONS

## INTRODUCTION/OVERVIEW

A Job Safety Observation (JSO) provides a method to learn more about the work habits of people. By following the procedures described below, you can:

- Check on the results of past training;
- Make immediate, on-the-spot corrections and improvements in work practices;
- Compliment and reinforce safe behavior.

Through your comments you can encourage proper attitudes toward safety. Follow these steps when implementing a JSO program:

- Select the worker and job to be observed.
- Make the observation.
- Record (See the Worksheet for Job Safety Observation, Figure 1)
- Review the results with the employee observed.
- Follow up.

## OBSERVATION SELECTION

Consider the following possibilities when determining which person to observe first:

- After a lost time accident
- The new person on the job
- People who have recently completed training programs
- Below-average performers
- Accident repeaters
- Risk takers
- Workers with special problems

## MAKING THE OBSERVATION

In most cases, tell the person what you are doing prior to the JSO. Then simply observe normal operation, making any applicable notes on the worksheet about the normal work practices and procedures.

## THE REVIEW

When the JSO is completed, sit down with the worker and give the conclusions. Express appreciation for the cooperation and lay out your honest feelings about work habits and practices. The first time you go through this with a worker both of you may be nervous, and the worker may also be concerned or apprehensive. Keep the discussion informal and friendly. Do not let the discussion be a one-way communication. Encourage the worker to talk and discuss any problems or barriers on working safely.



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# JOB SAFETY OBSERVATIONS

## THE FOLLOW-UP

Follow up the observation as needed. In some cases follow-up will be often. In others, it will be seldom. How often depends on the person and on the job. Follow-up JSO's are usually a good idea after a job change.

## BENEFITS OF JSO'S

The JSO is a feedback device. It provides excellent information on the effectiveness of training and on the adequacy of job procedures. Through the JSO, any substandard practices can usually be identified before an accident happens. JSO's also provide the opportunity to discuss performance with people individually and to compliment or correct their work habits. In addition, you get to know each worker better and thus can spot any physical or psychological problems more readily.

## ONE-ON-ONES

While slightly less traditional than some procedures used in the workplace, the counseling session or employee and supervisor safety conference is becoming more common and popular every year. This type of one-on-one dialog makes considerably more sense than the traditional safety meeting; it allows honest, more complete communication and allows the supervisor the opportunity to understand the worker's needs (which is essential to motivation). It also provides a way to break through the power of the formal group.

## REPORTING REQUIREMENTS

Your district should set up a structure to ensure that all supervisors are making JSO's regularly. This might be as simple as a quota based on the number of employees in a department or possibly a reporting mechanism where administration is notified of the number of JSO's completed monthly or quarterly. Regardless of the amount of reporting required by the district, supervisors should find the JSO an effective tool in helping to control accidents and motivate employees.

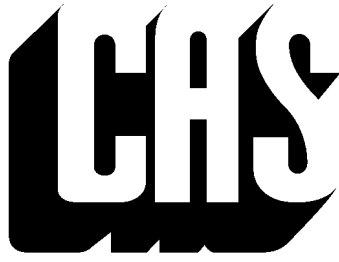


# JOB SAFETY OBSERVATIONS

JOB SAFETY OBSERVATION		
Employee:	Supervisor:	
Job:	Date:	Time:
Notes On Any Job Practices That Are Unsafe:		
Notes On Any Practices That Need Change Or Improvement:		
Date For Follow-Up:		
Notes On Any Practices That Deserve Complimenting:		
Notes On The Review And Discussion:		

**Figure 1:** Worksheet for Job Safety Observation





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# *Safety Notes*

Positive Employee  
Discipline Guidelines

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# POSITIVE EMPLOYEE DISCIPLINE

Employee discipline is a vital part of an effective safety program. Fair and positive usage of disciplinary action is important to any district. Distinct discipline standards help to assure that the procedures and policies the district has carefully formulated are properly carried out. Consistent action in the area of employee discipline proves that the district has clear policies and that these policies are fairly applied to all employees.

While a disciplinary action is viewed as unpleasant, the situation can be an opportunity to provide necessary guidance and training. All employees need guidance and additional training occasionally. Every effort should be made to keep the disciplinary action as positive as possible. It is important to be specific regarding the necessary improvement, and a timetable for action should be mutually agreeable. The high cost of training makes every employee a valuable asset and every effort should be made to retain rather than terminate an employee. However, occasionally the district must decide whether it is economically feasible to continue to employ a problem employee. This termination should carefully follow the guidelines set by the district.

What follows is a suggested guideline for procedures regarding employee discipline. The suggestions should be modified to suit the needs of the district and should be reviewed by legal counsel for appropriateness before being adopted.

## PURPOSE:

The district recognizes the importance of fair and consistent application of disciplinary action. The district also recognizes that any job behavior that does not follow established work standards is behavior that the employee has the responsibility to correct.

Documentation is a vital part of an effective disciplinary action. The most important aspect of documenting a disciplinary action is that the documentation is factual and complete. The documentation should contain a clear description of the behavior that prompted the action and should inform the employee how his or her conduct must change, and in what time period.

Even verbal warnings should be documented. In verbal warnings, this documentation need not be given to the employee but should be retained in the employee's file. Otherwise, there will be no record of having given a verbal warning.

Supervisors and principals when taking disciplinary action should use the Corrective Action Form that is attached. However, listed below are serious situations in which an employee's termination may be immediate. Obviously, not every situation is listed. Therefore, this action is not restricted to those listed.

- A. Criminal acts (The district may dismiss any employee for criminal acts that occur on or off the district's property)
- B. Violation of the Drug & Alcohol Policy
- C. False statements or responses on application, physical examination, medical claims, or other district records
- D. Stealing either from fellow employees or from the district
- E. Insubordination (refusal to comply with instructions or perform assigned duties)



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# POSITIVE EMPLOYEE DISCIPLINE

- F. Carrying or using unauthorized firearms, fireworks, or any other weapon on district property
- G. Willful destruction or defacement of district property
- H. Disorderly conduct on district property

NOTE: The district should modify this listing to suit its particular needs.

## IMPLEMENTATION:

- A. In the event of unacceptable behavior or work performance, the following steps are to be followed:

### STEP 1 - ORAL REMINDER

The supervisor and employee meet to identify the behavior or performance problem. They agree upon the steps the employee and supervisor will take. This “oral agreement” should be documented using the Corrective Action Form but doesn’t require the employee’s signature.

### STEP 2 - WRITTEN REMINDER

If a similar incident occurs, or if the necessary level of performance is not reached, the supervisor has another meeting with the employee. The employee will be reminded of the previous agreement to resolve the problem and that resolution is the employee’s responsibility. The employee will be asked to complete and sign the Corrective Action Form. This document summarizes the previous discussion and includes the employee’s plan to solve the problem.

### STEP 3 - DECISION MAKING LEAVE

If another infraction occurs, the supervisor will meet again with the employee. The employee will be given the next work day off with pay and advised to use the time to decide if he/she wishes to follow work standards and job requirements and to remain with the district.

NOTE: The decision making leave may be for more than one day and without pay at the district’s option.

### STEP 4 - EMPLOYEE TERMINATION

If the employee does not correct the problem as agreed, the employee is informed that he/she has, in effect, terminated himself/herself. This process will be coordinated with the necessary district personnel.

- B. In the event that incidents occur of a different nature, the same steps will be followed beginning with Step 1.
- C. The Corrective Action Form should be completed *in ink*.
- D. Should the employee refuse to sign the Corrective Action Form, the supervisor or principal and a witness should indicate the employee’s desire not to sign the form.
- E. For actions other than a verbal warning, give a copy of the completed Corrective Action Form to the employee.



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# POSITIVE EMPLOYEE DISCIPLINE

## CORRECTIVE ACTION FORM

Employee's Name \_\_\_\_\_ Work Hours \_\_\_\_\_

Job Title \_\_\_\_\_ Section \_\_\_\_\_

Hire Date \_\_\_\_\_ Social Security # \_\_\_\_\_

### TYPE OF ACTION (Check One)

\_\_\_\_\_ Verbal Warning

\_\_\_\_\_ Final Warning

\_\_\_\_\_ Written Warning

\_\_\_\_\_ Disciplinary Suspension

\_\_\_\_\_ Discharge

I. INCIDENT: Describe the situation (behavior, performance, policy violation, etc.) that occurred. Include date(s), time(s), location(s), people involved, witnesses, effects of incident on this employee's work or on other employees, and all other relevant circumstances or contributing factors. PLEASE BE SPECIFIC IN STATING OBSERVABLE BEHAVIORS AND COMMENTS WHENEVER POSSIBLE.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

II. GOALS AND TIME FRAME FOR IMPROVEMENT: What specific actions, within what time frame, are to be accomplished to improve the unsatisfactory behavior or performance?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

III. FOLLOW-UP REVIEW DATE: \_\_\_\_\_



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# POSITIVE EMPLOYEE DISCIPLINE

IV. CONSEQUENCES: What will happen if employee fails to meet the goals set, within the designated time frames.

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V. EMPLOYEE'S COMMENTS:  
My supervisor has reviewed the above situation with me and my comments are as follows:

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Supervisor/Interviewer's Signature: \_\_\_\_\_

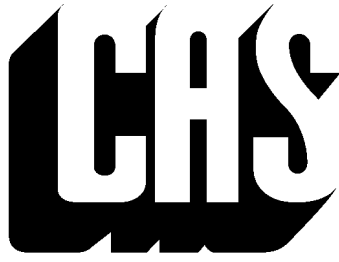
Date: \_\_\_\_\_

I understand that my signature indicates only that this incident has been reviewed with me and does not show agreement or disagreement with the action taken. I understand this will be placed in my permanent personnel file.

Employee Signature: \_\_\_\_\_

(Not required for verbal warning)

Date: \_\_\_\_\_



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Safety Inspections

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# SAFETY INSPECTIONS

As a supervisor, you are probably always on the lookout for hazardous conditions or practices in your workplace. One way to keep track of these factors is to make inspections. How often should you make inspections? Without giving it too much thought, some supervisors would answer, "The third Friday of each month." A much better reply would be, "I conduct safety inspections every time I go through my department." When a safety inspection has become part of your routine, you will have integrated the safety responsibilities of your job with your other duties. One aspect of a supervisory job should not be more important than another. Informal (or continuous) safety inspections should be part of daily work activities and require that supervisors and their employees constantly be on the lookout for hazards on the job.

## GOALS OF THE SAFETY INSPECTION

The basic purposes of safety inspections are to ensure compliance with standards and to serve as a tool to evaluate safety performance activities. Prompt correction of substandard or hazardous conditions detected in an inspection shows that the district is seriously concerned with accident prevention. Also, if it is discovered that workers are not following safety procedures while performing their jobs, appropriate actions can be taken to educate or retrain employees in safety policies and guidelines.

## FORMAL SAFETY INSPECTIONS

In addition to informal or continuous inspections, formal inspections should be made at least twice a year by a district administrator or delegated representative(s). These formal inspections are a vital part of a strong loss control program.

When conducting an inspection, it is important to categorize the different areas at each campus to perform a thorough site audit. Categories include, but are not limited to:

- Gymnasiums
- Maintenance areas
- Boiler rooms
- Cafeterias
- Industrial/Fine Arts shops
- Classrooms
- Storage areas
- Science storage areas
- Laboratories
- Offices

All noted unsafe conditions should be corrected immediately to prevent injury to staff and students or damage to property. Documentation of these inspections should be kept on file for at least three years. An informal inspection (not documented) should be conducted daily by supervisors and employees before each shift.

A sample *Safety Inspection Checklist* and an *Employee Request for Correction of Safety Hazard Form* are presented here as a guide to assist the district in formulating and carrying out a formal safety inspection procedure.

Explain any substandard inspection results to your workers. Regularly reinforce, or retrain, your employees in safe work practices. Discuss with them the hazards they face with the materials or conditions in their work area. Encourage workers to notify you of any hazards they might discover by utilizing the *Employee Request for Correction of Safety Hazard Form*. It is up to you to set the standard for safety and motivate your workers to develop and maintain appropriate safety practices.



# SAFETY INSPECTIONS

## SAFETY INSPECTION CHECKLIST

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

### WORK PRACTICES

Select a work procedure and note any unsafe/awkward work positions or work practices.

**PROCEDURE:** \_\_\_\_\_

#### 1. Unsafe or Awkward Positions

- |                         |                               |
|-------------------------|-------------------------------|
| _____ overreaching      | _____ under overhead work     |
| _____ bending/stooping  | _____ overcrowding            |
| _____ lifting/back bent | _____ near heat/cold extremes |
| _____ obstructed sight  | _____ aisle obstructed        |
| _____ other _____       |                               |

#### 2. Unsafe Work Procedures

- |  |                 |
|--|-----------------|
| _____ improper tool/equipment          | (specify) _____ |
| _____ work exceeds capability          | (specify) _____ |
| _____ work endangers others            | (specify) _____ |
| _____ hazardous chemicals or materials | (specify) _____ |
| _____ personal protection              | (specify) _____ |

#### 3. Other Concerns

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Work Practices Remarks:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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# SAFETY INSPECTIONS

## SAFETY INSPECTION CHECKLIST

### SITE SAFETY

AREA INSPECTED: \_\_\_\_\_

Yes No

#### 1. General Safety Items

- \_\_\_ \_\_\_ a. Are Texas Hazardous Communication Act and other required notices posted?
- \_\_\_ \_\_\_ b. Are safety rules developed and being followed? (Safety Handbook)
- \_\_\_ \_\_\_ c. Are accident investigations conducted promptly and thoroughly?

#### 2. Fire Prevention

- \_\_\_ \_\_\_ a. Do fire extinguisher tags indicate yearly and monthly service inspection?
- \_\_\_ \_\_\_ b. Is an extinguisher available within 75 square feet of any area within the building?
- \_\_\_ \_\_\_ c. Are personnel instructed in appropriate fire emergency procedures?
- \_\_\_ \_\_\_ d. Are exits clearly marked and operable for an emergency?
- \_\_\_ \_\_\_ e. Are "No Smoking" signs posted and the rule enforced?
- \_\_\_ \_\_\_ f. Is there at least an 18" clearance from any fire sprinkler heads?
- \_\_\_ \_\_\_ g. Are employees aware of the fire hazards of the materials and processes to which they are exposed?

#### 3. First Aid

- \_\_\_ \_\_\_ a. Is a first-aid station or first-aid kit close to the work area?
- \_\_\_ \_\_\_ b. Are supplies stocked and maintained?
- \_\_\_ \_\_\_ c. Is a person trained in first aid available on the job?
- \_\_\_ \_\_\_ d. Are emergency phone numbers and addresses of nearby hospitals and clinics posted?

#### 4. Tools and Equipment

- \_\_\_ \_\_\_ b. Is an adequate program of inspection and maintenance being followed?
- \_\_\_ \_\_\_ c. Are tools in a safe and operable condition?
- \_\_\_ \_\_\_ d. Are tools used correctly for the job being performed?
- \_\_\_ \_\_\_ e. Are moving parts on equipment guarded properly?
- \_\_\_ \_\_\_ f. Are equipment and electrical tools grounded?

#### 5. Housekeeping

- \_\_\_ \_\_\_ a. Is the overall appearance and cleanliness of the work areas appropriate?
- \_\_\_ \_\_\_ b. Are storage racks anchored to the floor and cross-braced?
- \_\_\_ \_\_\_ c. Are pallets stacked orderly and not standing up on end?
- \_\_\_ \_\_\_ d. Are aisles clearly marked and kept clear?
- \_\_\_ \_\_\_ e. Are guardrails provided in all areas where walking, working or storage areas are above 36"?



# SAFETY INSPECTIONS

## SAFETY INSPECTION CHECKLIST

**Yes    No**

**6. Employee Training**

- a. Have the members of the safety committee encouraged and aided other employees in doing their work safely?
- b. Were hazards noted that were the result of employees not following instruction?
- c. Were any employees noted working in an unsafe manner or using mechanical equipment incorrectly?
- d. Have employees been trained in the use of specialized equipment?
- e. Are employees instructed in the proper manner of lifting heavy objects?

**7. Walkways and Aisles**

- a. Are aisles and passageways kept clear and free of debris?
- b. Are spilled materials cleaned up immediately?
- c. Are non-slip materials used for wet surfaces?
- d. Are there any sharp objects, projections or equipment that will interfere with the walkway?
- e. Are changes of direction or elevations readily identifiable?
- f. Are aisles/walkways that pass near moving or operating machinery arranged so that employees will not be subject to potential hazards?

**8. Environmental Control**

- a. Are all work areas properly illuminated?
- b. Are hazardous substances identified which may cause harm by inhalation, ingestion, skin absorption or contact?
- c. Is the work area properly ventilated? (open windows, portable fans, air conditioning)

**9. Exits and Egress**

- a. Are exits marked with exit signs?
- b. Do exit doors open from the direction of exit travel, without the use of a key or effort when the building is occupied?
- c. Where exit doors open directly onto any street or area where vehicles may be operated, are warnings or barricades provided to prevent students or employees from stepping into the path of traffic?



# SAFETY INSPECTIONS

## SAFETY INSPECTION CHECKLIST

Yes No

### 10. Personal Protective Clothing and Equipment

- a. Are protective goggles or face shields provided and worn where there is any danger of flying particles or corrosive materials? (Custodians, Industrial Arts, Science classrooms)
- b. Are eye wash facilities and quick drench showers within a work area where employees are exposed to injurious corrosive materials? (Science and Chemistry Laboratories)

### 11. Electrical

- a. Are all employees required to report as soon as possible any hazards to life or property observed with electrical equipment or power lines?
- b. Are portable electrical tools and equipment grounded or of the double insulated type?
- c. Are exposed wiring and cords with frayed or deteriorated insulation repaired or replaced promptly?

### 12. General Work Environment

- a. Are all work sites and/or classrooms clean and orderly?
- b. Are all work areas adequately illuminated?

### 13. Hazardous Chemical Exposures

- a. Are employees trained in the safe handling practices of hazardous chemicals such as acids, chlorine and caustics?
- b. Are chemicals stored safely and in an appropriate location?
- c. Are proper operating procedures established and followed for cleaning chemical spills?

### 14. Hazard Communication and Your Right-To-Know

- a. Is there a list of hazardous substances used in your workplace?
- b. Is there a written "Hazard Communication" training program at your site?
- c. Does this written "Hazard Communication" training program include information on Material Safety Data Sheets (MSDS), container labeling and employee training?
- d. Are Materials Safety Data Sheets (MSDS) readily available?
- e. Are hazardous substances stored in proper containers and labeled with the product identity and hazard warnings?



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# SAFETY INSPECTIONS

SITE SAFETY REMARKS:

INSPECTED

BY: \_\_\_\_\_



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# SAFETY INSPECTIONS

## EMPLOYEE REQUEST FOR CORRECTION OF SAFETY HAZARD

This form is to be completed when an employee has noted a hazard or dangerous situation. It is the responsibility of the site administrator, or supervisor, to ensure that follow-up and corrective measures are taken.

To: \_\_\_\_\_ (Site Administrator)

This is a request that the following safety hazard be investigated and/or corrected.

Dept. \_\_\_\_\_ Bldg. \_\_\_\_\_ Room \_\_\_\_\_

Location of hazard \_\_\_\_\_

Specific description of hazard \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Were measures/actions taken to temporarily control the hazard?  Yes  No

If yes, what? \_\_\_\_\_

\_\_\_\_\_

If no, give reason \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_

Employee

Date

### Administrator Recommendation:

1. The administrator recommends \_\_\_\_\_

\_\_\_\_\_

2. Referred to the Maintenance Director for immediate action.

3. Referred to Maintenance Department.

4. Other (specify) \_\_\_\_\_

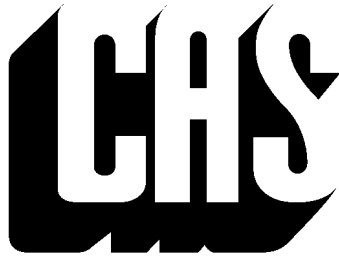
\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_

Site Administrator

Date



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# *Safety Notes*

Sample Job Descriptions  
For School Districts

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# SAMPLE JOB DESCRIPTIONS

Job Descriptions for all employees are an important part of an effective safety program. Detailed job descriptions can be used to assist the district in such areas as:

1. Properly matching new and prospective employees to the jobs to be completed
2. Orientation for new employees to help them understand the duties they are expected to perform
3. Helping to determine higher risk areas or potentially dangerous job duties

Job descriptions should separate “essential job functions” from “other functions” and detail the skills necessary for each job. Effective descriptions should also detail the physical demands of the job. In order to assist this district in these areas, Claims Administrative Services, Inc., has prepared a number of job descriptions. These descriptions are basic in format and should be tailored to the specific needs of your district.

**Note that the “Percentage of Time” column is blank on all the forms. This table, as well as all other items in the descriptions, is meant to be generic and will require modification to suit the duties of your particular staff.** To assist in these modifications, we provide this information on diskette as a free service to our clients. Please review the order blank included to determine if one of the formats shown is compatible with your computer system.

For these descriptions to be effective in your district, they should be personalized to accurately reflect the duties you consider essential for each job. What is essential for a particular position in one particular district may not be as important for the same position in your district. Conversely, there will be items your district should add or amend to reflect the day-to-day duties for a particular position.

It is important to review the assumptions regarding what constitutes an “essential function” for each job. Careful design of these descriptions can assist the district in compliance with the *Americans With Disabilities Act (ADA)*. Each district should have its legal counsel review the final formats and provisions of its job descriptions for appropriateness and legality in terms of the ADA.



# SAMPLE JOB DESCRIPTIONS

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# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Building Maintenance Supervisor

## JOB SUMMARY:

Controlling the job-employee system is the supervisor's responsibility. Supervisors must outline proper procedures for completing the job, training the employee, and providing adequate equipment and facilities. The training, inspections and accident investigation procedures outlined below will assist the supervisor in providing a safe and efficient system.

The Building Maintenance Supervisor supervises and coordinates building maintenance personnel involved in all phases of building maintenance. The supervisor installs, maintains, and repairs heating, cooling, lighting, plumbing, and ventilating systems of school buildings. The supervisor also assists with implementation and administration of ongoing routine maintenance and preventive maintenance programs; schedules work assignments and follows up to insure the proper forms and paperwork have been completed; does related work as required.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED. Graduate of trade school or equivalent course work in one or more building maintenance related disciplines, preferred.

### EXPERIENCE/TRAINING

Three years in building maintenance field.

### OTHER REQUIREMENTS

Texas Drivers License, Class C.

Successful completion of the physical specified for the position.

## JOB FUNCTIONS

### TRAINING

Provide job training to each employee so that the employee is capable of performing the operations required and is aware of any hazards involved in the duties. Employee training responsibilities include:

1. A review of job procedures conducted on a scheduled basis with employees. Outline the position in a job analysis and use for training purposes. A job analysis describes each function of the position and how to perform each function properly.
2. Equipment operation and maintenance manuals, product information, MSDS records, safety manuals, standards, and training instructions for specialized operations maintained at work locations for reference. Schedule supervisor review of this material with employees on a regular basis.



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# SAMPLE JOB DESCRIPTIONS

3. Department meetings are scheduled to include reviews of:
  - a. Changes in policies or standards.
  - b. Employee suggestions for improved efficiency and hazard reduction.
  - c. Accidents that have occurred and discussion of ways to prevent recurrence.
  - d. Job analysis, operational procedures, first aid, fire protection, or any needed topic as a continuation of employee training.
  - e. Each employee's signed acknowledgment that the employee has attended the meeting and received the information.
4. New employee orientation that includes an explanation of job procedures, policies, requirements, standards, and grounds for disciplinary action. Employees will sign an acknowledgment that they received job training and instruction concerning proper operating procedures.

## INSPECTIONS

Conduct inspections of each location on a scheduled basis with records maintained for management review. Inspections should include housekeeping and storage of material, equipment guarding, general area protection (floor openings, overhead work, slippery or defective surfaces, guard rails or hand rails, stairway surfaces, illumination, ventilation, electrical grounding), and other specific location requirements. Supervisors will make periodic inspections of physical conditions and operating procedures to insure that:

1. Physical conditions, equipment, and operating procedures are maintained to increase efficiency, to comply with standards, and to eliminate hazards.
2. Maintenance schedules for equipment and tools are being followed and maintenance dates and information are being recorded.

## ACCIDENT INVESTIGATION

Supervisor responsibilities include:

1. Preparing a written report determining the cause of the accident and a procedure for preventing recurrence of the accident.
2. Completing and forwarding the necessary claim reports.

## OTHER JOB FUNCTIONS

1. Requisition and procure supplies and equipment.
2. Recommend procurement of new equipment.
3. File work orders and reports.
4. Operate various office equipment.



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# SAMPLE JOB DESCRIPTIONS

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of all aspects of building maintenance and repair with emphasis on heating, ventilating, and air conditioning systems; plumbing materials and methods; electrical theory and practice; locks and door checks; lights and illumination; supervisory principles; occupational hazards and safety precautions of the trade. Ability to plan, assign and supervise work of a number of skilled and semi-skilled operators; use tools and equipment. Ability to sit, stand, walk freely, stoop, twist, climb, kneel, squat, or bend for extended periods of time while supervising or participating in building maintenance operations. Ability to hear clearly while working around equipment. Ability to exercise independent judgment; establish and maintain effective working relationships with others.

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

- |                             |                     |
|-----------------------------|---------------------|
| hand tools                  | cleaning equipment  |
| ladder                      | safety manuals      |
| electrical equipment        | employee handbook   |
| plumbing materials          | report forms        |
| supply list/inventory forms | office equipment    |
| installation and repair     | instructions/guides |

## WORK HAZARDS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> mechanical | <input type="checkbox"/> explosives             |
| <input checked="" type="checkbox"/> electrical | <input type="checkbox"/> radiation              |
| <input type="checkbox"/> fire                  | <input checked="" type="checkbox"/> atmospheric |
| <input checked="" type="checkbox"/> chemical   | <input checked="" type="checkbox"/> height      |
| <input checked="" type="checkbox"/> fumes/odor | <input type="checkbox"/> not applicable         |

## PERSONAL DEMANDS/STRESS

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> overtime    | <input checked="" type="checkbox"/> climate                |
| <input type="checkbox"/> shift work  | <input checked="" type="checkbox"/> stress                 |
| <input type="checkbox"/> split shift | <input type="checkbox"/> repetitious activities/operations |
|                                      | <input type="checkbox"/> not applicable                    |



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# SAMPLE JOB DESCRIPTIONS

ESSENTIAL FUNCTIONS - listed in descending order of frequency;

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes.

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Supervise, schedule and direct work of subordinates.		2a-c, 2n-o, 3a-e
2. Advise and assist subordinates in major and/or difficult jobs.		1a-c, 2a-o, 3a-c, 4c
3. Perform more complex tasks of maintenance and repair of all electrical and mechanical systems, except those requiring the attention of a licensed specialist.		1a-c, 2a-o, 3b-c, 4c
4. Make decisions regarding safe and effective repair methods.		3c-e
5. Read and understand written job instructions.		3c-d
6. Inspect electrical and mechanical systems and direct or take corrective action.		2a, 2b, 2d, 2j, 3b, 3c, 4c
7. Drive between job sites and vendor locations.		2c, 2p, 3c, 4a, 4b
8. Install new equipment.		1a-c, 2a-o, 3c, 4c



# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Building Maintenance Apprentice

## JOB SUMMARY

Performs various building maintenance repairs. Installs, maintains, or repairs the heating, cooling, lighting, plumbing, ventilating and roof systems of school buildings; does related work as required.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED desired.

### EXPERIENCE/TRAINING

One to two years experience in repair and operation of all types of building equipment.

## OTHER REQUIREMENTS

Texas Drivers License, Class C.

Successful completion of the physical specified for the position.

## OTHER JOB FUNCTIONS

1. Make minor repairs to furniture, door hinges, and locks.
2. Record various readings from meter gauges and other indicating devices.
3. Operate computerized building automation equipment.
4. Assist with custodial duties.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of assembly operations, adjustments and repairs of heating and air conditioning systems; common safety precautions and practices; general carpentry and plumbing techniques. Ability to read, understand and follow oral and written instructions; ability to keep records. Knowledge of tools, methods, and materials used in the trade. Ability to lift, carry, pull, push, or drag up to 90 pounds. Ability to work on a ladder at extreme heights. Ability to climb, stoop, kneel, squat, stand, walk or twist for extended periods of time while performing repair work and other job related duties as needed. Use good judgment to work safely and use equipment properly.

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

hand tools	cleaning equipment
ladder	safety manuals
electrical equipment	employee handbook
plumbing materials	instructions/guides
installation and repair	





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# SAMPLE JOB DESCRIPTIONS

## WORK HAZARDS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> mechanical | <input type="checkbox"/> explosives             |
| <input checked="" type="checkbox"/> electrical | <input type="checkbox"/> radiation              |
| <input type="checkbox"/> fire                  | <input checked="" type="checkbox"/> atmospheric |
| <input checked="" type="checkbox"/> chemical   | <input checked="" type="checkbox"/> height      |
| <input checked="" type="checkbox"/> fumes/odor | <input type="checkbox"/> not applicable         |

## PERSONAL DEMANDS/STRESS

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> overtime    | <input checked="" type="checkbox"/> climate                |
| <input type="checkbox"/> shift work  | <input type="checkbox"/> stress                            |
| <input type="checkbox"/> split shift | <input type="checkbox"/> repetitious activities/operations |
|                                      | <input type="checkbox"/> not applicable                    |

ESSENTIAL FUNCTIONS - listed in descending order of frequency;

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes.

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Inspect various electrical or mechanical systems, such as air conditioning and plumbing, and adjust or repair as necessary.		1a-c, 2a-p, 3b-c, 4c
2. Install new outlets, and replace switches, ballasts, light bulbs and fixtures.		2a-o, 3c, 4c
3. Lubricate fans, motors and other equipment.		2a-o, 3c, 4c
4. Perform minor repairs on plumbing and H.V.A.C. systems.		2a, 2d-o, 3c, 4c
5. Clean and repair air filters.		2a, 2d-n, 3c
6. Tend boilers, compressors and/or hot water heaters.		2a-o, 3b, 3c, 4c
7. Perform general building maintenance and minor carpentry and electrical repairs on doors, door locks, and closures.		1a-c, 2a-o, 3c, 4c



# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Custodian Supervisor

## JOB SUMMARY

Controlling the job-employee system is the supervisor's responsibility. Supervisors must outline proper procedures for completing the job, training the employee, and providing adequate equipment and facilities. The training, inspections and accident investigation procedures outlined below will assist the supervisor in providing a safe and efficient system.

The Custodian Supervisor supervises and participates in routine custodial and maintenance work in and around the school facilities and grounds; the supervisor does related work as required.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED.

### EXPERIENCE/TRAINING

Two years experience in custodial duties or any equivalent combination of education and/or experience.

### OTHER REQUIREMENTS

Texas Drivers License, Class C.

Successful completion of the physical specified for the position.

## JOB FUNCTIONS

### TRAINING

Provide job training to each employee so that the employee is capable of performing the operations required and is aware of any hazards involved in the duties. Employee training responsibilities include:

1. A review of job procedures conducted on a scheduled basis with employees. Outline the position in a job analysis and use for training purposes. A job analysis describes each function of the position and how to perform each function properly.
2. Equipment operation and maintenance manuals, product information, MSDS records, safety manuals, standards, and training instructions for specialized operations maintained at work locations for reference. Schedule supervisor review of this material with employees on a regular basis.
3. Department meetings are scheduled to include reviews of:
  - a. Changes in policies or standards.
  - b. Employee suggestions for improved efficiency and hazard reduction.
  - c. Accidents that have occurred and discussion of ways to prevent recurrence.
  - d. Job analysis, operational procedures, first aid, fire protection, or any needed topic as a continuation of employee training.
  - e. Each employee's signed acknowledgment that the employee has attended the meeting and received the information.



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# SAMPLE JOB DESCRIPTIONS

4. New employee orientation that includes an explanation of job procedures, policies, requirements, standards, and grounds for disciplinary action. Employees will sign an acknowledgment that they received job training and instruction concerning proper operating procedures.

## INSPECTIONS

Conduct inspections of each location on a scheduled basis with records maintained for management review. Inspections should include housekeeping and storage of material, equipment guarding, general area protection (floor openings, overhead work, slippery or defective surfaces, guard rails or hand rails, stairway surfaces, illumination, ventilation, electrical grounding), and other specific location requirements. Supervisors will make periodic inspections of physical conditions and operating procedures to insure that:

1. Physical conditions, equipment, and operating procedures are maintained to increase efficiency, to comply with standards, and to eliminate hazards.
2. Maintenance schedules for equipment and tools are being followed and maintenance dates and information are being recorded.

## ACCIDENT INVESTIGATION

Supervisor responsibilities include:

1. Preparing a written report determining the cause of the accident and a procedure for preventing recurrence of the accident.
2. Completing and forwarding the necessary claim reports.

## OTHER JOB FUNCTIONS

1. Assist in conducting performance evaluations and make recommendations regarding terminations and promotions.
2. Maintain supply warehouse inventory.
3. Assist with planning and implementation of housekeeping schedules and schedule assignments of personnel.
4. Move furniture and materials.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of supervisory techniques, building cleaning practices, supplies and equipment. Knowledge of methods, materials, and tools used in general maintenance work. Skill in oral and written communication. Good interpersonal skills. Ability to direct and critique the work of employees engaged in cleaning operations. Ability to receive detailed information through oral communication, and make fine discriminations in sound. Ability to perform a variety of physical skills including but not limited to kneeling, squatting, standing and writing. Ability to lift or exert forces equivalent to lifting up to 90 pounds. Ability to operate motorized vehicle. Ability to work in an indoor environment.



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# SAMPLE JOB DESCRIPTIONS

---

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

- |              |                    |
|--------------|--------------------|
| floor buffer | ladder             |
| mop          | employee handbook  |
| broom        | safety manuals     |
| vacuum       | cleaning equipment |
| hand tools   | motorized vehicles |
| files        | schedule forms     |
| time sheets  | supply orders      |

## WORK HAZARDS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> mechanical | <input type="checkbox"/> explosives             |
| <input checked="" type="checkbox"/> electrical | <input type="checkbox"/> radiation              |
| <input type="checkbox"/> fire                  | <input checked="" type="checkbox"/> atmospheric |
| <input checked="" type="checkbox"/> chemical   | <input checked="" type="checkbox"/> height      |
| <input checked="" type="checkbox"/> fumes/odor | <input type="checkbox"/> not applicable         |

## PERSONAL DEMANDS/STRESS

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> overtime    | <input checked="" type="checkbox"/> climate                           |
| <input type="checkbox"/> shift work  | <input checked="" type="checkbox"/> stress                            |
| <input type="checkbox"/> split shift | <input checked="" type="checkbox"/> repetitious activities/operations |
|                                      | <input type="checkbox"/> not applicable                               |



# SAMPLE JOB DESCRIPTIONS

ESSENTIAL FUNCTIONS - listed in descending order of frequency;

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes.

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Provide training for custodians in duty of cleaning methods.		1a-c, 2a-p, 3a, 3d, 3e, 4c
2. Inspect buildings for proper cleaning.		2b, 2d, 2j, 3c
3. Drive to various locations to inspect work and supervise subordinates.		2a, 2b, 2c, 2p, 3c, 4a, 4b
4. Schedule, assign, direct and monitor custodians in performance of duties.		2a, 2b, 2c, 3a-e
5. Maintain files of custodial reports, time sheets, supply orders and other records.		2a-c, 3a-e
6. Lift and carry up to 90 pounds.		2b, 2d, 2j, 2n, 2g
7. Mix required cleaning solutions.		2o, 2n, 3c, 3d
8. Make minor repairs to locks, fans, and other simple equipment; replace broken windows.		2o, 2n, 3d, 4c
9. Start, regulate, control, and stop heating and air conditioning equipment.		2n, 2o, 2d, 4c
10. Replace light bulbs.		2e, 2i, 2k, 2m, 2n, 2o, 3c
11. Sweep, mop, scrub, wax, polish, and vacuum floors and carpet.		2a-p, 3a-e, 4c
12. Collect and remove trash from buildings.		1c, 2a, 2b, 2d, 2j, 2n, 2l
13. Clean and monitor rest rooms.		2a, 2d, 2f, 2j, 2n
14. Wash walls, windows and woodwork.		2a, 2d-k
15. Dust, polish and arrange furniture and equipment.		1a-c, 2a-n, 3c



# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Custodian

## JOB SUMMARY:

Performs routine custodial duties including cleaning and maintenance tasks for school facilities and grounds; does related work as required.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED desired.

### EXPERIENCE/TRAINING

No relevant experience necessary.

## OTHER REQUIREMENTS

Texas Drivers License, Class C.

Successful completion of the physical specified for the position.

## OTHER JOB FUNCTIONS

1. Notify supervisor of needed major repairs.
2. Move furniture and materials.
3. Clean equipment.
4. Perform minor servicing of equipment.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of building cleaning practices, supplies and equipment; safety precautions. Skill in reading and understanding verbal or written job instructions and warning labels; use good judgment to work safely and use equipment properly. Ability to kneel, stoop, and stand for long periods of time. Ability to work in an indoor environment. Ability to lift or exert forces equivalent to 90 pounds. Ability to notice changes in noises which indicate problems with machinery or equipment. Ability to work effectively as a team member.

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

floor buffer  
mop  
broom  
vacuum  
hand tools

ladder  
employee handbook  
safety manuals  
cleaning equipment



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# SAMPLE JOB DESCRIPTIONS

## WORK HAZARDS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> mechanical | <input type="checkbox"/> explosives             |
| <input checked="" type="checkbox"/> electrical | <input type="checkbox"/> radiation              |
| <input type="checkbox"/> fire                  | <input checked="" type="checkbox"/> atmospheric |
| <input checked="" type="checkbox"/> chemical   | <input checked="" type="checkbox"/> height      |
| <input checked="" type="checkbox"/> fumes/odor | <input type="checkbox"/> not applicable         |

## PERSONAL DEMANDS/STRESS

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> overtime    | <input checked="" type="checkbox"/> climate                           |
| <input type="checkbox"/> shift work  | <input type="checkbox"/> stress                                       |
| <input type="checkbox"/> split shift | <input checked="" type="checkbox"/> repetitious activities/operations |
|                                      | <input type="checkbox"/> not applicable                               |

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	%	PHYSICAL
	OF TIME	DEMAND CODE
1. Sweep, mop, scrub, wax, polish, and vacuum floors and carpet.		2a-p, 3a-d, 4c
2. Collect and remove trash from buildings.		1c, 2a, 2b, 2d, 2j, 2n, 2l
3. Clean and monitor rest rooms.		2a, 2d, 2f, 2j, 2n
4. Lift and carry up to 90 pounds.		2b, 2d, 2j, 2n, 2g
5. Wash walls, windows and woodwork.		2a, 2d-k
6. Dust, polish and arrange furniture and equipment.		1a-c, 2a-n, 3c
7. Mix required cleaning solutions.		2o, 2n, 3c, 3d
8. Replace light bulbs.		2e, 2i, 2k, 2m, 2n, 2o, 3c
9. Make minor repairs to locks, fans, and other simple equipment.		2o, 2n, 3d, 4c
10. Start, regulate, control, and stop heating and air conditioning equipment.		2n, 2o, 2d, 4c



# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Grounds Maintenance Supervisor

## JOB SUMMARY:

Controlling the job-employee system is the supervisor's responsibility. Supervisors must outline proper procedures for completing the job, training the employee, and providing adequate equipment and facilities. The training, inspections and accident investigation procedures outlined below will assist the supervisor in providing a safe and efficient system.

The Grounds Maintenance Supervisor supervises and directs ground maintenance personnel and performs ground maintenance of grounds; the supervisor performs other duties as assigned.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED.

### EXPERIENCE/TRAINING

Two to three years of experience as ground maintenance.

## OTHER REQUIREMENTS

Texas Drivers License, Class C.

Successful completion of the physical specified for the position.

## JOB FUNCTIONS

### TRAINING

Provide job training to each employee so that the employee is capable of performing the operations required and is aware of any hazards involved in the duties. Employee training responsibilities include:

1. A review of job procedures conducted on a scheduled basis with employees. Outline the position in a job analysis and use for training purposes. A job analysis describes each function of the position and how to perform each function properly.
2. Equipment operation and maintenance manuals, product information, MSDS records, safety manuals, standards, and training instructions for specialized operations maintained at work locations for reference. Schedule supervisor review of this material with employees on a regular basis.
3. Department meetings are scheduled to include reviews of:
  - a. Changes in policies or standards.
  - b. Employee suggestions for improved efficiency and hazard reduction.
  - c. Accidents that have occurred and discussion of ways to prevent recurrence.
  - d. Job analysis, operational procedures, first aid, fire protection, or any needed topic as a continuation of employee training.
  - e. Each employee's signed acknowledgment that the employee has attended the meeting and received the information.





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# SAMPLE JOB DESCRIPTIONS

4. New employee orientation that includes an explanation of job procedures, policies, requirements, standards, and grounds for disciplinary action. Employees will sign an acknowledgment that they received job training and instruction concerning proper operating procedures.

## INSPECTIONS

Conduct inspections of each location on a scheduled basis with records maintained for management review. Inspections should include housekeeping and storage of material, equipment guarding, general area protection (floor openings, overhead work, slippery or defective surfaces, guard rails or hand rails, stairway surfaces, illumination, ventilation, electrical grounding), and other specific location requirements. Supervisors will make periodic inspections of physical conditions and operating procedures to insure that:

1. Physical conditions, equipment, and operating procedures are maintained to increase efficiency, to comply with standards, and to eliminate hazards.
2. Maintenance schedules for equipment and tools are being followed and maintenance dates and information are being recorded.

## ACCIDENT INVESTIGATION

Supervisor responsibilities include:

1. Preparing a written report determining the cause of the accident and a procedure for preventing recurrence of the accident.
2. Completing and forwarding the necessary claim reports.

## OTHER JOB FUNCTIONS

1. Requisition and procure supplies and equipment.
2. File work orders and reports.
3. Plant and maintain flower beds.
4. Lay grass sod.
5. Perform general maintenance duties.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

Ability to plan, assign, and supervise work of a number of skilled and semi-skilled operators. Knowledge of safety cautions and hazards of operating grounds maintenance equipment. Skill in operating grounds maintenance equipment. Ability to direct and critique the work of employees engaged in grounds maintenance. Knowledge of fertilizers and pesticides. Ability to read written instructions and follow written or oral instructions. Ability to drive various types of trucks with a standard shift. Ability to work out of doors in extremes of heat and cold. Ability to lift and/or carry up to 90 pounds. Ability of sight, speech, hearing, arms, legs, hands, and feet. Ability to exercise independent judgment; establish and maintain effective working relationships with others.



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# SAMPLE JOB DESCRIPTIONS

---

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

- |                             |                                  |
|-----------------------------|----------------------------------|
| push mower                  | hand tools                       |
| riding mower                | ladder                           |
| employee handbook           | chain saw                        |
| tractor                     | weed eater                       |
| rake                        | safety manuals                   |
| hoes                        | fertilizers                      |
| pesticides                  | blower                           |
| shovel                      | report forms                     |
| supply list/inventory forms | non-automatic equipment/vehicles |

## WORK HAZARDS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> mechanical | <input type="checkbox"/> explosives             |
| <input checked="" type="checkbox"/> electrical | <input type="checkbox"/> radiation              |
| <input type="checkbox"/> fire                  | <input checked="" type="checkbox"/> atmospheric |
| <input checked="" type="checkbox"/> chemical   | <input checked="" type="checkbox"/> height      |
| <input checked="" type="checkbox"/> fumes/odor | <input type="checkbox"/> not applicable         |

## PERSONAL DEMANDS/STRESS

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> overtime    | <input checked="" type="checkbox"/> climate                           |
| <input type="checkbox"/> shift work  | <input checked="" type="checkbox"/> stress                            |
| <input type="checkbox"/> split shift | <input checked="" type="checkbox"/> repetitious activities/operations |
|                                      | <input type="checkbox"/> not applicable                               |



# SAMPLE JOB DESCRIPTIONS

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Supervise, schedule and direct work of subordinates.		2a-c, 2n-o, 3a-e
2. Advise and assist subordinates in major and/or difficult jobs.		1a-c, 2a-p, 3a-c, 4a-c
3. Inspect work of subordinates		2a-o, 3a, 3c
4. Maintain departmental records.		2c, 2o, 3c, 3e
5. Read assignments, chemical labels and mixture requirements.		3c, 3d
6. Drive between job sites and vendor locations.		2c, 2o, 3c, 4a, 4b
7. Operate push-mower, weed eater, chain saw, blowers, rakes, and machinery tools.		1a-c, 2a-p, 3b, 3c, 4c
8. Operate tractor and a standard transmission with a clutch.		2c, 2n, 2o, 2p, 3b, 3c, 4a-c
9. Pick up litter from school grounds.		1a, 2a-n, 3c
10. Prune trees and bushes.		1a-c, 2a-o, 3c, 4c
11. Apply fertilizer and spray pesticide.		2a-o, 3c, 4c



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# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Grounds Maintenance Technician

## JOB SUMMARY

Performs semi-skilled grounds maintenance of grounds and other duties as assigned.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED desired.

### EXPERIENCE/TRAINING

No relevant experience necessary.

## OTHER REQUIREMENTS

Texas Drivers License, Class C.

Successful completion of the physical specified for the position.

## OTHER JOB FUNCTIONS

1. Plant and maintain flowerbeds
2. Lay grass sod
3. Perform general maintenance duties.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of safety precautions and hazards of operating grounds maintenance equipment; knowledge of fertilizers and pesticides. Skilled in the operation of grounds maintenance equipment. Ability to read written instructions and follow written or oral instructions. Ability to drive various types of trucks with standard shift. Ability to work out of doors in extremes of heat and cold. Ability to lift and/or carry objects weighing up to 90 pounds. Ability to use sight, speech, hearing, arms, legs, hands, and feet in performing duties.

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

push mower	blower
riding mower	shovel
tractor	weed eater
rake	hand tools
chain saw	employee handbook
ladder	Safety manuals
chemicals	fertilizers
pesticides	hoes
water hoses	
non-automatic equipment/vehicle	



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# SAMPLE JOB DESCRIPTIONS

## WORK HAZARDS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> mechanical | <input type="checkbox"/> explosives             |
| <input checked="" type="checkbox"/> electrical | <input type="checkbox"/> radiation              |
| <input type="checkbox"/> fire                  | <input checked="" type="checkbox"/> atmospheric |
| <input checked="" type="checkbox"/> chemical   | <input checked="" type="checkbox"/> height      |
| <input checked="" type="checkbox"/> fumes/odor | <input type="checkbox"/> not applicable         |

## PERSONAL DEMANDS/STRESS

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> overtime    | <input checked="" type="checkbox"/> climate                           |
| <input type="checkbox"/> shift work  | <input type="checkbox"/> stress                                       |
| <input type="checkbox"/> split shift | <input checked="" type="checkbox"/> repetitious activities/operations |
|                                      | <input type="checkbox"/> not applicable                               |

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Operate push-mower, weed eater, chain saw, blowers, rakes, and machinery tools.		1a-c, 2a-p, 3b-c, 4c
2. Operate tractor and a standard transmission with a clutch.		2c, 2n, 2o, 2p, 3b, 3c, 4a-c
3. Read assignments, chemical labels and mixture requirements.		3c, 3d
4. Pick up litter from school grounds.		1a, 2a-n, 3c
5. Prune trees and bushes.		1a-c, 2a-o, 3c, 4c
6. Apply fertilizer and spray pesticide.		2a-o, 3c, 4c



# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Bus Mechanic Supervisor

## JOB SUMMARY:

Controlling the job-employee system is the supervisor's responsibility. Supervisors must outline proper procedures for completing the job, training the employee, and providing adequate equipment and facilities. The training, inspections and accident investigation procedures outlined below will assist the supervisor in providing a safe and efficient system.

The Bus Mechanic Supervisor directs vehicle maintenance and repair program including planning, scheduling, and execution; directs other work as required.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED.

### EXPERIENCE/TRAINING

Three to five years experience in vehicle maintenance and repair, supplemented by service training or supervisor training.

## OTHER REQUIREMENTS

Commercial Operator's License, Texas CDL Class A.

Successful completion of the physical specified for the position.

## JOB FUNCTIONS

### TRAINING

Provide job training to each employee so that the employee is capable of performing the operations required and is aware of any hazards involved in the duties. Employee training responsibilities include:

1. A review of job procedures be conducted on a scheduled basis with employees. Outline the position in a job analysis and use for training purposes. A job analysis describes each function of the position and how to perform each function properly.
2. Equipment operation and maintenance manuals, product information, MSDS records, safety manuals, standards, and training instructions for specialized operations maintained at work locations for reference. Schedule supervisor review of this material with employees on a regular basis.
3. Department meetings are scheduled to include reviews of:
  - a. Changes in policies or standards.
  - b. Employee suggestions for improved efficiency and hazard reduction.
  - c. Accidents that have occurred and discussion of ways to prevent recurrence.
  - d. Job analysis, operational procedures, first aid, fire protection, or any needed topic as a continuation of employee training.
  - e. Each employee's signed acknowledgment that the employee has attended the meeting and received the information.



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# SAMPLE JOB DESCRIPTIONS

4. New employee orientation that includes an explanation of job procedures, policies, requirements, standards, and grounds for disciplinary action. Employees will sign an acknowledgment that they received job training and instruction concerning proper operating procedures.

## INSPECTIONS

Conduct inspections of each location on a scheduled basis with records maintained for management review. Inspections should include housekeeping and storage of material, equipment guarding, general area protection (floor openings, overhead work, slippery or defective surfaces, guard rails or hand rails, stairway surfaces, illumination, ventilation, electrical grounding), and other specific location requirements. Supervisors will make periodic inspections of physical conditions and operating procedures to insure that:

1. Physical conditions, equipment, and operating procedures are maintained to increase efficiency, to comply with standards, and to eliminate hazards.
2. Maintenance schedules for equipment and tools are being followed and maintenance dates and information are being recorded.

## ACCIDENT INVESTIGATION

Supervisor responsibilities include:

1. Preparing a written report determining the cause of the accident and a procedure for preventing recurrence of the accident
2. Completing and forwarding the necessary claim reports

## OTHER JOB FUNCTIONS

1. Assist in administration, personnel matters.
2. Training and developing standard procedures.
3. Account for labor and materials to departments and on work orders.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of supervisory techniques. Knowledge of the principles of internal combustion engines. Knowledge of procedures, tools, equipment and materials used in the repair and maintenance of motorized equipment. Ability to plan, assign and supervise work of a number of skilled and semi-skilled mechanics. Skill in diagnosing malfunctions of motorized equipment. Skill in operating the equipment utilized for the repair or service of motorized equipment. Ability to read, write and converse in the English language. Ability to follow oral and written instructions and prepare basic reports. Ability to supply own tools as needed. Ability to lift/carry up to 90 pounds. Ability to work in a dirty environment subject to dust, dirt, and grease. Ability to sit, stand, stoop, twist, climb, bend, or walk for extended periods of time. Ability to exercise independent judgment; establish and maintain effective working relationships with others.



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# SAMPLE JOB DESCRIPTIONS

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

- |                         |                             |
|-------------------------|-----------------------------|
| hand tools              | safety manuals              |
| ladder                  | welding equipment           |
| hydraulic jack or hoist | employee handbook           |
| electrical equipment    | Work Orders                 |
| installation and repair | supply list/inventory forms |
| instructions/guides     |                             |

## WORK HAZARDS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> mechanical | <input type="checkbox"/> explosives             |
| <input checked="" type="checkbox"/> electrical | <input type="checkbox"/> radiation              |
| <input checked="" type="checkbox"/> fire       | <input checked="" type="checkbox"/> atmospheric |
| <input checked="" type="checkbox"/> chemical   | <input checked="" type="checkbox"/> height      |
| <input checked="" type="checkbox"/> fumes/odor | <input type="checkbox"/> not applicable         |

## PERSONAL DEMANDS/STRESS

- |   |   |
|---|---|
| <input type="checkbox"/> overtime       | <input checked="" type="checkbox"/> climate                           |
| <input type="checkbox"/> shift work     | <input checked="" type="checkbox"/> stress                            |
| <input type="checkbox"/> split shift    | <input checked="" type="checkbox"/> repetitious activities/operations |
| <input type="checkbox"/> not applicable |   |

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Assign work and supervise mechanics.		2a-p, 3a-e, 4a-c
2. Advise and assist subordinates in major and/or difficult jobs.		1a-c, 2a-o, 3a-c, 4a-c
3. Read, write and converse in the English language.		3a-e
4. Write and process Work Orders by hand.		2c, 3a-e
5. Lift, carry, pull, and push up to 90 pounds.		1a-c, 2a-o
6. Maintain efficient housekeeping.		1a-c, 2a-o, 3c
7. Crawl under and climb on vehicles for inspections.		2d, 2f-o
8. Drive vehicles as necessary.		2c, 2o, 2p, 3c, 4a-c





# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Bus Mechanic Technician

## JOB SUMMARY:

Under direction, does skilled mechanical work and welding on a variety of diesel and gasoline powered equipment; does related work as required.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED desired.

### EXPERIENCE/TRAINING

Three years experience in the maintenance and repair of a wide variety of motorized equipment and two years welding in automotive or construction field.

### OTHER REQUIREMENTS

Commercial Operator's License, Texas CDL Class A.  
Successful completion of the physical specified for the position.

## OTHER JOB FUNCTIONS

- a. Account for labor and materials to departments and on work orders.
- b. Display good decision making ability.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of the principles of internal combustion engines. Knowledge of procedures, tools, equipment and materials used in the repair and maintenance of motorized equipment. Skill in diagnosing malfunctions of motorized equipment. Skill in operating the equipment utilized for the repair or service of motorized equipment. Ability to read, write and converse in the English language. Ability to follow oral and written instructions and prepare basic reports. Ability to supply own tools as needed. Ability to lift/carry up to 90 pounds. Ability to work in a dirty environment subject to dust, dirt, and grease. Ability to sit, stand, stoop, twist, climb, bend, or walk for extended periods of time.

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

hand tools	cleaning equipment
ladder	safety manuals
hydraulic jack or hoist	welding equipment
electrical equipment	employee handbook
installation and repair	work orders
instructions/guides	



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# SAMPLE JOB DESCRIPTIONS

## WORK HAZARDS

- mechanical
- electrical
- fire
- chemical
- fumes/odor
- explosives
- radiation
- atmospheric
- height
- not applicable

## PERSONAL DEMANDS/STRESS

- overtime
- shift work
- split shift
- climate
- stress
- repetitious activities/operations
- not applicable

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Inspect, diagnose and repair mechanical defects in motorized equipment.		1a-c, 2a-p, 3b, 3c, 4a-c
2. Perform welding on all types of equipment.		1a-c, 2a-o, 3c, 4c
3. Make emergency repairs in the field.		1a-c, 2a-p, 3c, 4a-c
4. Perform general overhaul of motors, hydraulic systems, electrical systems, pumps and brakes.		1a-c, 2a-p, 3c, 4a-c
5. Crawl under and climb on vehicles for inspections.		2d, 2f-o
6. Deliver vehicles.		2c, 2o, 2p, 3c, 4a-c
7. Lift, carry, pull, and push up to 90 pounds.		1a-c, 2a-o



# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Fuel Service Attendant

## JOB SUMMARY:

Assists in fueling of vehicles and equipment at Fuel Island; inspects fluid levels such as oil, water and transmission; and does related work as required.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED desired.

### EXPERIENCE/TRAINING

One-year experience in servicing automotive equipment or one year experience in service station related work and skills.

## OTHER REQUIREMENTS

Texas Drivers License, Class C.

Successful completion of the physical specified for the position.

## OTHER JOB FUNCTIONS

1. Clean service vehicles and outside area of service repair shop.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of servicing automotive equipment including the proper usage and safety precautions. Skill in service station related work. Ability to sit, stand, stoop, twist or walk for extended periods of time during vehicle inspections. Ability to work both indoors and outdoors including adverse weather conditions such as extreme cold, heat and temperature swings.

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

hand tools

ladder

electrical equipment

cleaning equipment

safety manuals

employee handbook

## WORK HAZARDS

mechanical

electrical

fire

chemical

fumes/odor

explosives

radiation

atmospheric

height

not applicable



# SAMPLE JOB DESCRIPTIONS

## PERSONAL DEMANDS/STRESS

- |  |  |
|--|--|
| <input type="checkbox"/> overtime<br><input type="checkbox"/> shift work<br><input type="checkbox"/> split shift | <input checked="" type="checkbox"/> climate<br><input type="checkbox"/> stress<br><input checked="" type="checkbox"/> repetitious activities/operations<br><input type="checkbox"/> not applicable |
|--|--|

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Fuel and inspect automotive equipment.		2a-o, 3c, 4a-c
2. Keep Fuel Island area clean.		1a, 2a, 2b, 2e-n
3. Assist drivers in procedure for fueling equipment.		1a, 2a-o, 3c, 4a-c
4. Crawl under and climb on vehicles for inspections.		2a-o, 3c, 4c
5. Gauge all fuel storage tanks.		2a, 2b, 2d, 2f, 2g, 3c
6. Read, write and converse in the English language.		3a-e



# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Cafeteria Manager

## JOB SUMMARY:

Controlling the job-employee system is the supervisor's responsibility. Supervisors must outline proper procedures for completing the job, training the employee, and providing adequate equipment and facilities. The training, inspections and accident investigation procedures outlined below will assist the supervisor in providing a safe and efficient system.

The Cafeteria Manager supervises and coordinates activities of cafeteria employees in food production and cafeteria areas. The Cafeteria Manager is also responsible for the receiving and storage of all foodstuffs and supplies.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED.  
Continuing Education work in Food Service preferable.

### EXPERIENCE/TRAINING

One year in manager-training preferable.  
Two or more years of general cafeteria experience.

## OTHER REQUIREMENTS

Current health card.  
Satisfactory T.B. test. (Required yearly or as specified by law.)  
Texas Drivers License, Class C.  
Successful completion of the physical specified for the position.

## JOB FUNCTIONS

### TRAINING

Provide job training to each employee so that the employee is capable of performing the operations required and is aware of any hazards involved in the duties. Employee training responsibilities include:

1. A review of job procedures conducted on a scheduled basis with employees. Outline the position in a job analysis and use for training purposes. A job analysis describes each function of the position and how to perform each function properly.
2. Equipment operation and maintenance manuals, product information, MSDS records, safety manuals, standards, and training instructions for specialized operations maintained at work locations for reference. Schedule supervisor review of this material with employees on a regular basis.



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# SAMPLE JOB DESCRIPTIONS

3. Department meetings are scheduled to include reviews of:
  - a. Changes in policies or standards.
  - b. Employee suggestions for improved efficiency and hazard reduction.
  - c. Accidents that have occurred and discussion of ways to prevent recurrence.
  - d. Job analysis, operational procedures, first aid, fire protection, or any needed topic as a continuation of employee training.
  - e. Each employee's signed acknowledgment that the employee has attended the meeting and received the information.
4. New employee orientation that includes an explanation of job procedures, policies, requirements, standards, and grounds for disciplinary action. Employees will sign an acknowledgment that they received job training and instruction concerning proper operating procedures.

## INSPECTIONS

Conduct inspections of each location on a scheduled basis with records maintained for management review. Inspections should include housekeeping and storage of material, equipment guarding, general area protection (floor openings, overhead work, slippery or defective surfaces, guard rails or hand rails, stairway surfaces, illumination, ventilation, electrical grounding), and other specific location requirements. Supervisors will make periodic inspections of physical conditions and operating procedures to insure that:

1. Physical conditions, equipment, and operating procedures are maintained to increase efficiency, to comply with standards, and to eliminate hazards.
2. Maintenance schedules for equipment and tools are being followed and maintenance dates and information are being recorded.

## ACCIDENT INVESTIGATION

Supervisor responsibilities include:

1. Preparing a written report determining the cause of the accident and a procedure for preventing recurrence of the accident.
2. Completing and forwarding the necessary claim reports.

## OTHER JOB FUNCTIONS

1. Serve as cashier when necessary.
2. Supervise the maintaining of health and sanitation conditions in the cafeteria.
3. Notify food service department and employees when their County Health Certificate expires and notify food service department when employee is recertified by health department.



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# SAMPLE JOB DESCRIPTIONS

4. Notify food service department when equipment must be repaired or is in need of service.
5. Assist the director of food service as assigned.
6. Perform related tasks as assigned by director of food service.
7. Will be expected to attend all in-service and managers' meetings.
8. Will be expected to attend all continuing education programs held by TEA and other related institutions.
9. Will be expected to become Texas SFSA certified when available, and will be expected to be recertified when necessary.
10. Will be mandatory to attend one TEA Summer Workshop every other year.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of sound nutrition principles required. Ability to understand the Breakfast, Type A Lunch Pattern and other lunch patterns familiar to the district. Knowledge of sound nutrition principles required. Must have knowledge, skills and abilities in food preparation, in cooking, in figuring quantities of food needed according to standard *Buying Guide*, in requisitioning and storing food and supplies, in general kitchen management, and in principles and requirements of sanitation and safety in handling food and equipment. Ability to supervise and work cooperatively with others. Must have sufficient dexterity to handle food and equipment efficiently and safely. Must be able to exercise judgment and initiative in preparing food, delegating duties, and maintaining efficient standards of operation. Ability to read, write, and follow written and oral instructions in English.

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES:

kitchen equipment	employee handbook
broom	safety manuals
mop	measuring equipment
recipes	<i>Buying Guide</i>
TEA Reports & Forms	

## WORK HAZARDS

<input checked="" type="checkbox"/> mechanical	<input type="checkbox"/> explosives
<input type="checkbox"/> electrical	<input checked="" type="checkbox"/> radiation (microwave oven)
<input checked="" type="checkbox"/> fire	<input type="checkbox"/> atmospheric
<input type="checkbox"/> chemical	<input type="checkbox"/> height
<input type="checkbox"/> fumes/odor	<input type="checkbox"/> not applicable



# SAMPLE JOB DESCRIPTIONS

## PERSONAL DEMANDS/STRESS

- |  |   |
|--|---|
| <input type="checkbox"/> overtime<br><input type="checkbox"/> shift work<br><input type="checkbox"/> split shift | <input type="checkbox"/> climate<br><input checked="" type="checkbox"/> stress<br><input type="checkbox"/> repetitious activities/operations<br><input type="checkbox"/> not applicable |
|--|---|

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Organize daily work schedule for kitchen, based on breakfast and lunch menus.		2c, 3a-e
2. Post menus and work schedules for daily tasks.		2a, 2b, 3c
3. Instruct and supervise work schedule.		2a-c, 3a-e
4. Devise a daily cleaning schedule, post, and advise employees.		2a-c, 3a-e
5. Contact office of Director of Food Service when approved substitute is needed to work when regular employee is absent.		3a-e
6. Interview new applicants when applicable.		2c, 3a-e
7. Train new employees to comply with Job Description.		1a, 2a-p, 3a-e, 4c
8. Review policies and procedures of Food Service Department with new employees.		2c, 3a-e
9. Evaluate cafeteria employees once a year.		2a-c, 3a-e
10. Call and record all conferences needed for reprimanding employees.		3a-e
11. Keep records for TEA reports and fill out TEA Forms.		2c, 3a-e
12. Figure and record daily food production records.		2c, 3a-e
13. Check in, date, and supervise storage of all received supplies.		1a, 2a, 2b, 2n, 3a-e
(Continued on next page)		





# SAMPLE JOB DESCRIPTIONS

CONTINUED

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
14. Check invoices with orders and deliveries, and report discrepancies.		1a, 2a-c, 2n, 3a-e
15. Count money and prepare deposit slips ready for the security guard pick up.		2c, 2n, 2o, 3a-e
16. Report all absenteeism on written forms.		2n, 2o, 3a-e
17. Keep accurate conference reports when necessary to meet with employees and return to Central Office.		2a-c, 3a-e
18. Keep perpetual inventory daily, and take physical inventory at the end of the month.		2a-c, 2n, 3a-e
19. Prepare physical inventory as soon as possible after the last day of the month.		2a-c, 2n, 3a-e
20. Review Type A cycle menus in advance.		3a-e
21. Prepare all orders for food supplies to meet a Type A Pattern and order other supplies as needed.		3a-e
22. Supervise employees in the correct and economical preparation of food to preserve its nutrient content.		2a-o, 3a-e, 4c
23. Confer with, and advise, the cafeteria personnel on portion control.		3a-e
24. Supervise tray service; check trays, baskets, or plates, for accuracy and attractiveness.		2a, 2b, 3a-e
25. Make changes in menu to meet Type A requirement, if necessary.		2c, 3a-e
26. Adjust choices in menu to utilize foods left over.		2c, 3a-e
27. Keep all recipes standardized.		3a-e
28. Assign jobs to employees when their assigned task is completed for breakfast and lunch.		3a-e



# SAMPLE JOB DESCRIPTIONS

**JOB TITLE:** Assistant High School Cafeteria Manager

**JOB SUMMARY:**

Controlling the job-employee system is the supervisor's responsibility. Supervisors must outline proper procedures for completing the job, training the employee, and providing adequate equipment and facilities. The training, inspections and accident investigation procedures outlined below will assist the supervisor in providing a safe and efficient system.

The Assistant High School Cafeteria Manager supervises and coordinates activities of cafeteria/snack bar employees in food production and cafeteria snack bar areas; responsible for the ordering, receiving, and storage of all foodstuffs and supplies for snack bar. When Manager is absent, the Assistant Manager assumes responsibility for entire kitchen.

**JOB REQUIREMENTS**

**EDUCATION:**

High School Diploma or GED.  
Continuing Education work in Food Service preferable.

**EXPERIENCE/TRAINING:**

One year in manager-training preferable.  
Two or more years of general cafeteria experience.

**OTHER REQUIREMENTS:**

Current health card.  
Satisfactory T.B. test. (Required yearly or as specified by law.)  
Texas Drivers License, Class C.  
Successful completion of the physical specified for the position.

**JOB FUNCTIONS:**

**TRAINING**

Provide job training to each employee so that the employee is capable of performing the operations required and is aware of any hazards involved in his duties. Employee training responsibilities

1. A review of job procedures conducted on a scheduled basis with employees. Outline the position in a job analysis and use for training purposes. A job analysis describes each function of the position and how to perform each function properly.
2. Equipment operation and maintenance manuals, product information, MSDS records, safety manuals, standards, and training instructions for specialized operations maintained at work locations for reference. Supervisor review of this material with employees should be scheduled on a regular basis.



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# SAMPLE JOB DESCRIPTIONS

3. Department meetings are scheduled to include reviews of:
  - a. Changes in policies or standards.
  - b. Employee suggestions for improved efficiency and hazard reduction.
  - c. Accidents that have occurred and discussion of ways to prevent recurrence.
  - d. A review of job analysis, operational procedures, first aid, fire protection, or any needed topic as a continuation of employee training.
  - e. Each employee's signed acknowledgment that the employee has attended the meeting and received the information.
4. New employee orientation that includes an explanation of job procedures, policies, requirements, standards, and grounds for disciplinary action. Employees will sign an acknowledgment that they received job training and instruction concerning proper operating procedures.

## INSPECTIONS

Conduct inspections of each location on a scheduled basis with records maintained for management review. Inspections should include housekeeping and storage of material, equipment guarding, general area protection (floor openings, overhead work, slippery or defective surfaces, guard rails or hand rails, stairway surfaces, illumination, ventilation, electrical grounding), and other specific location requirements. Supervisors will make periodic inspections of physical conditions and operating procedures to insure that:

1. Physical conditions, equipment, and operating procedures are maintained to increase efficiency, to comply with standards, and to eliminate hazards.
2. Maintenance schedules for equipment and tools are being followed and maintenance dates and information are being recorded.

## ACCIDENT INVESTIGATION

Supervisor responsibilities include:

1. Preparing a written report determining the cause of the accident and a procedure for preventing recurrence of the accident.
2. Completing and forwarding the necessary claim reports.

## OTHER JOB FUNCTIONS

1. May serve as cashier if assigned by manager.
2. Call to the attention of the manager any food handler certificates expired and in need of renewal.
3. Notify manager when any equipment or object needs repair.
4. Assist manager and director of food service as assigned.



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# SAMPLE JOB DESCRIPTIONS

- 5. Will be expected to attend all in-service and managers' meetings.
- 6. Will be expected to attend all continuing education programs held by TEA, and other related institutions.
- 7. Will be expected to become Texas SFSA certified and will be expected to be recertified every three years.
- 8. Will be mandatory to attend three TEA Workshops every three years.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of sound nutrition principles required. Ability to understand the Breakfast, Type A Lunch Pattern and other lunch patterns familiar to the district. Knowledge of sound nutrition principles required. Must have knowledge, skills and abilities in food preparation, in cooking, in figuring quantities of food needed according to standard *Buying Guide*, in requisitioning and storing food and supplies, in general kitchen management, and in principles and requirements of sanitation and safety in handling food and equipment. Ability to supervise and work cooperatively with others. Must have sufficient dexterity to handle food and equipment efficiently and safely. Must be able to exercise judgment and initiative in preparing food, delegating duties, and maintaining efficient standards of operation. Ability to read, write, and follow written and oral instructions in English.

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES:

- |                     |                     |
|---------------------|---------------------|
| kitchen equipment   | employee handbook   |
| broom               | safety manuals      |
| mop                 | measuring equipment |
| recipes             | <i>Buying Guide</i> |
| TEA Reports & Forms |                     |

## WORK HAZARDS

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> mechanical | <input type="checkbox"/> explosives                            |
| <input type="checkbox"/> electrical            | <input checked="" type="checkbox"/> radiation (microwave oven) |
| <input checked="" type="checkbox"/> fire       | <input type="checkbox"/> atmospheric                           |
| <input type="checkbox"/> chemical              | <input type="checkbox"/> height                                |
| <input type="checkbox"/> fumes/odor            | <input type="checkbox"/> not applicable                        |

## PERSONAL DEMANDS/STRESS

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> overtime    | <input type="checkbox"/> climate                           |
| <input type="checkbox"/> shift work  | <input checked="" type="checkbox"/> stress                 |
| <input type="checkbox"/> split shift | <input type="checkbox"/> repetitious activities/operations |
|                                      | <input type="checkbox"/> not applicable                    |



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# SAMPLE JOB DESCRIPTIONS

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Along with manager, organize daily work schedule for kitchen based on breakfast and lunch menus. Organize snack bar work schedules.		2c, 3a-e
2. Instruct and supervise work schedules for snack bar.		2a-c, 3a-e
3. Along with manager, devise a daily cleaning schedule. Post and instruct.		2a-c, 3a-e
4. In the absence of the manager, contact office for substitute as needed to work when regular employee is absent.		3a-e
5. Along with supervisor and manager, train new snack bar employees.		1a, 2a-p, 3a-e, 4c
6. Along with manager, review policies and procedures of Food Service Department with new employees.		2c, 3a-e
7. Along with manager, evaluate food service employees once a year.		2a-c, 3a-e
8. Sit in on all conferences, held by manager, for reprimanding employees.		2c, 3a-e
9. As assigned by manager or in the absence of the manager, keep records for TEA, daily production, spread sheet, inventory, absenteeism and ordering.		2c, 3a-e
10. Check in, date, and supervise storage of all received supplies for the snack bar area.		1a, 2a, 2b, 2n, 3a-e
11. Count snack bar money and prepare deposit slips ready for the security guard pick up.		2c, 2n, 2o, 3a-e
(Continued on next page)		



# SAMPLE JOB DESCRIPTIONS

CONTINUED

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
12. Along with manager, keep perpetual and physical inventories. Will be responsible for all snack bar inventories.		2a-c, 2n, 3a-e
13. Review all menus in advance.		3a-e
14. Along with manager prepare all orders for food supplies and other supplies as needed. Will be responsible for all snack bar orders.		3a-e
15. Along with manager, supervise employees in the correct and economical preparation of food to preserve its nutrient content. More specific areas may be assigned by manager (snack bar).		2a-o, 3a-e, 4c
16. Along with manager, confer with and advise the food service personnel on portion control.		3a-e
17. Along with manager, supervise tray service, basket, or plates for accuracy and attractiveness. More specific areas may be assigned by manager (snack bar).		2a, 2b, 3a-e
18. Along with manager, make changes in menu, if necessary, and adjust choices for leftovers.		2c, 3a-e
19. Keep all recipes standardized.		3a-e



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# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Cafeteria Worker/Assistant

## JOB SUMMARY

Performs routine work involving food preparation and the serving of food to students, employees, and guests under the direct supervision of cafeteria manager; performs other duties as assigned.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED desired.

### EXPERIENCE/TRAINING

Food service or related work preferred.

## OTHER REQUIREMENTS

Must obtain current Food Handler's Certificate.

Satisfactory T.B. test. (Required yearly or as specified by law.)

Successful completion of the physical specified for the position.

## OTHER JOB FUNCTIONS

1. Assist with banquets or special functions as requested by manager.
2. Attend all in-service meetings.
3. Attend continuing education programs when requested by the school district.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Be accurate in measurements; have sufficient dexterity to handle food and equipment efficiently and safely. Ability to exercise some judgment and initiative in preparing food and maintaining efficient standards of operation. Ability to follow standardized recipes and to control serving portions. Ability to work cooperatively with others.

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

kitchen equipment  
broom  
mop  
recipes

employee handbook  
safety manuals  
measuring equipment



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# SAMPLE JOB DESCRIPTIONS

## WORK HAZARDS

- mechanical
- electrical
- fire
- chemical
- fumes/odor
- explosives
- radiation (microwave oven)
- atmospheric
- height
- not applicable

## PERSONAL DEMANDS/STRESS

- overtime
- shift work
- split shift
- climate
- stress
- repetitious activities/operations
- not applicable

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Help in preparing food for breakfast or lunch meal as assigned by manager.		1a, 2a-o, 3c
2. Arrange food on cafeteria counter before serving.		1a, 2a-o, 3c
3. Serve food to students, employees, and guests according to portion control guidelines as assigned by manager.		2a-o, 3c
4. Replenish counter during meal; see that there is a supply of silverware and dishes at all times and keep supplies filled.		1a, 2a-o, 3c
5. Make and serve tea and/or juices as assigned by manager.		1a, 2a-o, 3c
6. Get supplies, such as bread, milk, etc., from kitchen.		1a, 2a-o, 3c
7. Clean hot and cold counters, equipment, dining tables and chairs, carts used for dishes; clean and dust windows and help clean floors.		1a, 2a-o, 3c





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# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Bread and Dessert Cook

## JOB SUMMARY

This is a skilled cook's work involving the preparation of breads, desserts, and cereals as determined by the day's menu.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED.

### EXPERIENCE/TRAINING

At least one year of kitchen experience or on-the-job training. Substitute work acceptable.

## OTHER REQUIREMENTS

Must have a Food Handler's Certificate that is current.

Satisfactory T.B. test. (Required yearly or as specified by law.)

Successful completion of the physical specified for the position.

## OTHER JOB FUNCTIONS

1. Perform related work as assigned by manager.
2. Assist with banquets or special functions as requested by manager, only with the approval of the Food Service Director.
3. Attend continuing education programs that will lead to professionalism, when requested by school district.
4. Attend all in-service meetings.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Must be able to read, write, make simple calculations in English and follow oral and written directions. Knowledge of proper food preparations. Skill in cooking, in estimating quantities of food needed, and in requisitioning and storing food and supplies. Knowledge of general kitchen procedures and in principles and requirements of sanitation and safety in handling food and equipment. Knowledge of nutrition principles. Ability to stand and walk short distances most of the working day. Ability to stoop for, reach for, and lift kitchen equipment and cleaning equipment. Ability to work cooperatively with others. Must be accurate in measurements, have sufficient dexterity to handle food and equipment efficiently and safely. Ability to exercise judgment and initiative in preparing food, delegating duties, and maintaining efficient standards of operation.

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

kitchen utensils

electric cooking equipment

gas cooking equipment

safety manuals

employee handbook

recipes



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# SAMPLE JOB DESCRIPTIONS

## WORK HAZARDS

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> mechanical<br><input type="checkbox"/> electrical<br><input checked="" type="checkbox"/> fire<br><input type="checkbox"/> chemical<br><input type="checkbox"/> fumes/odor | <input type="checkbox"/> explosives<br><input checked="" type="checkbox"/> radiation (microwave oven)<br><input type="checkbox"/> atmospheric<br><input type="checkbox"/> height<br><input type="checkbox"/> not applicable |
|---|---|

## PERSONAL DEMANDS/STRESS

- |  |   |
|--|---|
| <input type="checkbox"/> overtime<br><input type="checkbox"/> shift work<br><input type="checkbox"/> split shift | <input type="checkbox"/> climate<br><input type="checkbox"/> stress<br><input checked="" type="checkbox"/> repetitious activities/operations<br><input type="checkbox"/> not applicable |
|--|---|

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Prepare food according to standardized recipes in the correct amount needed for students, employees, and guests.		1a, 2a-o, 3a-d, 4c
2. Plan cooking schedules to have food ready on time but not too far in advance of serving period.		3a-e
3. Prepare individual servings according to portion control standards.		1a, 2a-o, 3c
4. Keep all recipes standardized.		3a-e
5. Utilize food left over in the refrigerator or freezer according to manager's decision.		1a, 2a-o, 3a-e
6. Keep a record of the amount of food prepared and report to the manager.		2a-c, 2n-o, 3a-e
7. Assist and prepare all breads, desserts, and cereals for breakfast and lunch meals.		1a, 2a-o, 3c, 4c
8. Operate electric and gas cooking equipment and kitchen utensils.		1a, 2a-o, 3b-c, 4c
9. Notify manager immediately if equipment must be repaired or is in need of servicing.		3a-e
10. Maintain equipment, utensils, and work area in high degree of cleanliness.		1a, 2a-o, 3a-e, 4c
11. Set up food in steam tables for lunch and replenish bread and dessert dishes as needed during serving breaks.		1a, 2a-o, 3a-e, 4c



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# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Meat Cook

## JOB SUMMARY

This is a skilled cook's work involving the preparation of meats, soups, sauces, and gravies as determined by the day's menu.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED.

### EXPERIENCE/TRAINING

At least one year of kitchen experience or on-the-job training. Substitute work acceptable.

## OTHER REQUIREMENTS

Must have a Food Handler's Certificate that is current.

Satisfactory T.B. test. (Required yearly or as specified by law.)

Successful completion of the physical specified for the position.

## OTHER JOB FUNCTIONS

1. Perform related work as assigned by manager.
2. Assist with banquets or special functions as requested by manager, only with the approval of the Food Service Director.
3. Attend continuing education programs that will lead to professionalism, when requested by school district.
4. Attend all in-service meetings.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Must be able to read, write, make simple calculations in English and follow oral and written directions. Knowledge of proper food preparations. Skill in cooking, in estimating quantities of food needed, and in requisitioning and storing food and supplies. Knowledge of general kitchen procedures and of principles and requirements of sanitation and safety in handling food and equipment. Knowledge of nutrition principles. Ability to stand and walk short distances most of the working day. Ability to stoop for, reach for, and lift kitchen equipment and cleaning equipment. Ability to work cooperatively with others. Must be accurate in measurements, have sufficient dexterity to handle food and equipment efficiently and safely. Ability to exercise judgment and initiative in preparing food, delegating duties, and maintaining efficient standards of operation.

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

kitchen utensils

electric cooking equipment

gas cooking equipment

safety manuals

employee handbook

recipes



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# SAMPLE JOB DESCRIPTIONS

## WORK HAZARDS

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> mechanical | <input type="checkbox"/> explosives                            |
| <input type="checkbox"/> electrical            | <input checked="" type="checkbox"/> radiation (microwave oven) |
| <input checked="" type="checkbox"/> fire       | <input type="checkbox"/> atmospheric                           |
| <input type="checkbox"/> chemical              | <input type="checkbox"/> height                                |
| <input type="checkbox"/> fumes/odor            | <input type="checkbox"/> not applicable                        |

## PERSONAL DEMANDS/STRESS

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> overtime    | <input type="checkbox"/> climate                                      |
| <input type="checkbox"/> shift work  | <input type="checkbox"/> stress                                       |
| <input type="checkbox"/> split shift | <input checked="" type="checkbox"/> repetitious activities/operations |
|                                      | <input type="checkbox"/> not applicable                               |

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Prepare food according to standardized recipes in the correct amount needed for students, employees, and guests.		1a, 2a-o, 3a-d, 4c
2. Plan cooking schedules to have food ready on time but not too far in advance of serving period.		3a-e
3. Prepare individual servings according to portion control standards.		1a, 2a-o, 3c
4. Keep all recipes standardized.		3a-e
5. Utilize food left over in the refrigerator or freezer according to manager's decision.		1a, 2a-o, 3a-e
6. Keep a record of the amount of food prepared and report to the manager.		2a-c, 2n-o, 3a-e
7. Assist and prepare all meats, cheeses, and eggs for breakfast and lunch meals.		1a, 2a-o, 3c, 4c
8. Operate electric and gas cooking equipment and kitchen utensils.		1a, 2a-o, 3b-c, 4c
9. Notify manager immediately if equipment must be repaired or is in need of servicing.		3a-e
10. Maintain equipment, utensils, and work area in high degree of cleanliness.		1a, 2a-o, 3a-e, 4c
11. Set up food in steam tables for lunch and replenish meat dishes as needed during serving breaks.		1a, 2a-o, 3a-e, 4c



# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Vegetable and Salad Cook

## JOB SUMMARY

This is a skilled cook's work involving the preparation of fresh, frozen, and canned vegetables and fruits; chef salads; salad items for the line; and salad dressings as determined by the day's menu.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED.

### EXPERIENCE/TRAINING

At least one year of kitchen experience or on-the-job training. Substitute work acceptable.

## OTHER REQUIREMENTS

Must have a Food Handler's Certificate that is current.

Satisfactory T.B. test. (Required yearly or as specified by law.)

Successful completion of the physical specified for the position.

## OTHER JOB FUNCTIONS

1. Perform related work as assigned by manager.
2. Assist with banquets or special functions as requested by manager, only with the approval of the Food Service Director.
3. Attend continuing education programs that will lead to professionalism, when requested by school district.
4. Attend all in-service meetings.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Must be able to read, write, make simple calculations in English and follow oral and written directions. Knowledge of proper food preparations. Skill in cooking, in estimating quantities of food needed, and in requisitioning and storing food and supplies. Knowledge of general kitchen procedures and of principles and requirements of sanitation and safety in handling food and equipment. Knowledge of nutrition principles. Ability to stand and walk short distances most of the working day. Ability to stoop for, reach for, and lift kitchen equipment and cleaning equipment. Ability to work cooperatively with others. Must be accurate in measurements, have sufficient dexterity to handle food and equipment efficiently and safely. Ability to exercise judgment and initiative in preparing food, delegating duties, and maintaining efficient standards of operation.

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

kitchen utensils	safety manuals
electric cooking equipment	employee handbook
gas cooking equipment	recipes



# SAMPLE JOB DESCRIPTIONS

## WORK HAZARDS

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> mechanical<br><input type="checkbox"/> electrical<br><input checked="" type="checkbox"/> fire<br><input type="checkbox"/> chemical<br><input type="checkbox"/> fumes/odor | <input type="checkbox"/> explosives<br><input checked="" type="checkbox"/> radiation (microwave oven)<br><input type="checkbox"/> atmospheric<br><input type="checkbox"/> height<br><input type="checkbox"/> not applicable |
|---|---|

## PERSONAL DEMANDS/STRESS

- |  |   |
|--|---|
| <input type="checkbox"/> overtime<br><input type="checkbox"/> shift work<br><input type="checkbox"/> split shift | <input type="checkbox"/> climate<br><input type="checkbox"/> stress<br><input checked="" type="checkbox"/> repetitious activities/operations<br><input type="checkbox"/> not applicable |
|--|---|

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Prepare food according to standardized recipes in the correct amount needed for students, employees, and guests.		1a, 2a-o, 3a-d, 4c
2. Plan cooking schedules to have food ready on time but not too far in advance of serving period.		3a-e
3. Prepare individual servings according to portion control standards.		1a, 2a-o, 3c
4. Keep all recipes standardized.		3a-e
5. Utilize food left over in the refrigerator or freezer according to manager's decision.		1a, 2a-o, 3a-e
6. Keep a record of the amount of food prepared and report to the manager.		2a-c, 2n-o, 3a-e
7. Assist and prepare all vegetables, fruit juices, salads and salad dressings for the lunch meal and breakfast meal, if manager specifies.		1a, 2a-o, 3c, 4c
8. Operate electric and gas cooking equipment and kitchen utensils.		1a, 2a-o, 3b-c, 4c
9. Notify manager immediately if equipment must be repaired or is in need of servicing.		3a-e
10. Maintain equipment, utensils, and work area in high degree of cleanliness.		1a, 2a-o, 3a-e, 4c
11. Set up food in steam tables for lunch and replenish vegetable and salad dishes as needed during serving breaks.		1a, 2a-o, 3a-e, 4c



# SAMPLE JOB DESCRIPTIONS

JOB TITLE: Dishwasher

## JOB SUMMARY

Involves loading and cleaning of dirty dishes, trays and cooking utensils. Involves operating, cleaning, and sanitary maintenance of dishwasher and dish room.

## JOB REQUIREMENTS

### EDUCATION

High School Diploma or GED.

### EXPERIENCE/TRAINING

No previous experience required.

## OTHER REQUIREMENTS

Must have a Food Handler's Certificate that is current.

Satisfactory T.B. test. (Required yearly or as specified by law.)

Successful completion of the physical specified for the position.

## OTHER JOB FUNCTIONS

1. Perform related work as assigned by manager.
2. Assist with banquets or special functions as requested by manager, only with the approval of the Food Service Director.
3. Attend continuing education programs that will lead to professionalism, when requested by school district.
4. Attend all in-service meetings.
5. Participate in on-the-job training.

## KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Must be able to read, write and follow written and oral instructions. Ability to maintain the high sanitary standards required by law. Ability to requisition cleaning and sanitizing supplies from the manager. Ability to stand and walk short distances most of the day. Ability to stoop for, reach for, and lift kitchen equipment and cleaning equipment. Must have sufficient dexterity to handle food and equipment efficiently and safely. Ability to exercise some judgment and initiative in maintaining efficient standards of operation. Ability to work cooperatively with others.



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# SAMPLE JOB DESCRIPTIONS

## MACHINES, TOOLS, EQUIPMENT, AND WORK AIDES

- |                      |                     |
|----------------------|---------------------|
| cleaning equipment   | safety manuals      |
| dishwasher           | employee handbook   |
| dishwasher equipment | sanitizing supplies |
| broom                | ladder              |
| mop                  |                     |

## WORK HAZARDS

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> mechanical | <input type="checkbox"/> explosives                            |
| <input type="checkbox"/> electrical            | <input checked="" type="checkbox"/> radiation (microwave oven) |
| <input checked="" type="checkbox"/> fire       | <input type="checkbox"/> atmospheric                           |
| <input type="checkbox"/> chemical              | <input type="checkbox"/> height                                |
| <input type="checkbox"/> fumes/odor            | <input type="checkbox"/> not applicable                        |

## PERSONAL DEMANDS/STRESS

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> overtime    | <input type="checkbox"/> climate                                      |
| <input type="checkbox"/> shift work  | <input type="checkbox"/> stress                                       |
| <input type="checkbox"/> split shift | <input checked="" type="checkbox"/> repetitious activities/operations |
|                                      | <input type="checkbox"/> not applicable                               |

ESSENTIAL FUNCTIONS - listed in descending order of frequency

PHYSICAL DEMAND CODE - see Physical Demands Code Table for explanation of codes

ESSENTIAL FUNCTIONS	% OF TIME	PHYSICAL DEMAND CODE
1. Prepare dish room and dishwasher for daily procedures.		1a, 2a-o, 3c, 4c
2. Operate dishwasher to ensure thorough cleaning of dishes, silverware and utensils.		1a, 2a-o, 3c, 4c
3. Empty and clean dishwasher at the end of the day.		1a, 2a-o, 3c, 4c
4. Keep dish room working area, equipment, walls, floors, mats, and fans clean and sanitary to meet Texas and County Health Codes.		1a, 2a-o, 3c, 4c
5. Report any cleaning and sanitizing problem, faulty working equipment or accidents to the manager.		3a-e
6. Requisition needed supplies from the manager.		3a-e
7. De-lime or de-scale dishwasher as needed and clean machine by disassembling once a week.		1a, 2a-o, 3c, 4c
8. Empty paper, garbage and soiled linen hamper.		1a, 2a-o, 3c
9. Assist manager with the unpacking of grocery supplies.		1a, 2a-o, 3c





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# SAMPLE JOB DESCRIPTIONS

## PHYSICAL DEMANDS CODE TABLE

- a. LIFTING/CARRYING
  - a. 10-30 lbs
  - b. 30-60 lbs
  - c. 60-90 lbs
  
- i. MOBILITY
  - 1. standing
  - 2. walking
  - 3. sitting
  - 4. stooping
  - 5. reaching (above shoulder level)
  - 6. kneeling
  - 7. crouching
  - 8. crawling
  - 9. climbing
  - 10. bending
  - 11. twisting
  - 12. pushing/pulling
  - 13. balancing
  - 14. handling
  - 15. fine dexterity
  - 16. foot controls
  
- a. COMMUNICATION
  - i. talking (ability to speak and understand)
  - ii. hearing
  - iii. vision
  - iv. reading (ability to read and comprehend)
  - v. writing (ability to write)
  
- b. OTHER
  - b. driving automatic equipment/vehicle
  - c. driving non-automatic equipment/vehicle
  - d. working with machinery



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# SAMPLE JOB DESCRIPTIONS

## ORDER FORM

Please provide us a diskette containing: Sample Job Descriptions for School Districts.

### SHIP TO:

District Name \_\_\_\_\_

Attention \_\_\_\_\_

Address \_\_\_\_\_

City, State \_\_\_\_\_

### FORMATS AVAILABLE:

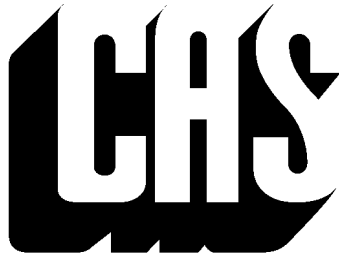
#### IBM COMPATIBLE

- Ami Pro 1.2
- Ami Pro 1.2a
- Ami Pro 1.2b
- ANSI Delimited Text (Windows)
- ANSI Generic Word Processor (Windows)
- ANSI Text (Windows)
- ASCII Delimited Text (DOS)
- ASCII Generic Word Processor (DOS)
- ASCII Text (DOS)
- DisplayWrite 4.0
- DisplayWrite 4.2
- DisplayWrite 5.0
- IBM DCA FFT
- IBM DCA RFT
- MS Word 4.0
- MS Word 5.0
- MS Word for Windows 1.0
- MS Word for Windows 1.1
- MS Word for Windows 1.1a
- MultiMate 3.3
- MultiMate 3.6
- MultiMate Advantage II (3.7)
- MultiMate 4.0

#### 3½"

- OfficeWriter 6.0
- OfficeWriter 6.1
- OfficeWriter 6.11
- OfficeWriter 6.2
- Rich Text Format (RTF)
- WordPerfect 4.2
- WordPerfect 5.0
- WordPerfect 5.1
- WordStar 2000 1.0
- WordStar 2000 2.0
- WordStar 2000 3.0
- WordStar 3.3
- WordStar 3.31
- WordStar 3.4
- WordStar 4.0
- WordStar 5.0
- WordStar 5.5
- WordStar 6.0
- XpWrite III Plus 3.55
- XpWrite III Plus 3.56

#### 5¼" DISKETTE



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**Claims Administrative Services, Inc.**

# *Safety Notes*

Training Outline and Review for  
Exposure Prevention of  
Blood borne Pathogens

501 Shelley Drive • P.O. Box 7500 • Tyler, Texas 75711  
(903) 509-8484 • (800) 765-2412 • Fax (903) 509-1888  
[www.cas-services.com](http://www.cas-services.com)



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*Gloves and Other Personal Protective Equipment*

*Housekeeping*

*Hepatitis B Vaccination*

*Emergency/Post Exposure Procedures*

*Review of Questionnaire for Exposure Prevention  
of Bloodborne Pathogens*

*(Trainer's Copy, Participant Copy, Handout,  
and Declination Statement)*



# TRAINER OUTLINE AND REVIEW

## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

### MEETING OBJECTIVES

The purpose of this training outline is to explain the hazards that are present when occupational exposure to blood and other potentially infectious materials exist. The results of this program should be a greater awareness of the routes of infection and of proper work practices that will help reduce the risk of exposure.

### INTRODUCTION/OVERVIEW

When one thinks of blood borne diseases, the first thing that comes to mind is HIV or “AIDS.” There are many myths about the “AIDS” virus but the chances of being in a car accident are much greater than the chances of contracting the virus. This is because the virus is very frail outside the body. The virus begins to die shortly following exposure to the drying effects of air and light. However frail the virus may be outside, once it gains access to the inside of the body it is virtually unstoppable.

On the other hand, HBV or the Hepatitis B virus is much hardier. The chance of contracting Hepatitis B is much greater than the chance of contracting the “AIDS” virus. From research, scientists have concluded that if one eyedropper full of HBV infected blood were placed in a swimming pool full of water, one eyedropper full of the resulting mixture would contain enough of the HBV virus to infect a chimpanzee. The hardiness of the Hepatitis B virus makes it the most prevalent viral infection of the blood stream.

### SOURCES OF INFECTION AND MODES OF TRANSMISSION

The odds of contracting these blood borne diseases may be different but the means by which a person may become infected are the same. Infection comes through contact with infected blood and other body fluids.

Body fluids most likely to carry the viruses are:

- Blood
- Semen
- Vaginal secretions
- Breast milk

The viruses have also been found in the following body fluids, though in smaller concentrations. However, the concentration is significantly raised when blood is visibly present.

- Saliva
- Tears
- Urine
- Perspiration
- Feces



# TRAINER OUTLINE AND REVIEW

## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

There is much fear involving the transmission of blood borne diseases but the viruses can only be transferred from person to person through:

- The sharing of needles by IV drug users
- Sexual contact
- Accidental needle sticks
- Infected blood contacting broken skin (open wounds)
- Blood transfusions with infected blood
- Eye, mouth, or mucous membrane contact with blood or other infected materials

### SYMPTOMS

Both HIV and HBV have long incubation periods. HIV can have an incubation period of up to five years. Therefore, many people may be infectious but show no symptoms of the disease. Once the disease becomes rampant, the symptoms will include:

- Weight loss
- Swelling of lymph nodes
- Chronic diarrhea
- Tender liver and spleen
- Destruction of the immune system
- Destruction of the brain that causes serious motor, neurological, and psychological consequences
- Cancer

HBV can have an incubation period of two to six months. The virus causes serious liver disorder and is believed to cause liver cancer. Many infectious people may only show flu symptoms, but other signs include.

- Gradual onset of fever
- Low energy level
- Loss of appetite
- Jaundice

### UNIVERSAL PRECAUTIONS

Without running tests, it is impossible to know if blood or other body fluids are hazardous. With HIV or HBV, the patient or injured party may show no signs or symptoms or illness, yet may be infectious. Therefore, universal precautions should be taken. All blood and certain other body fluids should be treated as if they were infectious. Should the contents of a body substance become indistinguishable, it should be treated as though it were infectious.



# TRAINER OUTLINE AND REVIEW

## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

### EXPOSURE CONTROL PLAN

The company must have a written plan describing how employee exposures will be managed. This plan should be made available to employees and should include:

1. Job classifications of employees who are occupationally exposed to blood borne pathogens
2. Description of procedures used to comply with the standard
3. Description of how exposure incidents will be investigated

The standard does not specify occupationally exposed jobs, but instead requires the organization to evaluate its operations, processes, and staff functions to find out which, if any, employees are potentially exposed. These are judgments that each company must make.

### SAFE WORK PRACTICES

There are several work practices that follow universal precautions. These practices include:

1. Hand washing
2. Proper housekeeping
3. Wearing personal protective equipment
4. Prohibiting eating, drinking, smoking, and the application of cosmetics in areas where potentially infectious materials are present.

There are several of these topics that require further clarification.

### HAND WASHING

Hand washing is the single most important means of preventing the spread of infection. There are procedures that should be followed to assure proper hand washing.

1. If possible, remove all jewelry from hands and wrists.
2. Wet hands under running water, keeping hands lower than elbows.
3. Avoid touching hands to sink surfaces.
4. Bar soap should not be used unless a soap dispenser is unavailable. If bar soap is used, provide a self-draining soap dish. Soap should be rinsed before being replaced in the dish.
5. Lather hands and wash between fingers, under fingernails, palms, backs of hands, and wrists, for at least ten seconds.
6. Rinse hands and dry with paper towels. Use a paper towel to turn off the faucet.
7. If hand washing facilities are not available, cleansing towelettes effective and hands should be washed with soap and water as soon as possible.)
8. Lotion should be used to prevent excessive drying and chapping of hands.

When to wash hands:

1. Before and after each exposure incident. This should include any other skin surfaces that are involved. Mucous membranes should be flushed with water following direct contact with blood or other body substances.
2. After removing gloves and other personal protective equipment.
3. After contact with contaminated objects.



# TRAINER OUTLINE AND REVIEW

## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

4. After using the toilet, blowing your nose, or covering a sneeze.
5. After changing diapers.
6. Before eating, drinking, or handling food.
7. Before preparing and administering injections.

### GLOVES AND OTHER PERSONAL PROTECTIVE EQUIPMENT

Gloves should be worn when there is the possibility of direct contact with:

1. Blood
2. Semen
3. Vaginal secretions
4. Urine
5. Feces
6. Saliva
7. Sputum.
8. Vomitus
9. Any other body fluid containing visible blood

There are procedures to remember when using gloves. The term “gloves” refers to disposable latex examination gloves.

1. Gloves should never be substituted for proper hand washing.
2. It is recommended that gloves be worn on both hands. (Be careful not to cross contaminate other working surfaces.)
3. Gloves should be changed between employee or patient contacts.
4. Latex gloves should not be disinfected and reused. (Disinfecting agents will cause deterioration.)
5. If gloves become torn or punctured, discard them and put on a new pair.
6. If environmental cleaning purposes are necessary, use heavier, reusable household gloves. (They can be washed with soap and water after use and hung to dry.)
7. Discard household gloves if they are cracked, peeling, torn, punctured, or show other signs of deterioration.

Remember, gloves will not provide protection against needle sticks and other puncturing injuries. However, they will help reduce the amount of blood that enters the wound. Other personal protective equipment that may be used when there is a chance of splattering:

1. Gowns
2. Masks
3. Protective eye wear

Job procedures may need to be reviewed to decide if these or additional items are necessary.





# TRAINER OUTLINE AND REVIEW

## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

### HOUSEKEEPING

All surfaces that are likely to be contaminated with blood or body fluids are to be cleaned daily, and must be cleaned and disinfected after contamination. These surfaces can be disinfected with a diluted chlorine bleach solution or any disinfectant-detergent registered by the EPA.

In cleaning large areas, a chlorine bleach solution would be more economical. Since chlorine bleach has corrosive properties, it should always be diluted when used as a cleanser. There are two recommended dilutions. The stronger (1:10) concentration of one part chlorine bleach to 10 parts water is used to decontaminate and disinfect. The weaker (1:32) concentration of one part chlorine bleach to 32 parts water should be used as a routine cleanser.

Things to remember when sanitizing:

1. The physical removal of microorganisms by scrubbing is just as important as the disinfecting properties of the cleaner.
2. The 1:32 solution should be made fresh daily because the active ingredient is lost more rapidly due to the dilution rate.
3. The 1:10 solution can be made once per week and stored in a spray bottle. Be sure to label the bottle accordingly.
4. Apply the chlorine bleach solution directly to the spill area and let it sit for ten minutes before removing.
5. After cleaning with bleach, rinse surfaces with clean water. This is important for removing bacteria and because chlorine bleach residue can be damaging to metal surfaces.
6. Household gloves should be worn while cleaning.
7. Equipment used to clean up a spill, such as dust pans and brooms with plastic bristles, should be disinfected with the chlorine bleach solution, washed with soap and water, and hung to dry.
8. Household gloves should be washed with soap and water and hung to dry after all cleanup equipment has been decontaminated.

In case of a large spill of blood or other body fluids with visible blood, precautions should be taken when disposing of waste.

1. Most of the spill should be removed with disposable, absorbent toweling.
2. The toweling should be placed in a large heavy-duty garbage bag.
3. Extra absorbent should be added as needed to soak up excess liquid.
4. The bag should be placed in a container marked with the BIOHAZARD label.
5. If the outside of the container becomes contaminated, it should be placed inside another leak proof container.
6. Contaminated laundry should be placed in a marked, leak proof container.
7. Refuse receptacles should be cleaned regularly with a disinfectant.

Regulated waste containers should be labeled. This label must be fluorescent orange or orange-red and incorporate the characteristic biohazard symbol and the word BIOHAZARD in a contrasting color.

An alternative is to substitute the labels with red bags and red containers.



# TRAINER OUTLINE AND REVIEW

## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

### HEPATITIS B VACCINATION

To date, there is no cure or vaccine for HIV. The best defense is to use safe work practices, personal protective equipment, and the utmost caution.

Although there is a vaccine for Hepatitis B, there is no cure. Once the virus is contracted, it may become a long-term illness. Employees who are occupationally exposed to blood and body fluids should be vaccinated.

It is a judgment decision about which employees in your organization should be vaccinated. Those that are exposed to blood and body fluids should be offered the vaccination without question.

Employees to be vaccinated:

1. First responders
2. Employees who give first aid as part of their job description
3. Nurses
4. Janitorial employees who clean up blood spills on a regular basis
5. Any other employee who is occupationally exposed to blood and body fluids
6. The employer must offer the vaccination to exposed employees at no cost to the employee. The vaccination should be given after blood borne pathogens training but within ten days of initial assignment.

The vaccination must be given under the supervision of a licensed health care professional.

The employee has the right to decline the vaccination but must sign a waiver. The wording of the waiver is specific and cannot be changed in any way. (Sample Declination Statement appears at the end of this guide.)

In the event of an exposure incident, the exposed employee must participate in a post-exposure follow-up with a health care provider.

The health care professional must be provided with the following:

1. A copy of the company's blood borne pathogens standard
2. A description of the employee's duties as they relate to blood borne pathogens
3. Documentation of the route of entry and exposure circumstances
4. Blood test results, if available
5. Any other relevant information including the employees vaccination status

### EMERGENCY/POST EXPOSURE PROCEDURES

Following an exposure incident strict procedures should be followed.

1. Any spill of blood or other infectious material should be contained and cleaned up as soon as possible
2. Exposed employees should notify their supervisor immediately
3. All exposure incidents will be investigated and documented



# TRAINER OUTLINE AND REVIEW

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## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

### SUMMARY

Blood borne pathogens pose very serious risks for occupationally exposed employees. With no cure in sight, universal precautions should be followed to reduce these risks. By following the guidelines set forth in this manual, much of the fear that surrounds blood borne pathogens can be eliminated. With the fear gone, employees can learn to work safely and responsibly when faced with a potentially hazardous situation.

### REMEMBER

1. Always follow universal precautions
2. Follow proper hand washing procedures
3. Wear personal protective equipment when necessary
4. Maintain personal protective equipment properly
5. Follow good housekeeping rules by properly disinfecting work surfaces
6. Occupationally exposed employees should be vaccinated for HBV



# TRAINER OUTLINE AND REVIEW

## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

### REVIEW FOR BLOODBORNE PATHOGENS EXPOSURE PREVENTION *(Trainer's Copy of Questionnaire)*

1. What is the most prevalent of all blood borne illness?
  - A. The "Aids" virus.
  - B. The common cold.
  - C. The Hepatitis B virus.
  - D. The Hepatitis A virus.
  
2. What employees should be vaccinated against Hepatitis B?
  - A. First responders.
  - B. Employees who are routinely exposed to blood and body fluids.
  - C. Nurses.
  - D. All of the above.
  
3. Which of the following circumstances would place a person at the most risk of contracting the "Aids" virus?
  - A. Holding hands with an infectious person.
  - B. Using a public toilet.
  - C. Sharing a needle with a stranger.
  - D. Being in the same room with an "Aids" patient.
  
4. What is the most important means for controlling the spread of infection?
  - A. Proper hand washing.
  - B. Holding your breathe around infectious people.
  - C. Avoiding hospitals and medical clinics.
  - D. Taking an aspirin everyday.
  
5. When hand-washing facilities are not available, gloves are an acceptable substitute.  
True or False
  
6. When disinfecting with a chlorine bleach solution, what type of gloves should be worn?
  - A. Latex (examination gloves).
  - B. Cloth.
  - C. Leather.
  - D. Rubber, household.



# TRAINER OUTLINE AND REVIEW

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## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

7. Which of the following employees should receive the Hepatitis B vaccination?
  - A. The owner of the company.
  - B.** Those that are exposed to blood or other body fluids because of their job descriptions.
  - C. Secretaries.
  - D. Company's truck drivers.
  
8. Who should an employee notify immediately following an exposure incident?
  - A. His or Her spouse.
  - B. Secretary.
  - C.** His or Her supervisor.
  - D. A co-worker.
  
9. What color trash bag can be substituted for the use of the "Biohazard" label?
  - A. Yellow.
  - B. Green.
  - C. White.
  - D.** Red.
  
10. When should universal precautions be followed when dealing with blood or other body fluids?
  - A. Only when the patient is a stranger.
  - B. When the body fluid contains blood.
  - C. When the body fluids are indistinguishable.
  - D.** Both B and C.



# TRAINER OUTLINE AND REVIEW

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## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# TRAINER OUTLINE AND REVIEW

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# TRAINER OUTLINE AND REVIEW

## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

### BLOODBORNE PATHOGENS EXPOSURE PREVENTION HANDOUT

#### INFECTIOUS BODY FLUIDS

1. Blood
2. Semen
3. Vaginal secretions
4. Breast milk

The following substances are infectious if they contain blood.

1. Saliva
2. Tears
3. Perspiration
4. Urine
5. Feces

#### MODES OF TRANSMISSION

1. Sharing of needles by IV drug users
2. Sexual contact
3. Accidental needle sticks
4. Infected blood contacting broken skin
5. Blood transfusions involving infected blood
6. Eye, mouth, and mucous membrane contact with blood or other infectious body fluids

#### SAFE WORK PRACTICES

1. Follow proper hand washing procedures
2. Wear personal protective equipment when exposed to blood and other body fluids
3. Follow strict housekeeping procedures

#### HAND WASHING:

1. Remove jewelry
2. Avoid touching sink surfaces
3. Use soap dispensers when feasible
4. Wash hands thoroughly for at least ten seconds
5. If soap and water is not available, use cleaning towelettes or an instant cleaner to wash hands
6. Use lotion often to keep hands from chapping





# TRAINER OUTLINE AND REVIEW

## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

### When to wash hands:

1. Before and after an exposure incident
2. After removing gloves and other personal protective equipment
3. After using the toilet, blowing your nose, or covering a sneeze
4. After changing diapers
5. Before eating, drinking, or handling food
6. Before preparing and administering an injection

### PERSONAL PROTECTIVE EQUIPMENT

1. Personal protective equipment should be worn when exposure is expected
2. Gloves should be discarded when torn or punctured
3. Masks, gowns, and protective eyewear should be worn when there is a chance of splattering
4. Latex gloves should not be washed and re-worn
5. Gloves are not to be a substitute for hand washing
6. Gloves should be changed between patient contact
7. Reusable household gloves should be worn when cleaning and disinfecting

### HOUSEKEEPING:

1. A 1:32 solution of one part chlorine bleach and 32 parts water should be used as a cleanser for exposed surfaces. (Should be made fresh daily.)
2. A 1:10 solution of one part chlorine bleach and 10 parts water should be used for disinfecting following an exposure incident. (Can be made weekly and stored in a spray bottle.)
3. When disinfecting an area, the chlorine bleach solution should be allowed to sit on the area for ten minutes.
4. Regulated waste should be disposed of in properly labeled containers.
5. These containers will be leak proof and puncture proof.
6. Regulated waste should be disposed of in red bags and containers or those that are marked with the "BIOHAZARD" label.
7. If the outside of the container becomes contaminated, it should be placed inside of another leak proof container.

### HEPATITIS B VACCINE

1. Must be offered at no charge to employees
2. Must be administered by a licensed health care provider
3. Employee can refuse vaccine but must sign a declination statement



# TRAINER OUTLINE AND REVIEW

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## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

Employees who should be vaccinated:

1. First responders
2. Employees who give first aid as part of their job description
3. Janitorial employees who clean up blood or other infectious body substances
4. Any other employee who may be routinely exposed to blood or other body fluids

### EMERGENCY/POST-EXPOSURE PROCEDURES

1. Any spill of blood or other body substances should be contained and cleaned up as soon as possible.
2. The exposed employee should immediately notify his or her supervisor.
3. All exposure incidents should be investigated and documented.

The following should be given to the health care provider:

1. A copy of the company's Blood borne Pathogens standard
2. A description of the employee's duties
3. Documentation of the routes of entry and the exposure circumstances
4. Blood test results if available
5. The employee's vaccination status



# TRAINER OUTLINE AND REVIEW

## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

### HEPATITIS B VACCINE DECLINATION STATEMENT

I, \_\_\_\_\_, understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining the vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Approved Company Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



# TRAINER OUTLINE AND REVIEW

## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

### SAFETY MEETING ATTENDANCE LOG

DATE MEETING HELD \_\_\_\_\_

NAME/DEPARTMENT		NAME/DEPARTMENT	
1		31	
2		32	
3		33	
4		34	
5		35	
6		36	
7		37	
8		38	
9		39	
10		40	
11		41	
12		42	
13		43	
14		44	
15		45	
16		46	
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18		48	
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20		50	
21		51	
22		52	
23		53	
24		54	
25		55	
26		56	
27		57	
28		58	
29		59	
30		60	

*(List Topics Covered on the Back of This Form)*



# TRAINER OUTLINE AND REVIEW

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## EXPOSURE PREVENTION OF BLOOD BORNE PATHOGENS

### SAFETY MEETING

SUBJECT: *Exposure Prevention of Blood borne Pathogens*

#### TOPICS COVERED

1. General Information:
  - Chances of contracting a blood borne disease
  - Hardiness of the various strains
2. How the diseases are transmitted and sources of contact
3. Symptoms of the major viruses HIV and HBV
4. Universal precautions to use
5. Requirements for an Exposure Control Plan
6. Safe work practices:
  7. Hand washing procedures
  8. Use of gloves and other personal protective equipment
  9. Safe housekeeping practices
10. Discussion of vaccine for Hepatitis B.
11. Emergency and post exposure procedures

TRAINER: \_\_\_\_\_

Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

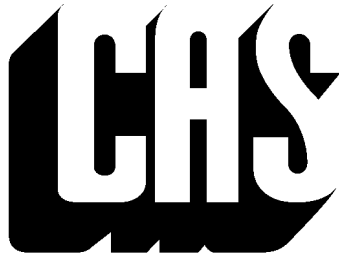
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By signing this form, the trainer attests that the topics shown above were thoroughly discussed, and that all attendees were given the opportunity to ask questions and to have these questions answered.

**Claims Administrative Services, Inc.**

**release date 8/31/01**

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*A Tradition of Excellence*

**Claims Administrative Services, Inc.**

# *Safety Notes*

Training Outline and Review  
for Lifting Safety and  
Back Injury Prevention

501 Shelley Drive • P.O. Box 7500 • Tyler, Texas 75711  
(903) 509-8484 • (800) 765-2412 • Fax (903) 509-1888  
[www.cas-services.com](http://www.cas-services.com)



## **Table of Contents**

*Meeting Objectives*

*Materials to Have on Hand*

*Introduction/Overview*

*General Hazards*

*Identifying Hazards*

*Protection Against Hazards*

*How to Lift*

*Safety Procedures*

*First Aid*

*Review Questions for Lifting/Back Injuries*

*Wrap-up*

*Points to Remember*

*Review Questionnaire for Lifting Safety and  
Back Injury Prevention*

*(Trainer's Copy, Participant Copy and Handout)*



# TRAINER OUTLINE AND REVIEW

## LIFTING SAFETY AND BACK INJURY PREVENTION

### MEETING OBJECTIVES

The purpose of this training outline is to explain safe lifting techniques and the importance of preventing back injuries. The result should be more awareness of how to lift properly, greater usage of the correct techniques, and a reduction in back strain and injuries.

### MATERIALS TO HAVE ON HAND

1. The Attendance Sheet for attendees' signatures
2. Safe Lifting/Back Injury Handout for all attendees
3. A box of manageable size and weight for lifting practice
4. A demonstrator to show correct lifting methods
5. A Review Questionnaire for all attendees

### INTRODUCTION/OVERVIEW:

No part of the body is injured more frequently on the job than the back. The National Safety Council reported 400,000 disabling back injuries at work in 1987, and it's estimated that 8 out of 10 Americans will have back pain at some point in their lives.

As you may have learned from personal experience, back injuries can be extremely painful and long lasting. They can keep you in bed for extended periods of time and sometimes require surgery. For some people, back pain doesn't really ever go away.

Back pain and injury can often be prevented by proper sitting and standing posture and, most importantly, by learning how to lift properly.

Improper lifting is probably the greatest single cause of back pain and injury; therefore, it is worth our taking the time to learn to do it properly.

### GENERAL HAZARDS

To understand why there are so many back injuries, it is worth taking a minute to understand the parts of your back that could be injured.

Your back holds your whole body upright. The spinal column, which runs down your back, is an "s" shaped stack of bones called vertebrae. These vertebrae are connected by ligaments and separated by soft discs that cushion and protect the bones. The center of the spinal column is the spinal cord, which has nerves running from it to the rest of your body. You also have muscles attached to the bones in the spinal column, which work with the muscles in your stomach to keep the spinal column in place and keep your back strong. When you're overweight, especially if you have a potbelly, you put extra strain on these muscles. If you're out of shape, the problem is even worse because the muscles get weak and don't do their job as well. You can injure your back by one wrong move—the kind of thing that can happen shoveling snow—or by a buildup of stress on weak muscles.





# TRAINER OUTLINE AND REVIEW

## LIFTING SAFETY AND BACK INJURY PREVENTION

Other kinds of back injuries include:

1. Muscles spasms, which are usually caused by tension or stress
2. Strains and sprains, the result of too much exertion of weak muscles or incorrect lifting
3. Slipped discs, which are tears or other damage to the discs between the vertebrae that cause the vertebrae to rub together and irritate or damage the spinal nerves

### IDENTIFYING HAZARDS

Back injuries can occur almost any time or place, but our focus today is on lifting because it's the most common cause of back injuries at work.

The first part of safe lifting is to do as little lifting as possible. There are several ways to accomplish this:

1. Plan jobs so that materials and tools have to be moved only once
2. Use equipment like hand trucks, hoists, or dollies whenever possible
3. Use boxes and other containers that aren't too big or too heavy
4. Get another person to help you lift heavy or awkward objects

This brings up a very important point about lifting and back injuries. Too often, people don't want to say, "That's too heavy for me." This is a mistake. You are not going to seem very strong and tough if you have been in bed with a back injury you received from lifting things that were simply too heavy. So do not overestimate your strength. If you think you need help, get it.

### PROTECTION AGAINST HAZARDS

You cannot eliminate all lifting so now we will look at how to lift safely. Safe lifting begins by planning the lift. Here is what you should think about:

1. Choose the straightest, flattest, and clearest route to your destination, even if it is not the shortest.
2. Look for places to stop and rest along the way.
3. Remove any objects you might trip over.
4. Make sure the area where you will unload is clear.
5. Check the object you will be carrying to see if it has rough or jagged edges or slippery surfaces.
6. Lift a corner of the object to check weight and stability to make sure you can lift it.
7. Wear gloves that give you a good grip on what you are carrying and safety shoes with reinforced toes and non-skid soles.

### HOW TO LIFT

Keep in mind that your back's major job is just to carry your body. When you lift the wrong way, you are making your back support you and whatever you are carrying. That is where trouble starts. The object of safe lifting is to protect your back by letting your legs, not your back, do the work.



# TRAINER OUTLINE AND REVIEW

## LIFTING SAFETY AND BACK INJURY PREVENTION

Here is the correct way to lift (use a person to demonstrate the proper procedure as you list the steps):

1. Stand close to the load with both feet firm on the floor, about shoulder width apart. Point your toes toward your destination.
2. Squat down close to the load with your back straight, knees bent, stomach muscles tight.
3. Place your hands on diagonally opposite corners of the load so one hand pulls it toward you and one lifts.
4. Grip the load firmly with your whole hand, not just the fingers.
5. Bring the load as close as possible to your body. Keep your weight centered over your feet. Tuck your arms and elbows into your side.
6. Stand up slowly, keeping your back straight and letting your legs do the lifting.
7. Make sure you have a good grip and can see where you're going.
8. Take small steps, keeping the load close to your body and no more than waist high.

One major caution: If you have to change direction while you are carrying a load, **do not twist**. Twisting and turning with a load is a *major* cause of back injuries. Change direction by moving your feet, not turning at the waist.

When you reach your destination, you also have to unload carefully to avoid injury. Here's how to do it:

1. Lower the load slowly, bending your knees so your legs do the work.
2. Position your hands so the fingers do not get caught under the load.
3. Place the load on the edge of the surface and slide it back.

This technique is the basis of safe lifting. But, considering how many injuries unsafe lifting causes, doctors and researchers have also come up with additional tips for nonstandard load situations:

1. To lift objects with awkward shapes, squat next to the object with your feet spread. Grip the top outside corner and bottom inside corner and lift the correct way with back straight and knees bent.
2. To lift objects stuck in hard to reach locations, get as close to them as possible. With your back straight and stomach muscles tight, bend slightly forward at the hips and bend your knees. Grip the object and use your legs, stomach, and buttock muscles to do the lifting work.
3. To lift something up to or down from a high place, get a sturdy ladder and, if possible, have someone stand by to help.

If you are lifting something up, try to do it in smaller pieces if you can. When you have got the smallest possible piece, lift it waist high and rest it on a lower shelf or your hip. Then bend your knees and lift. Straighten out after you are done. To lower something, push up on it to test weight and stability. If you can move it alone, slide it as close as possible to your body. Then get a good grip and slide it down.

4. To lift with another person, look for somebody about the same height and decide which of you will say where and when to move. At the signal, lift and raise together following proper procedures. When you are ready to move, keep the load at the same level and move together, then unload together.



# TRAINER OUTLINE AND REVIEW

## LIFTING SAFETY AND BACK INJURY PREVENTION

### SAFETY PROCEDURES

Here are a few other general safety hints to save your back:

1. Warm up before lifting with gentle bends or stretches
2. Avoid loose clothing that could get in your way
3. Break a large load into several smaller ones whenever possible
4. Push, instead of pull, heavy objects
5. Carry heavy loads no higher than your waist, light loads no higher than your shoulders
6. Keep the work area neat so there is nothing to fall over
7. Get mechanical or human help when you need it

There are also some general practices that will reduce strain on your back and prevent injury and general muscle weakness:

1. Watch your diet; remember that a potbelly puts strain on your back
2. Exercise; keep your muscles in shape. There are many special back exercises. If you tend to have back problems, you might want to talk to your doctor about a special exercise program
3. Sit and stand straight, and shift positions frequently
4. Drive with your back straight against the seat and your knees bent
5. Sleep on a firm mattress, preferably on your side with your knees bent, or on your back with a pillow under the knees
6. Do not jump from platforms or other short heights, which can shock and injure your back; use a ladder
7. Avoid bending and twisting

One more thing, if you do have back pain, see a doctor. Depending on your problem, you may also get help from other trained, licensed specialists such as chiropractors or physical therapists.

### FIRST AID

If you hurt your back on the job, or if anyone around you does, do not play doctor. Back pain can mean something serious, and there's no way for you to judge it. Follow the district's policies for reporting an accident and comply with the required procedures for seeing a doctor.

### REVIEW QUESTIONS FOR LIFTING/BACK INJURIES

Hand out the questionnaire and instruct the attendees to choose the **best** answer or fill in the blank. Remind them to put their name on the top and that the review will be turned in when completed. A copy of the questionnaire with the correct answers follows at the end of this guide.



# TRAINER OUTLINE AND REVIEW

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## LIFTING SAFETY AND BACK INJURY PREVENTION

### WRAP-UP

As we have discussed, your back is incredibly important. It supports your whole body, and you cannot afford to damage it. Yet most people experience back pain at sometime in their lives, and the back is the most likely part of the body to get injured on the job. Since many back injuries are serious and can leave you with lasting pain, it is very important to do everything you can to prevent them. Improper lifting is the greatest single source of back injuries so concentrate on doing it right.

### REMEMBER

1. Use mechanical aids for lifting whenever possible
2. Break a load into its smallest possible parts before lifting
3. Do not overestimate your strength
4. Plan your route before you lift
5. Lift with knees bent and back straight so your legs do the work, not your back
6. Move your feet, do not twist, to change direction

You need your back to sit, to stand, to move. Do your best to protect it and to stay healthy and flexible.



# TRAINER OUTLINE AND REVIEW

---

## LIFTING SAFETY AND BACK INJURY PREVENTION

### REVIEW FOR LIFTING SAFETY AND BACK INJURY PREVENTION (Trainer's Copy of Questionnaire)

1. What is the spine's role in your body?
  - A. To provide a framework for lifting heavy items.
  - B. To support the head and whole body.
  - C. Both of the above.
  - D. None of the above.
  
2. What is the most common cause of on-the-job back injuries?
  - A. Improper sitting habits.
  - B. Horseplay.
  - C. Improper lifting techniques.
  - D. Being overweight and out of shape physically.
  
3. What part of your body should do most of the work in lifting?
  - A. The legs.
  - B. The back.
  - C. The arms.
  - D. All of the above.
  
4. What are some things you do before you start to lift?
  - A. Choose the best route to your destination.
  - B. Move any objects that are in your path.
  - C. Make sure that there is a space to unload.
  - D. All of the above.
  
5. What kinds of clothing should you avoid when lifting?
  - A. Expensive.
  - B. Brightly colored.
  - C. Loose fitting or long.
  - D. None of the above.
  
6. What are some basic steps of safe lifting?
  1. Stand c l o s e to the load.
  2. Grip the load with the whole hand, not with just the f i n g e r s.
  3. Position your hands on o p p o s i t e sides of the load.
  4. Stand s l o w l y, keep your b a c k straight and let your l e g s do the lifting.
  5. Make sure you can s e e where you are going.



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# TRAINER OUTLINE AND REVIEW

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## LIFTING SAFETY AND BACK INJURY PREVENTION

7. What kind of movement should you always avoid to protect your back?
  - A. Twisting and turning.
  - B. Quick jerky movements.
  - C. Jumping from platforms, docks or ladders.
  - D.** All of the above.
  
8. What steps do you follow when unloading?
  - A. Lower the load slowly and use your legs, not your back.
  - B. Position your fingers so they are not caught under the load.
  - C. Place the load on the edge of the surface and slide it back.
  - D.** All of the above.



# TRAINER OUTLINE AND REVIEW

## LIFTING SAFETY AND BACK INJURY PREVENTION

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### REVIEW QUESTIONS FOR LIFTING/BACK INJURIES

Choose the **best** answer or fill in the blank.

1. What is the spine's role in your body?
  - A. To provide a framework for lifting heavy items.
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  - C. Both of the above.
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# TRAINER OUTLINE AND REVIEW

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## LIFTING SAFETY AND BACK INJURY PREVENTION

6. What are some basic steps of safe lifting?
  1. Stand c \_ \_ \_ \_ \_ to the load.
  2. Grip the load with the whole hand, not with just the f \_ \_ \_ \_ \_.
  3. Position your hands on o \_ \_ \_ \_ \_ sides of the load.
  4. Stand s \_ \_ \_ \_ \_ , keep your b \_ \_ \_ straight and let your l \_ \_ \_ do the lifting.
  5. Make sure you can s \_ \_ where you are going.
  
7. What kind of movement should you always avoid to protect your back?
  - A. Twisting and turning.
  - B. Quick jerky movements.
  - C. Jumping from platforms, docks or ladders.
  - D. All of the above.
  
8. What steps do you follow when unloading?
  - A. Lower the load slowly and use your legs, not your back.
  - B. Position your fingers so they are not caught under the load.
  - C. Place the load on the edge of the surface and slide it back.
  - D. All of the above.





# TRAINER OUTLINE AND REVIEW

## LIFTING SAFETY AND BACK INJURY PREVENTION

### SAFE LIFTING/BACK INJURIES HANDOUT

#### SAFE LIFTING CHECKLIST

- Plan jobs to minimize need for lifting.
- Use equipment like hand trucks, hoists, or dollies instead of manual lifting whenever possible.
- Use boxes and other containers that are not too big or too heavy.
- Get another person to help you lift heavy or awkward objects.
- Do not overestimate your own strength.
- Bend and stretch before lifting.

#### PLAN THE LIFT

- Choose the straightest, flattest, and clearest route to your destination.
- Look for places to stop and rest along the way.
- Remove any objects you might trip over.
- Make sure the unloading area is clear.
- Check the object for rough or jagged edges or slippery surfaces.
- Lift a corner of the object to check weight and stability.
- Wear gloves that give you a good grip and safety shoes with reinforced toes and nonskid soles; avoid loose clothing.

#### TO LIFT

- Stand close to the load, both feet firmly on the floor, shoulder width apart, with toes pointed out.
- Squat close to the load with back straight, knees bent, stomach muscles tight.
- Place hands on diagonally opposite corners of the load so one hand pulls it toward you and one lifts.
- Grip load firmly with hands, not just the fingers.
- Bring load close to body.
- Center weight over your feet.
- Tuck in arms, elbows, and chin.
- Stand up slowly, back straight, so legs do the lifting.
- Check for good grip and visibility.
- Take small steps, with load close to body and no more than waist high.
- Move feet, do not twist, to change direction.
- Lower load slowly, bending knees.
- Make sure fingers do not get caught under load.
- Place load on edge of surface and slide it back.



# TRAINER OUTLINE AND REVIEW

## LIFTING SAFETY AND BACK INJURY PREVENTION

### FOR AWKWARD LOADS

- Squat with feet spread and grip top outside and bottom inside corners.

### FOR AWKWARD LOCATIONS

- Get close and with back straight and stomach muscles tight, bend slightly forward at the hips, bend knees, and grip.

### TO LIFT TO HIGH PLACE

- Have a ladder and a helper.
- Lift smallest possible piece waist high, then rest on hip or low shelf.
- Bend knees, lift, and straighten.

### TO LOWER FROM A HIGH PLACE

- Push up to test weight and stability.
- Slide close to body, get a good grip, and slide down.

### FOR A TWO-PERSON LIFT

- Select a person the same height and decide who gives instructions.
- Lift and raise together on signal.
- Move with load at same level and unload together.

---

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# TRAINER OUTLINE AND REVIEW

LIFTING SAFETY AND BACK INJURY PREVENTION

## SAFETY MEETING ATTENDANCE LOG

DATE MEETING HELD \_\_\_\_\_

NAME/DEPARTMENT		NAME/DEPARTMENT	
1		31	
2		32	
3		33	
4		34	
5		35	
6		36	
7		37	
8		38	
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29		59	
30		60	

*(List Topics Covered on the Back of This Form)*



# TRAINER OUTLINE AND REVIEW

## LIFTING SAFETY AND BACK INJURY PREVENTION

### SAFETY MEETING

SUBJECT: *Lifting Safety and Back Injury Prevention*

#### TOPICS COVERED

1. General Information:
  - a. Description of components of the back
  - b. Explanation of types of back injuries
3. Identifying Hazards Which Cause Back Injuries
4. Protection Against Hazards When Lifting
5. How to Lift
6. Safety Procedures and Practices to Save Strain on Your Back and Prevent Injury

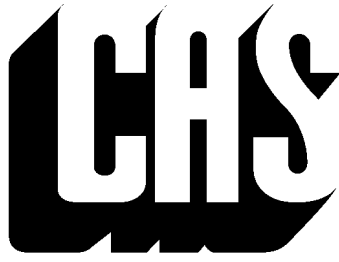
TRAINER: \_\_\_\_\_

Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

By signing this form, the trainer attests that the topics shown above were thoroughly discussed, and that all attendees were given the opportunity to ask questions and to have these questions answered.



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# *Safety Notes*

Training Outline and Review for  
Right-To-Know — The Texas Hazardous  
Chemical Communication Act

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*Suggested Materials*

*Existing and Potential Hazards*

*Safe Work Practices and Handling Procedures*

*Personal Protective Equipment*

*Dealing With Emergencies*

*Maintenance Conditions*

*Detecting Hazardous Chemicals*

*Specific Hazards in Work Areas*

*Label Minimal Requirements*

*Contents of Material Safety Data Sheet*

*Review Questions*

*Review Questionnaire*

*(Trainer Copy, Participant Copy and Handouts)*



# TRAINER OUTLINE AND REVIEW

## TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

### MEETING OBJECTIVES

To explain how chemicals may be handled safely and to provide an understanding of the Texas Hazardous Chemical Communication Act.

### SUGGESTED MATERIALS TO HAVE ON HAND

1. The Attendance Sheet for attendees' signatures
2. Safe Use of Chemicals handout for all attendees
3. A Review Questionnaire for all attendees
4. A properly labeled chemical used by the district (to use as an example of proper labeling)
5. A MSDS (Material Safety Data Sheet) for a chemical used in the district

### EXISTING AND POTENTIAL HAZARDS OF CHEMICALS AND OTHER ASSOCIATED DANGERS IN THE WORKPLACE

1. Make yourself and others aware of all potential chemical hazards in each workplace.
2. Stripping solvents, de-greasers, etc., are *strong* chemicals that are intended to be tough on dirt, oil, grease, grime, etc.—but they can be even tougher on workers by causing potentially serious injury or illness to employees who are not careful and respectful of hazardous chemicals.

### APPLICATION OF SAFE WORK PRACTICES AND HANDLING PROCEDURES WHEN USING HAZARDOUS CHEMICALS, INCLUDING PROPER WASTE DISPOSAL

1. Be sure all containers (bottles, jugs, cans, spray bottles, etc.) have proper labels. Discuss the label on the sample chemical label.
2. Read the instructions and/or MSDS on each hazardous chemical so that the product is used in a safe, effective and efficient manner.
3. Follow label directions carefully—do exactly what the label states—do not double the amount of a product thinking it will be twice as good. That may be *dangerous* and wasteful!
4. Don't mix hazardous chemicals unless the labels allow it!

**NOTE:** Most hazardous chemicals pose no significant threat if *proper* precautions and procedures are followed when handling, using, or storing these substances. *Unauthorized mixing of hazardous chemicals MAY cause injury, illness or death!*

5. Dispose of waste hazardous chemicals safely. Refer to the Material Safety Data Sheet for disposal information.
6. Do not reuse empty hazardous chemical containers for storage of other chemical products. The residue of the original product may cause a serious chemical reaction.



# TRAINER OUTLINE AND REVIEW

## TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

### PROPER USE OF PERSONAL PROTECTIVE EQUIPMENT (PPE)

1. Personal protective equipment (gloves, masks, goggles, respirators, etc.) are necessary tools when handling, using and storing hazardous chemicals. Refer to the MSDS on each chemical for information on the proper personal protective equipment when exposed to hazardous substances.
2. Always properly use personal protective equipment when the Material Safety Data Sheet so states. Gloves stuffed in pockets, masks hanging down around the neck, etc., do not offer protection. *Use PPE's properly or suffer the consequences—a potentially serious accident or injury/illness.*
3. Employees who do not know how to use personal protective equipment should ask for assistance. Do not assume anything—be sure of everything concerning the proper use of safety equipment!

### DEALING WITH EMERGENCIES SUCH AS SPILLS, UNUSUAL CONTACT, INHALATION, ETC.

1. Be Calm! Don't panic—focus directly on the problem by keeping a clear and sharp mind.
2. Call for help. Notify supervisory/management staff and/or the local fire department and/or emergency medical service (EMS) if needed.
3. Seek First Aid for any injuries/illnesses, if needed.
4. Evacuate the immediate area if necessary. Remember, remain calm and persuade others to stay calm and levelheaded.
5. Refer to MSDS's, hazardous chemical workplace lists, and emergency response plans for affected work areas.
6. Once out of the emergency area, *Stay Out!* Keep the area clear for emergency personnel.
7. Do not return to the hazardous area unless the proper authorities have given an "All Clear."

### MAINTENANCE OF WORKPLACE AND STORAGE CONDITIONS

1. Keep the workplace clean, free of clutter and orderly.
2. Keep a running inventory of all hazardous chemicals and associated products.
3. Use only original hazardous chemical containers for proper storage or containers suited for the chemical(s) to be stored.
4. Be sure **all** containers have proper labels (including spray bottles). Don't use a product that does not have a label—play it safely and be absolutely sure of **what** is being used/applied.
5. Store mop heads with oil based chemical applications in clean metal containers with tight fitting lids—this reduces the chances of a fire hazard (spontaneous combustion).





# TRAINER OUTLINE AND REVIEW

## TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

6. Store dirty/oily rags in a clean metal container with a tight fitting lid (use a separate container from those storing mop heads). This also reduces the chances of a fire hazard (spontaneous combustion).
7. Never store toxic chemicals, solvents or flammable chemicals together—doing so could cause a very dangerous chemical reaction.
8. Never mix chlorine and ammonia; this mixture produces a **DEADLY** gas known as Chloramine.
9. Store toxic chemicals as low as possible to avoid falls and breakage.

### METHODS AND OBSERVATIONS FOR DETECTING HAZARDOUS CHEMICALS IN EMPLOYEE WORK AREAS

1. Use warning signs or devices in the work area when using or applying hazardous chemicals.
2. Pay attention to all warning signs and devices used when hazardous chemicals are present.
3. Immediately report any unusual odors, liquids, spills, exposures, or unknown causes of damage or destruction to surfaces, structures, or containers of hazardous chemicals to management.
4. Use appropriate safety equipment to detect if hazardous chemicals are present in the work area due to accidental release or exposure, i.e., a portable gas analyzer or flammable gas detector.
5. Use proper personal protective equipment if hazardous chemicals are detected and pose a threat or danger to employees.
6. Follow all emergency procedures if an accident or hazardous incident occurs that may endanger employee safety.

### DISCUSSION OF SPECIFIC HAZARDS IN EMPLOYEE WORK AREAS

1. Employees should make a special effort to observe specific hazards in each work area such as NO SMOKING signs or not using spark-producing equipment in areas where flammable chemicals are present.

### MINIMAL REQUIREMENTS FOR EACH HAZARDOUS CHEMICAL CONTAINER LABEL

By law, labels must be in English, but this requirement does not prohibit the use of foreign languages to supplement the English label. The Texas Hazard Communication list requires that a hazardous chemical label provide a common name or chemical name that can be found on the workplace chemical list and on the MSDS.

As a minimum, each hazardous chemical container label must list:

1. The identity of the hazardous chemical.



# TRAINER OUTLINE AND REVIEW

## TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

2. The appropriate hazard warnings, which would include the health and physical hazards of the chemical. An exemption to this requirement would exist when a chemical that is transferred from a properly labeled container to a portable container is intended for the immediate use (same work shift) of the employee who performed the transfer.
3. Original labels on containers of hazardous chemicals cannot be removed or defaced.  
**NOTE:** These originals will bear the name and address of the manufacturer or distributor of the chemical, as required under the OSHA Hazard Communication Standard.
4. Alternative labeling systems, such as the Hazardous Materials Information System (HMIS), or National Fire Protection Association NFPA system, are acceptable if they are used properly.  
**NOTE:** The law requires the employer to train all employees and students on such systems if they are exposed to the chemicals having such labels.

### CONTENTS OF THE MATERIAL SAFETY DATA SHEET

The Material Safety Data Sheet (MSDS) is generally two pages in length, must be written in English, and contain at a minimum the following information. (Use the sample MSDS sheet discussed in the "Suggested Materials" section as an example.)

#### SECTION I. IDENTIFICATION OF PRODUCT

1. The name, address and telephone number of the chemical manufacturer, importer, employer or other responsible party involved in preparing or distributing the Material Safety Data Sheet, who can provide additional information on the hazardous chemical and appropriate emergency procedures, should that become necessary.
2. The date of preparation of the MSDS, or the last change to it
3. If the hazardous chemical is a single substance, its chemical and common name(s)

#### SECTION II. HAZARDOUS INGREDIENTS

1. If the hazardous chemical is part of a mixture that has been tested as a whole to determine its hazardous nature, the chemical, the common name(s) of the ingredients that contribute to the known hazards, and common name(s) of the mixture itself.
2. If the hazardous chemical is part of a mixture that has not been tested as a whole to determine its hazardous nature, the chemical and common name(s) of all ingredients that have been found to be health hazards and comprise 1% or more of the mixture. Chemicals that have been identified as carcinogens (cancer causing) shall be listed if the concentrations are 0.1% or greater.  
**NOTE:** As a practicality, the chemical and common names of all ingredients that have been found to present a health or a physical hazard when in the mixture should be identified on the MSDS.

#### SECTION III. PHYSICAL DATA

1. The physical and chemical characteristics of the hazardous chemical, such as vapor pressure, flash point, boiling point and physical state.



# TRAINER OUTLINE AND REVIEW

## TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

### SECTION IV. FIRE AND EXPLOSION HAZARD DATA

1. The physical hazards of the hazardous chemical, including the potential for fire, explosion and reactivity.

### SECTION V. HEALTH HAZARDS

1. The health hazards of the hazardous chemical, including signs and symptoms of exposure, and any medical conditions that are generally recognized as being aggravated by exposure to the chemical.
2. The OSHA permissible exposure limit (PEL), ACGIH threshold limit value (TLV), and any other exposure limit used or recommended by the chemical manufacturer, importer or employer preparing the MSDS.

### SECTION VI. REACTIVITY DATA

1. If the hazardous chemical is stable/unstable and what conditions to avoid
2. Incompatibility—what materials to avoid with the hazardous chemical
3. What hazardous products are caused by the decomposition (break down) of the hazardous chemical

### SECTION VII. SPILL AND DISPOSAL PROCEDURES

1. Procedures for cleanup of spills and leaks.

### SECTION VIII. PROTECTION INFORMATION

1. Any generally applicable, known control measures such as appropriate engineering precepts, work practices, or personal protective equipment.
2. Protective measures during repair and maintenance of contaminated equipment.

### SECTION IX. HANDLING AND STORAGE PRECAUTIONS

1. Any generally applicable precautions for safe handling and use and storage, including appropriate hygienic practices.

### SECTION X. MISCELLANEOUS INFORMATION

1. Any other relevant information about the hazardous chemical.

### REVIEW QUESTIONS

Hand out the questionnaire and instruct the attendees to choose the **best** answer or fill in the blank. Remind them to put their name on the top and that the review will be turned in when completed. The following is a copy of the questionnaire with the correct answers shown.



# TRAINER OUTLINE AND REVIEW

## TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

### REVIEW FOR THE TEXAS HAZARD COMMUNICATION ACT (Trainer's Copy of Questionnaire)

1. Training sessions must be held at least:
  - A. Once a year
  - B. Three times a year
  - C. As needed
  - D.** Both A and C
  - E. None of the above
2. Material Safety Data Sheets provide which of the following:
  - A. Physical/chemical characteristics
  - B. Fire and explosion data
  - C. Reactivity data
  - D. Health hazard data
  - E.** All of the above
3. True or false—It is not necessary to have labels on *all* hazardous chemical containers.  
T or **F** (Labels should be used on all hazardous chemical containers, including spray bottles.)
4. True or false—Hazardous chemical labels must be written in English.  
**T** or F (Foreign languages may be used to supplement the English language MSDS.)
5. Fill in the blank  
P E R S O N A L  
P R O T E C T I V E  
E Q U I P M E N T  
is necessary to protect employee health and safety when handling, using, storing, or otherwise exposing to hazardous chemicals. (Hint: gloves, masks, goggles, etc.)
6. Fill in the blank—Read the INSTRUCTIONS before using any hazardous chemical. Know how to use the product safely, effectively and efficiently. (DIRECTIONS or MSDS could be considered as correct answers.)
7. Mixing of hazardous chemicals is permitted when:
  - A. You have done this a thousand times and could do it with your eyes closed without any problems.
  - B. Your supervisor says it's O.K.
  - C. All chemicals are the same or made of the same ingredients so no harm would come to you.
  - D.** Never (unless the label and/or MSDS allows it).



# TRAINER OUTLINE AND REVIEW

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## TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

8. True or false—Hazardous chemicals should be disposed of in a proper and safe manner, according to the Material Safety Data Sheet.  
T or F
  
9. Toxic chemicals should be stored:
  - A. Up high
  - B. In the middle
  - C. Down low
  - D. None of the above
  
10. Storage areas containing hazardous chemicals should be kept clean and N E A T (rhymes with street).



# TRAINER OUTLINE AND REVIEW

## TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### REVIEW FOR THE TEXAS HAZARD COMMUNICATION ACT

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P \_\_\_\_\_  
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# TRAINER OUTLINE AND REVIEW

## TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

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(rhymes with street).



# TRAINER OUTLINE AND REVIEW

## TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

### HANDOUT FOR THE TEXAS HAZARD COMMUNICATION AND RIGHT-TO-KNOW

**Q. What Is the Employee “Right-To-Know” Law?**

**A.** The Texas Hazard Communication Act was enacted by the 69th Texas Legislature in 1985 and became effective on January 1, 1986. The act requires public employers to provide their employees with information and training on hazardous chemicals they may be exposed to at work. Under the act, certain documents must also be provided to the Texas Department of Health and the local Fire Department. Any hazardous chemical in the workplace in an aggregate amount greater than 55 gallons or 500 pounds must be reported annually to the Texas Department of Health.

**Q. Who Is Required to Comply With the “Right-To-Know” Law/Texas Hazard Communication Act?**

**A.** All public employers are required to comply with the act. A public employer is an employer who is a state, county, or municipal agency, including tax base supported schools, colleges and universities.

**Q. Who Is Affected by the Act?**

**A.** All public employees. A public employee is a person working for a public employer, which includes public schools, colleges and universities that are tax supported. Students in public schools, colleges and universities are also covered by the act.

**Q. Who Needs Hazardous Chemical Training?**

**A.** The act requires employers to train their employees in any of four possible situations: (1) All staff that work with or are exposed to hazardous chemicals must be trained at least annually. (2) Employees must be trained when new chemical hazards are introduced in their workplace or when new hazards are shown on updated MSDS's for chemicals already in use. (3) Employees must be retrained when they are assigned to different workplaces that involve new chemical hazards. (4) New employees should receive training after they are hired and before working with or being exposed to hazardous chemicals.

**Q. What Is a “MSDS”?**

**A.** The Material Safety Data Sheet (MSDS) is the cornerstone of chemical hazard communication. MSDS's are produced by manufacturers and importers according to Federal law, and the state act requires that they be provided to any business that is covered by the act. Therefore, non-manufacturers usually would not have to write MSDS's, but must be sure to obtain them. Most MSDS's are at least two pages long and give the “identity” of the product near the top of the first page. This identity may be a brand (common) name or a technical chemical name.





# TRAINER OUTLINE AND REVIEW

## TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

**Q. Why Is the Texas Hazard Communication Act Important?**

**A.** A fundamental requirement of the act is that employees who may be exposed to hazardous chemicals should be informed of the exposure, and have access to the workplace chemical list and MSDS's. The training program must include information on the location of the chemicals; their acute and chronic effects; appropriate protective equipment and first aid treatment; and safety instructions on the handling, cleanup and disposal of hazardous chemicals. Employees, on request, shall be provided a copy of specific MSDS's.

A successful hazardous chemical training program will give workers an appreciation for the hazardous materials in their workplace, and will show them how to use these materials properly. It is important that employees understand that the materials they work with did not become hazardous overnight just because they now have an MSDS on the product. They should understand that the hazards were always associated with these products, but new laws have now given them the right to know about the hazards so that they can better protect themselves and others.

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# TRAINER OUTLINE AND REVIEW

TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

## SAFETY MEETING ATTENDANCE LOG

DATE MEETING HELD \_\_\_\_\_

NAME/DEPARTMENT		NAME/DEPARTMENT	
1		31	
2		32	
3		33	
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*(List Topics Covered on the Back of This Form)*



# TRAINER OUTLINE AND REVIEW

## TEXAS HAZARDOUS CHEMICAL COMMUNICATION ACT

### SAFETY MEETING

SUBJECT: *Right-To-Know, The Texas Hazard Communication Act*

#### TOPICS COVERED

1. Existing and potential hazards of chemicals in the workplace.
2. Safe work practices and handling procedures in the use of hazardous chemicals and proper waste disposal.
3. Types of personal protective equipment and their proper use.
4. How to deal with emergencies such as spills, inhalation or contact related to hazardous chemicals.
5. Proper maintenance and storage of hazardous chemicals, including labels for containers.
6. How to detect hazardous chemicals in employee work areas.
7. Specific explanation of the information contained in both chemical container labels and Material Safety Data Sheets (MSDS).

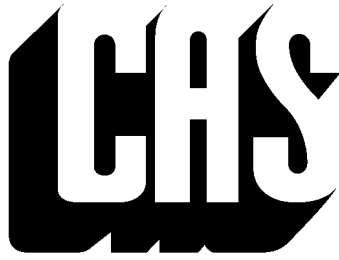
TRAINER: \_\_\_\_\_

Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

By signing this form, the trainer attests that the topics shown above were thoroughly discussed, and that all attendees were given the opportunity to ask questions and to have these questions answered.



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# *Safety Notes*

Training Outline and Review for  
Permit-Required Confined Space Entry

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*Points to Remember*

*Review Questionnaire for Permit-Required  
Confined Space Entry*

*(Trainer's Copy, Participant Copy and Handout)*



# TRAINER OUTLINE AND REVIEW

## PERMIT-REQUIRED CONFINED SPACE ENTRY

### MEETING OBJECTIVE

The purpose of this training outline is to inform employees of the hazards that are involved when working in confined space areas. The outline sets forth several procedures that when followed will hold an employer in compliance with the OSHA standard. Though this is important, the number one objective is to eliminate the unnecessary death of employees.

### INTRODUCTION/OVERVIEW

To some, the term “confined space” may be vague or confusing. According to OSHA, for an area to be classified as a confined space it must meet three criteria:

- It must be large enough for an employee to bodily enter it and perform assigned tasks.
- It must have restricted means of entry or exit.
- It must not be designed for continuous occupancy.

Confined spaces can fall into two classifications: permit-required confined spaces and non-permit confined spaces.

Non-permit confined spaces do not contain hazards that could cause death or serious physical harm. Some examples of non-permit confined spaces are drop ceilings and crawl spaces.

The standard defines a permit-required confined space as a space that has one or more of the following characteristics:

- Contains or has the potential to contain hazardous atmospheres.
- Contains a material that has the potential to engulf or overwhelm an entrant.
- Has an internal configuration that could trap or asphyxiate an entrant. This would include conditions such as inwardly converging walls or a floor that slopes downward and tapers to a smaller cross sectional area.
- Contains any other recognized serious safety or health hazards.

Permit-required confined spaces are dangerous to enter unless special precautions are taken. Because of their potential threat to life and health, this training outline will relate strictly to permit-required confined spaces and the special precautions that need to be taken when working in these areas.

### PERMIT-REQUIRED CONFINED SPACES

The question may still exist, “Do I work in permit-required confined spaces?” The following is a list of areas in which a permit should be mandatory for anyone entering the space.

- Boilers
- Storage tanks
- Furnaces
- Railroad tank cars
- Manholes
- Cooking and process vessels
- Towers
- Bins
- Sewers
- Septic tanks
- Underground utility tunnels
- Ventilation and exhaust ducts
- Pipeline casings
- Pits and excavation areas



# TRAINER OUTLINE AND REVIEW

## PERMIT-REQUIRED CONFINED SPACE ENTRY

One of the reasons people die in confined spaces is that they do not recognize the hazards. A fundamental approach to working in hostile environments is to obey the following:

- Recognize and identify the hazard.
- Evaluate the severity of the hazard.
- Control the hazard or reduce employee exposure.

It is important to know what to look for when identifying hazards. Hazardous atmospheres found in confined spaces can be divided into the following categories:

- Flammable/Combustible
- Toxic
- Irritant and/or corrosive
- Dust
- Oxygen (deficient or enriched)
- Asphyxiating
- Physical hazards

## EMPLOYER RESPONSIBILITIES

In order for an employer to comply with the standard, a survey must be performed to identify confined spaces that exist. The employer must then inform employees of these spaces and prevent unauthorized entry.

When permit-required confined spaces exist, the employer must develop and implement a written confined space program. The program must be reviewed annually and should include the following critical elements.

- *Hazard identification.* Any hazards presented by a confined space must be identified before entry.
- *Hazard control.* Procedures must be implemented to eliminate or control confined space hazards. These may include:
  - Implementing procedures that prevent unauthorized entry
  - Specifying acceptable entry conditions
  - Isolating the space and controlling hazardous energy
  - Implementing a continuous forced ventilation system
  - Coordinating entry space procedures when more than one employer's workers are involved
  - Monitoring all conditions throughout the duration of entry
- *Permit system.* A written program for preparing, issuing, and canceling entry permits.
- *Specialized equipment.* Equipment such as air sampling instruments, ventilation equipment, personal protective equipment, lighting and communication equipment, and rescue devices must be supplied and maintained by the employer.
- *Employee designation.* Employees who are involved in confined space entry must be specifically designated.



# TRAINER OUTLINE AND REVIEW

## PERMIT-REQUIRED CONFINED SPACE ENTRY

- *Testing and monitoring.* Confined spaces must be tested and monitored before entry can be deemed safe. Monitoring must continue throughout the entry to ensure that conditions remain acceptable.
- *Emergency procedures.* Emergency procedures must be implemented and followed in the event that an entrant goes down in a confined space.
- *Outside contractors.* Employers must coordinate the activities of outside contractors who may perform work in confined spaces.
- *Information and training.* It is essential that employees who serve as entrants, attendants, and supervisors know their duties.
- *Program review.* Problems encountered during entry must be noted on the permit. The permits must be reviewed annually to determine if procedural changes are necessary.

The written program must include written procedures for preparing, issuing, and canceling permits. These permits allow only authorized employees to enter confined spaces. To comply with the standard, a permit must include the following elements:

- The identity of the space to be entered
- The purpose of entry
- The date and duration of the entry
- A statement of the hazards in the confined space
- Precautions taken to isolate the space and control the hazards
- Acceptable entry conditions
- The results of the initial and periodic tests. This should include the name of the tester and the time when tests were performed.
- Communication procedures
- Special equipment required
- Names of the entrants and attendant
- Hot work permits
- Rescue and emergency units to be called and the means for summoning these units
- The entry supervisor's signature

In many cases employers may choose to hire outside contractors to perform work within confined spaces. In this situation the host employer is obligated to do the following:

- Inform the contractor why the space is a permit-required space.
- Share with the contractor any information concerning the host employer's experiences in the confined space.
- Inform the contractor that his confined space entry program must comply with the standard.
- Inform the contractor of any special precautions the host employer takes to protect employees who work in or around the space where the contractor will work.
- Coordinate operations when employees of more than one employer simultaneously work in a confined space.
- Conduct a review when the job is completed to discuss any hazards encountered during the entry.





# TRAINER OUTLINE AND REVIEW

## PERMIT-REQUIRED CONFINED SPACE ENTRY

The contractor is obligated to do the following:

- Obtain from the host employer any information regarding the hazards of the confined space and the special precautions to be taken.
- Coordinate entry operations with the host employer when both the host's and the contractor's employees will be working in the space.
- Inform the host employer of the permit program that will be followed in order to comply with the standard.
- Advise the host employer of any hazards that were encountered or created by the contractor during the entry.

As one can see, it is very important to coordinate operations before the entry takes place. If each employee involved in the activity knows his/her duties and responsibilities, serious accidents can be avoided. Communication is also very important. In many confined space entry situations, the entrants will be wearing protective equipment, such as respirators. Verbal communication may be impossible. Therefore, means of communicating problems should be set up before entry.

### PRE-ENTRY PROCEDURES

All conditions that make it unsafe to remove a cover to a confined space must be eliminated before the cover is removed. When the cover is removed, the opening should be guarded promptly to prevent unauthorized entry or accidental falls.

The air within the space must be tested and verified to be safe before entry is allowed. The following conditions should be tested for in the given order:

- Oxygen content
- Flammable gases and vapors
- Toxic air contaminants

It is important to test for oxygen first because of the following:

- Oxygen may be displaced by other gases in high concentration
- Oxygen deficiency is the primary criteria for the levels immediately dangerous to life and health
- Instruments respond differently in an oxygen deficient atmosphere

Ventilation may be necessary to clean the air. When forced air ventilation is used, the following should be remembered:

- The ventilation should be directed as to ventilate the immediate areas where an employee is within the space and shall continue until all employees have left the space.
- The forced air used to ventilate should be from a clean source and should not increase the hazards within the space.
- Exhaust from an air mover should not be moved through other work areas or near an ignition source.
- Fans and blowers should be intrinsically safe and grounded to prevent sparking and/or build up and discharge of static electricity.



# TRAINER OUTLINE AND REVIEW

## PERMIT-REQUIRED CONFINED SPACE ENTRY

The space must be monitored periodically during entry to ensure that conditions remain safe. The space may be safe upon entry but hazards may arise due to the nature of the work being performed. If a hazardous atmosphere is detected during entry, each employee must leave the space immediately. The space should then be evaluated to determine how the condition developed.

Some confined spaces may require isolation and the removal of unwanted, potentially hazardous energy sources. This can be accomplished by removing sections of pipe, blanking or blinding pipes, or double block and bleed.

Blanking or blinding refers to absolute closure of a pipe, line, or duct by fastening a metal plate to the opening. The plate should cover the entire opening and must be able to withstand the pressure within the pipe.

Double block and bleed refers to the closure of a line by closing and locking or tagging two in-line valves and opening and locking or tagging a drain or vent valve in the line between the two closed valves.

## TRAINING

To comply with the standard, training must be provided to all employees whose jobs entail confined space entry. Training should be executed in the following situations:

- Before initial assignment
- Before duties change
- When a change in entry operations presents a new hazard
- When there is a change in entry procedures
- When the employer feels that employee knowledge of the procedures is inadequate

Confined space workers can be divided into three groups, entrants, attendants, and supervisors.

Entrants must be trained in the following:

- Hazard recognition
- Communication procedures
- Equipment use
- Evacuation procedures

Attendants must be trained in the following:

- Hazard recognition
- Communication procedures
- Control of unauthorized access
- Rescue procedures
- Summoning rescue services

Attendants are to remain outside the entry space at all times unless relieved by another qualified attendant.



# TRAINER OUTLINE AND REVIEW

## PERMIT-REQUIRED CONFINED SPACE ENTRY

Attendants must also know to order entrants out of the space in the following situations:

- If the attendant detects any prohibited condition
- If the attendant detects any unusual behavior
- If conditions develop outside the space that could endanger the entrants
- If the attendant cannot effectively perform his duties

Supervisors are to be trained in the tasks that they are expected to perform. These tasks include:

- Knowing the hazards that may be faced during the entry
- Determining acceptable entry conditions exist
- Authorizing entry
- Overseeing operations
- Terminating the entry and canceling permits
- Verifying that the permit has been completed properly
- Verifying that all tests specified by the permit have been completed
- Ensuring that all procedures and equipment specified by the permit are in place before allowing the entry to begin
- Verifying that rescue services are available
- Removing unauthorized individuals who enter or attempt to enter the space.

## RESCUE AND EMERGENCY UNITS

The employer may use an on-site or off-site rescue service. On-site rescue teams have the advantage of being immediately available and familiar with the facility. Since response time is critical in an emergency, an on-site crew is more desirable.

On-site responders must receive the same general training as authorized entrants. They must also be trained in the following:

- Proper use of personal protective equipment
- Proper use of rescue equipment
- Basic first aid and CPR
- At least one member of the team must be currently certified in first aid and CPR
- Rescuers must participate in annual hands-on drills. These drills should simulate rescue operations in which dummies or manikins are removed from confined spaces.

Two important procedures must be followed when an employer uses an off-site rescue service. The host employer must:

- Inform the rescue service of the hazards that may be encountered at the facility.
- Provide the rescue service with access to all permit-required spaces from which rescue may be necessary.

It is estimated that over half of confined space deaths result from rescue attempts. When a worker sees a friend or co-worker go down in a confined space, the first response is to go in after them. This action is an unwise decision and can prove to be fatal. **Only trained rescuers should enter a confined space to retrieve a body.**



# TRAINER OUTLINE AND REVIEW

## PERMIT-REQUIRED CONFINED SPACE ENTRY

Attendants should be trained in non-entry rescue procedures. This can be accomplished by equipping each entrant with a chest or full body harness with a retrieval line attached to some type of mechanical device. These mechanical rescue devices must be available whenever the confined space is a vertical type with a depth of more than five feet.

If a worker is exposed to a hazardous substance while in a confined space, a copy of the MSDS should be sent to the medical facility that is providing treatment.

### WRAP-UP

OSHA has estimated that the confined space standard will prevent over fifty deaths and five thousand injuries annually. This will only happen if the correct procedures are followed.

### REMEMBER

To comply with the standard, the following must be done:

- The employer must survey the workplace to determine if permit-required confined spaces exist.
- Employer must inform employees of these spaces and prevent unauthorized entry.
- Employer must develop a written confined space entry program.

This program should outline the following procedures:

- Preventing unauthorized entries
- Identifying and evaluating hazards
- Testing and monitoring conditions
- Ensuring safe entry

Written procedures for preparing, issuing, using, and canceling entry permits must be established.

Entrants, attendants, and supervisors must receive training and must be specifically designated.

The standard also requires on-site rescue teams to undergo annual hands-on training. These teams should also receive the basic training that is given to entrants.

Implementing these procedures may require an initial investment, but when followed properly they could save your facility thousands of dollars. Remember, if your job requires you to work in confined spaces, these procedures should be strictly obeyed. In emergencies, knowing what to do and what not to do can mean the difference between life and death.





# TRAINER OUTLINE AND REVIEW

## PERMIT-REQUIRED CONFINED SPACE ENTRY

### REVIEW FOR PERMIT-REQUIRED CONFINED SPACE ENTRY (Trainer's Copy of Questionnaire)

1. What is the first thing an employer must do to comply with the standard?
  - A. Buy respirators for all employees.
  - B.** Survey the facility to determine if permit-required confined spaces exist.
  - C. Call a meeting of the Board of Directors.
  - D. Undergo an OSHA inspection.
2. Which of the following would be considered a permit-required confined space?
  - A. A septic tank.
  - B. Railroad tank cars.
  - C. Underground utility tunnels.
  - D.** All of the above.
3. Who is responsible for issuing and canceling entry permits?
  - A.** The entry supervisor.
  - B. The attendant.
  - C. The entrant.
  - D. The union president.
4. What atmospheric condition should be tested for first before entering a confined space?
  - A. Relative humidity.
  - B. Presence of flammable vapors.
  - C.** Oxygen content.
  - D. Presence of air borne irritants.
5. When is it acceptable for an attendant to leave the entry opening?
  - A. When it is time for his lunch break.
  - B. When his assistance is needed elsewhere.
  - C.** Only when he is relieved by another authorized attendant.
  - D. When he receives a phone call.
6. The majority of confined space deaths are due to unauthorized rescue attempts. **True** False
7. Which of the following makes on-site rescue services more desirable?
  - A. They have a faster response time.
  - B. They are more familiar with the facility.
  - C. Because they are on the payroll.
  - D.** Both A and B.
8. On-site rescue services should participate in hands-on training annually. **True** False
9. Oxygen deficient atmospheres may cause testing equipment to read inaccurately. **True** False



# TRAINER OUTLINE AND REVIEW

## PERMIT-REQUIRED CONFINED SPACE ENTRY

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### REVIEW FOR PERMIT-REQUIRED CONFINED SPACE ENTRY

1. What is the first thing an employer must do to comply with the standard?
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9. Oxygen deficient atmospheres may cause testing equipment to read inaccurately. True False



# TRAINER OUTLINE AND REVIEW

## PERMIT-REQUIRED CONFINED SPACE ENTRY

### PERMIT-REQUIRED CONFINED SPACE HANDOUT

#### WHAT IS A CONFINED SPACE?

To be classified as a confined space, an area must meet the following criteria:

- It must be large enough for an employee to bodily enter and perform assigned work.
- It must have restricted means for entry or exit.
- It must not be designed for continuous occupancy.

#### EXAMPLES OF PERMIT-REQUIRED CONFINED SPACES

- Boilers
- Storage tanks
- Furnaces
- Railroad tank cars
- Manholes
- Cooking and process vessels
- Towers
- Bins
- Sewers
- Septic tanks
- Underground utility tunnels
- Ventilation and exhaust ducts
- Pipeline casings
- Pits and excavation areas

#### HAZARDS ENCOUNTERED

- Flammable atmospheres
- Irritants and corrosives
- Physical hazards
- Toxic atmospheres
- Combustible dust
- Oxygen content (deficient or enriched)

#### PRE-ENTRY PROCEDURES

1. Test the atmosphere before entry is allowed
2. Always test for oxygen deficiency first
3. Place a temporary guard around the entry opening to prevent unauthorized entry and accidental falls
4. Eliminate unwanted potentially hazardous energy sources
5. Ventilate the space to create a safe atmosphere





# TRAINER OUTLINE AND REVIEW

## PERMIT-REQUIRED CONFINED SPACE ENTRY

### POST-ENTRY PROCEDURES

1. Continue ventilation until the last worker has left the space.
2. Use air from a clean source to ventilate the space.
3. Do not move exhausted air through other work areas.
4. Use air movers that are intrinsically safe and grounded.
5. An attendant must stand outside the opening throughout the duration of the entry.
6. Communication procedures must be developed before entry is allowed.
7. Entrants are to evacuate the space at the first sign of danger or when ordered to do so by the attendant.
8. Entry supervisors are to oversee all entry operations and must work with attendants to prevent unauthorized entry.

### RESCUE PROCEDURES

1. On-site rescue services are to participate in hands on drills annually.
2. Rescue team members must be trained in basic first aid and CPR.
3. At least one member of the rescue team must be certified in both basic first aid and CPR.
4. Non-entry rescue procedures and equipment can be used unless the equipment presents unwanted hazards.

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The purpose of this publication is to provide accurate and authoritative information for plan participants and is intended to help in the implementation of an effective safety program. The publisher in providing this information assumes no responsibility for the correctness, sufficiency, or completeness of such information or recommendations. Other or additional measures may be required under some circumstances. No responsibility is assumed for the control or correction of existing conditions or practices.



# TRAINER OUTLINE AND REVIEW

PERMIT-REQUIRED CONFINED SPACE ENTRY

## SAFETY MEETING ATTENDANCE LOG

DATE MEETING HELD \_\_\_\_\_

NAME/DEPARTMENT		NAME/DEPARTMENT	
<b>1</b>		<b>31</b>	
<b>2</b>		<b>32</b>	
<b>3</b>		<b>33</b>	
<b>4</b>		<b>34</b>	
<b>5</b>		<b>35</b>	
<b>6</b>		<b>36</b>	
<b>7</b>		<b>37</b>	
<b>8</b>		<b>38</b>	
<b>9</b>		<b>39</b>	
<b>10</b>		<b>40</b>	
<b>11</b>		<b>41</b>	
<b>12</b>		<b>42</b>	
<b>13</b>		<b>43</b>	
<b>14</b>		<b>44</b>	
<b>15</b>		<b>45</b>	
<b>16</b>		<b>46</b>	
<b>17</b>		<b>47</b>	
<b>18</b>		<b>48</b>	
<b>19</b>		<b>49</b>	
<b>20</b>		<b>50</b>	
<b>21</b>		<b>51</b>	
<b>22</b>		<b>52</b>	
<b>23</b>		<b>53</b>	
<b>24</b>		<b>54</b>	
<b>25</b>		<b>55</b>	
<b>26</b>		<b>56</b>	
<b>27</b>		<b>57</b>	
<b>28</b>		<b>58</b>	
<b>29</b>		<b>59</b>	
<b>30</b>		<b>60</b>	

*(List Topics Covered on the Back of This Form)*



# TRAINER OUTLINE AND REVIEW

## PERMIT-REQUIRED CONFINED SPACE ENTRY

### SAFETY MEETING

SUBJECT: *Permit-Required Confined Space Entry*

#### TOPICS COVERED

1. Criteria for classification as a confined space.
2. Standards and characteristics defining a permit-required confined space.
3. Examples of types of spaces classified as permit-required confined spaces.
4. Employer's responsibility, including how to develop and implement a written confined space program.
5. Procedures to follow before entering a confined space.
6. Training requirements for confined space entrants, attendants and rescue personnel.

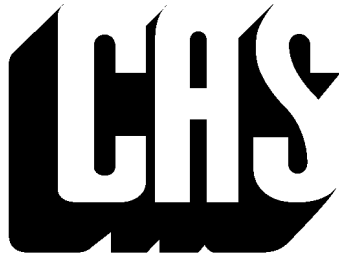
TRAINER: \_\_\_\_\_

Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

By signing this form, the trainer attests that the topics shown above were thoroughly discussed, and that all attendees were given the opportunity to ask questions and to have these questions answered.



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**Claims Administrative Services, Inc.**

# *Safety Notes*

Training Outline and Review for  
Slips, Trips and Falls

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*Materials to Have on Hand*

*Introduction/Overview*

*General Hazards*

*Identifying Hazards*

*Protection Against Hazards*

*Safety Procedures*

*Review Questions for Slips, Trips and Falls*

*Wrap-Up*

*Review Questionnaire for Slips, Trips and Falls*  
*(Trainer's Copy, Participant Copy and Handout)*



# TRAINER OUTLINE AND REVIEW

## SLIPS, TRIPS AND FALLS

### MEETING OBJECTIVES

The purpose of this training outline is to point out the danger of one of the most common and preventable causes of serious accidents and accidental deaths, and to explain practices to help avoid such accidents. The result should be increased attention to safety and a reduction in slips, trips, and falls both on and off the job.

### SUGGESTED MATERIALS TO HAVE ON HAND

- Ladders

(NOTE: If possible, hold this meeting where you can move around and point to possible slip, trip, and fall hazards.)

### INTRODUCTION/OVERVIEW

We've all had the experience of slipping, tripping, stumbling, and falling. Usually, the only result is that you feel silly and perhaps get a scrape or bruise.

But, falls kill 12,000 people a year; 1,500 of them at work. That makes falls the biggest cause of accidental death after traffic accidents. They are also the most common cause of deadly accidents at home.

In addition, 33,000 people are disabled every year from falling on stairs, and many, many people receive lesser injuries: strains, sprains, broken bones, and fractures. These can keep you out of work and run up big medical bills.

Most of these accidents can be prevented if you look where you're going, know what hazards to look for, and try to maintain your work area to reduce the possibility that you or someone else will end up flat on his or her back.

### GENERAL HAZARDS

There are a number of common causes of slips, trips, and falls.

Ladders that are unsafe or are used unsafely are one of the most common safety hazards experienced, so common that they are worth a safety meeting of their own.

### THE OTHER MOST TYPICAL CAUSES ARE

- Unsafe stairs
- Obstructions in walkways or on stairs
- Slippery or uneven surfaces
- Improper shoes
- Moving too fast
- Poor lighting
- Being tired or distracted



# TRAINER OUTLINE AND REVIEW

## SLIPS, TRIPS AND FALLS

But even more typical is not paying attention. You are in a hurry or thinking about something else. So you do not look where you are going or at what is around you. And the next thing you know, you are on the floor.

Today we are going to try to help you recognize risky or unsafe conditions. With this knowledge, you can learn to focus better on what is around you, eliminate or work around hazardous conditions, and always expect the unexpected.

### IDENTIFYING HAZARDS

Learning to identify the hazards that might cause you to slip, trip, or fall is the key to avoiding these accidents.

Stairs should be checked before use to make sure that:

- Steps are not slippery, worn, or broken.
- Railings are not missing or loose.
- Lighting is not too dim or nonexistent.

Report any problems immediately and discourage the use of the stairs until they are fixed.

Ramps and loading docks should have handrails and non-slip surfaces. They also tend to get slippery if they are wet or oily, so be alert.

An amazing number of slips, trips, and falls happen on level ground. The usual culprit is a surface that is wet or worn, so again, be alert.

I also want to just mention ladder safety hazards:

- Loose or broken rungs or steps
- Missing or broken spreaders, tie rods, and braces

The most important thing to remember about ladders is to inspect them carefully before each use. And don't use a ladder that has any missing, broken, or loose parts. Ladders should not be painted because the paint could hide a structural flaw. If paint is spilled on a ladder, it should be cleaned before the paint can dry and disguise future problems.

### PROTECTION AGAINST HAZARDS

Your best protection against hazards is to be alert!! Look where you're going. Check the condition of floors, stairs, ladders, and the work area.

Be especially careful in places where the floor elevation changes. And keep your eyes open if you work around manholes and drains to make sure they are not uncovered. If there is clutter in your path, move it before you proceed.

Slippery floors are always dangerous. If they are waxed or polished, icy or wet, take it real slow. Other possible problems: oil, grease, or chemical spills, or floors made of tile, marble, or other slippery surfaces.



# TRAINER OUTLINE AND REVIEW

## SLIPS, TRIPS AND FALLS

If the floor is wet, clean it up or report it. And always be more cautious than you think you need to be. Use “Wet Floor” signs to alert others of a spill. If a floor sign is not immediately available, barricade the area with chairs.

### SAFETY PROCEDURES

There are a number of safety procedures you should follow to prevent these accidents. None of them are very complicated and it should not take very long before they become habits.

Many of these future habits involve good housekeeping:

- Keep everything in its proper place and put things away after use.
- Repair or report any floor problems: loose or missing tiles, warped wood planks, turned up rug edges.
- Keep walkways and aisles clear of obstacles.
- Keep drawers closed.
- Dispose of trash promptly and properly.
- Don't leave machines, tools, or other materials on the floor.
- Block off and mark areas that are being cleaned or repaired.
- Keep cords, power cables, and air hoses out of walkways.
- Clean up spills and leaks right away.
- Be sure there is enough lighting before you move ahead. If need be, use a flashlight.

The way you move, and even dress, can make the difference between getting where you are going and having an accident. Keep these tips in mind:

- Walk, do not run.
- Walk slowly, with a sliding motion, on slippery or uneven surfaces.
- Wear shoes with nonskid soles and flat heels. Special non-slip shoe covers should be worn when stripping floors.
- Beware of loose pant cuffs; you could trip over them
- Don't carry a load you cannot see over—especially on stairs.
- Keep your hands at your sides, not in your pockets, for balance.
- Use railings when climbing up or down stairs.
- When you sit in a chair, keep all four chair legs on the floor.
- Do not jump off platforms or loading docks.
- Step around obstructions, not over them.
- Do not fool around and engage in horseplay.
- Pay attention to where you are going and what might be in your way.

Remember: If you look where you are going, you are more likely to get there in one piece.

Even when you are careful, you can fall. You can still try to keep from being injured seriously by “falling correctly.”

There are two ways to do it: One way is to roll with the fall. The other is to bend your elbows and knees so your legs and arms absorb the fall.

If you do fall, follow the district's procedure for reporting the accident.





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# TRAINER OUTLINE AND REVIEW

## SLIPS, TRIPS AND FALLS

### REVIEW QUESTIONS FOR SLIPS, TRIPS, AND FALLS

Hand out the questionnaire and instruct the attendees to choose the **best** answer or fill in the blank. Remind them to put their name on the top and that the review will be turned in when completed. A copy of the questionnaire with the correct answers follows this guide.

### WRAP-UP

Slips, trips, and falls are among the most common kinds of accidents. Even worse, they are among the most common kinds of accidents causing death or disability.

So keep the work area clear—especially aisles, walkways, and stairs. Make sure that stairs, ladders, and guardrails are in good condition. Wear sensible shoes with nonskid soles and flat heels, and be especially careful around wet or slippery surfaces.

And, most importantly, pay attention. Check the areas you are entering. Look for hazards. Keep your mind on where you are going. That is the best way to maintain your balance and your safety.



# TRAINER OUTLINE AND REVIEW

## SLIPS, TRIPS AND FALLS

### REVIEW FOR SLIPS, TRIPS, AND FALLS (Trainer's Copy of Questionnaire)

1. What are some of the most common causes of slips, trips, and falls?
  - A. Ladders
  - B. Unsafe stairs
  - C. Obstructions in walkways
  - D. Not paying proper attention to surroundings
  - E.** All of the above
  
2. What hazards can cause you to fall on stairs?
  - A. Slippery, worn, or defective steps
  - B. Loose or improper railing
  - C. Poor lighting
  - D.** All of the above
  - E. None of the above
  
3. What is most likely to make you fall on level ground?
  - A.** Worn or wet surfaces
  - B. Horseplay
  - C. Poor maintenance to sidewalks and parking areas
  - D. None of the above
  
4. What kinds of situations can make floors dangerous?
  - A. Icy or wet
  - B. Oil, grease, or chemical spills
  - C. Loose or missing tiles or turned up rug edges
  - D.** All of the above
  - E. None of the above
  
5. What are some of the good housekeeping practices that can help prevent slips, trips, and falls.
  - A. Put things away after use
  - B. Keep walkways clean
  - C. Keep drawers closed
  - D. Dispose of trash promptly
  - E. Use wet floor signs

(Note to Trainer: Other possible answers are listed below)

Clean up spills and leaks promptly

Report floor defects



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# TRAINER OUTLINE AND REVIEW

## SLIPS, TRIPS AND FALLS

6. Wear shoes with non-skid soles and flat heels. Special non-slip shoe covers should be worn when stripping and waxing floors.
  
7. What's the best overall route to follow so you won't slip, trip, or fall?
  - A. The shortest and most direct, regardless of obstacles.
  - B.** Step around obstructions, not over them.
  
8. In an attempt to fall correctly, don't extend your arms; allow your legs and body to absorb the fall.
  
9. The single most important item to remember in preventing falls is to pay attention to your surroundings. Look for hazards.



# TRAINER OUTLINE AND REVIEW

## SLIPS, TRIPS AND FALLS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### REVIEW FOR SLIPS, TRIPS, AND FALLS

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  - C. Obstructions in walkways
  - D. Not paying proper attention to surroundings
  - E. All of the above
2. What hazards can cause you to fall on stairs?
  - A. Slippery, worn, or defective steps
  - B. Loose or improper railing
  - C. Poor lighting
  - D. All of the above
  - E. None of the above
3. What is most likely to make you fall on level ground?
  - A. Worn or wet surfaces
  - B. Horseplay
  - C. Poor maintenance to sidewalks and parking areas
  - D. None of the above
4. What kinds of situations can make floors dangerous?
  - A. Icy or wet
  - B. Oil, grease, or chemical spills
  - C. Loose or missing tiles or turned up rug edges
  - D. All of the above
  - E. None of the above
5. What are some of the good housekeeping practices that can help prevent slips, trips, and falls.
  - A.
  - B.
  - C.
  - D.
  - E.
6. Wear shoes with \_\_\_\_\_ soles and \_\_\_\_\_ heels. Special \_\_\_\_\_ shoe covers should be worn when stripping and waxing floors.
7. What's the best overall route to follow so you won't slip, trip, or fall?
  - A. The shortest and most direct, regardless of obstacles.
  - B. Step around obstructions, not over them.
8. In an attempt to fall correctly, don't extend your \_\_\_\_\_; allow your legs and body to absorb the fall.
9. The single most important item to remember in preventing falls is to pay to your surroundings. Look for \_\_\_\_\_.



# TRAINER OUTLINE AND REVIEW

## SLIPS, TRIPS AND FALLS

### HANDOUT FOR SLIPS, TRIPS, AND FALLS DO'S AND DON'TS

#### DO:

- Check condition of stairs and fix or report the following:
  - Missing or broken steps
  - Missing or loose railings
  - Items left on stairs
  - Inadequate lighting
- Use railings when climbing up or down stairs
- Keep everything in its proper place and put things away after use.
- Fix or report any floor problems immediately:
  - Loose or missing tiles
  - Warped wood planks
  - Turned-up rug edges
- Keep walkways and aisles clear of obstacles.
- Keep drawers closed.
- Dispose of trash promptly and properly.
- Keep areas being cleaned or repaired blocked off and labeled.
- Clean up spills and leaks right away.
- Make sure lighting is adequate; use flashlights if light is too dim.
- Walk, don't run.
- Walk slowly with a sliding motion on slippery or uneven surfaces.
- Wear shoes with nonskid soles and flat heels.
- Beware of loose pant cuffs: you could trip over them.
- Keep your hands at your sides, not in your pockets, for balance.
- Keep all four chair legs on the floor.
- Step around obstructions.
- Pay attention to where you're going and what might be in your way.

#### DON'T:

- Keep machines, tools, or other materials on the floor
- Leave cords, power cables, and air hoses in walkways.
- Carry a load you can't see over—especially on stairs.
- Jump off platforms or loading docks.



# TRAINER OUTLINE AND REVIEW

SLIPS, TRIPS AND FALLS

## **SAFETY MEETING ATTENDANCE LOG**

**DATE MEETING HELD** \_\_\_\_\_

NAME/DEPARTMENT		NAME/DEPARTMENT	
1		31	
2		32	
3		33	
4		34	
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30		60	

*(List Topics Covered on the Back of This Form)*



# TRAINER OUTLINE AND REVIEW

SLIPS, TRIPS AND FALLS

## SAFETY MEETING

SUBJECT: *Permit-Required Confined Space Entry*

### TOPICS COVERED

1. General Information:
  - Number and types of accidents occurring each year.
  - Most common causes of slips, trips and falls.
2. How to Identify and Protect Against Hazards.
3. Safe Working Procedures to Prevent or Minimize Slips, Trips and Falls.

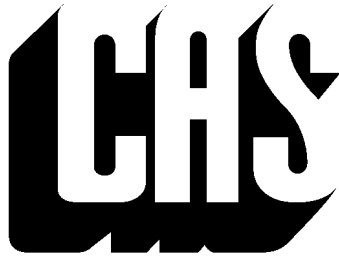
TRAINER: \_\_\_\_\_

Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

By signing this form, the trainer attests that the topics shown above were thoroughly discussed, and that all attendees were given the opportunity to ask questions and to have these questions answered.



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**Claims Administrative Services, Inc.**

# *Safety Notes*

Training Outline and Review  
for Lockout/Tagout

501 Shelley Drive • P.O. Box 7500 • Tyler, Texas 75711  
(903) 509-8484 • (800) 765-2412 • Fax (903) 509-1888  
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*Materials to Have on Hand*

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*Annual Inspections*

*Group Lockout/Tagout Procedures*

*Outside Service or Contractor Personnel*

*Review Questions for Lockout/Tagout*

*Review Questionnaire for Lockout/Tagout*  
*(Trainer's Copy, Participant Copy and Handout)*



# TRAINER OUTLINE AND REVIEW

## LOCKOUT/TAGOUT

### MEETING OBJECTIVES

The purpose of this training outline is to explain the idea of Lockout/Tagout to all district personnel.

### MATERIALS TO HAVE ON HAND

- The Attendance Sheet for attendee's signature.
- Lockout/Tagout handout for all attendees.
- A Review Questionnaire for all attendees.

### INTRODUCTION/OVERVIEW

District maintenance staff are often called on to maintain electrically powered equipment. It is important to the safety of the maintenance worker that all sources of power be disconnected before work actually begins. It is also imperative that this power source not be re-energized until all repairs are completed.

The Lockout/Tagout Program establishes requirements for the Lockout or Tagout of energy sources. It should be used to ensure that:

- Machinery or equipment is free of all residual or accumulated energy before Authorized employees do any servicing or maintenance activities where the unexpected energization, start-up, or release of stored energy could cause injury.

### EMPLOYEE AND MANAGEMENT RESPONSIBILITIES CONCERNING THE LOCKOUT/TAGOUT PROGRAM

- Appropriate employees should be instructed in the purpose, safety significance, and use of the Lockout (or Tagout) Procedures.
- Generally, there are two classes of workers influenced by Lockouts/Tagouts: AUTHORIZED employees and AFFECTED employees.
- AUTHORIZED employees do work on machines and equipment and use Lockouts and Tagouts for their protection. Only Authorized employees may Lockout or Tagout machines or equipment. Removal of Lockouts/Tagouts is restricted to those employees who attached them.
- Authorized employees are identified on the Hazardous Energy Control Form.
- AFFECTED employees are those who perform the duties of his or her job in an area in which Lockout/Tagout is carried out and servicing or maintenance operations are performed. An Affected employee DOES NOT perform servicing or maintenance on machines or equipment and is not responsible for carrying out the Lockout/Tagout Procedure. The Affected employee, however, must not energize any equipment that has been Tagged or Locked Out of service.
- Affected employees or their job titles shall be identified on Hazardous Energy Control Procedures Forms. They are to be notified by Authorized employees whenever a Lockout or Tagout will occur, as well as when the equipment is being placed back in service.



# TRAINER OUTLINE AND REVIEW

## LOCKOUT/TAGOUT

### PREPARATIONS FOR LOCKOUT/TAGOUT

- The proper Hazardous Energy Control Procedure for the equipment or machine to be Locked out or Tagged out should be obtained.
- All affected employees that may be involved in the impending Lockout/Tagout should be identified by job title(s).

### LOCKOUT OR TAGOUT SYSTEM PROCEDURE

- Notify all affected employees that a Lockout or Tagout system is going to be used and why. The Authorized employee should know the type and magnitude of energy of the machine or equipment used and should understand the hazards involved.
- Shut down the equipment by normal stopping procedures. Operate the equipment to be sure it is off.
- Operate the switch, valve, or other energy isolating device(s) so that the equipment is isolated from its energy source(s). Stored energy must be dissipated or restrained by methods such as repositioning, blocking, bleeding down, etc.
- Lockout and/or Tagout the energy isolating devices with assigned individual lock(s) or tag(s).
- After ensuring that no personnel are exposed, and as a check on having disconnected the energy sources, operate the push button or other normal operating controls to make certain the equipment will not operate.

CAUTION: Return operating control(s) to “neutral” or “off” position after the test.

NOTE: Combination locks are prohibited for use of any lockout of machines or equipment.

### RESTORING EQUIPMENT TO NORMAL PRODUCTION OPERATION

- After servicing and/or maintenance is complete and equipment is ready for normal production operations, check the area to ensure that no one is exposed.
- Ensure that all tools have been removed from the equipment and that all guards have been reinstalled.
- Remove Lockout/Tagout devices and operate the energy isolating devices to restore energy to the machine or equipment.

### ANNUAL INSPECTION

- Each year an authorized employee, who is not involved with the procedure being inspected, should conduct a review of the Hazardous Energy Control Procedures for all machines and equipment.



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# TRAINER OUTLINE AND REVIEW

## LOCKOUT/TAGOUT

### GROUP LOCKOUT/TAGOUT PROCEDURES

- This procedure should be reviewed with all personnel affected or authorized by the group Lockout/Tagout before carrying out of any job.
- One Authorized employee should coordinate the Lockout/Tagout Procedure for all Group Lockouts/Tagouts.
- Each employee shall affix his or her Lock or Tag to the equipment being serviced or having maintenance performed.
- No employee will be allowed to remove another employee's Lock or Tag.
- Each employee will remove his or her own Lock or Tag when his or her part of the operation is completed.
- When servicing or maintenance will involve more than one shift, the off going shift will remove their Locks and/or Tags as the oncoming shift applies their Locks and/or Tags.
- When equipment has only room for one Lock, the coordinator of the procedure will place the Lock on the equipment and place the key in a cabinet or box, and each employee will affix his or her Lock to the cabinet or box.

### OUTSIDE SERVICE OR CONTRACTOR PERSONNEL

- Outside personnel or contractors that may be affected by the Lockout/Tagout procedure must submit their energy control procedures to designated authorized personnel.
- Affected employees of this company will be trained and notified of the proper procedures by designated authorized personnel.

### REVIEW QUESTIONS FOR LOCKOUT/TAGOUT

Hand out the questionnaire and instruct the attendees to choose the **best** answer or fill in the blank. Remind them to put their name on the top and that the review will be turned in when completed. A copy of the questionnaire with the correct answers follows this guide.



# TRAINER OUTLINE AND REVIEW

## LOCKOUT/TAGOUT

### REVIEW FOR LOCKOUT/TAGOUT (Trainer's Copy of Questionnaire)

1. A lockout device is any mechanism that uses a positive means, such as a lock, to prevent the accidental energizing of machinery or equipment. **True** or False
2. A tagout is a tag that shows the machine or equipment to which it is attached is not to be operated until the tagout device is properly removed. **True** or False
3. Authorized employees are those who:
  - A. Hire workers.
  - B. Fire workers.
  - C. Sign paychecks.
  - D.** Work on equipment and use lockout/tagout.
4. Affected employees are those who:
  - A. Are on sick leave.
  - B. Are laid off.
  - C. Are in trouble.
  - D.** Work in areas where lockout/tagout is performed and do not service or maintain machines/equipment.
5. Lockout or tagout devices may only be removed by AUTHORIZED employees.
6. Affected employees work on equipment and machines and may place lockout and/or tagout devices. True or **False**
7. Combination locks are prohibited for use of any lockout of machines or equipment. **True** or False
8. Lockout/tagout devices serve as:
  - A. Warning devices.
  - B. Devices that prohibit use of specific equipment/machines.
  - C. Personal protective equipment for authorized employees performing service/maintenance.
  - D.** All of the above.
9. Authorized employees should refer to the proper HAZARDOUS energy control procedure(s) before applying or removing lockout/tagout devices.



# TRAINER OUTLINE AND REVIEW

## LOCKOUT/TAGOUT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### REVIEW FOR LOCKOUT/TAGOUT

1. A lockout device is any mechanism that uses a positive means, such as a lock, to prevent the accidental energizing of machinery or equipment.  
True or False
2. A tagout is a tag that shows the machine or equipment to which it is attached is not to be operated until the tagout device is properly removed.  
True or False
3. Authorized employees are those who:
  - A. Hire workers.
  - B. Fire workers.
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4. Affected employees are those who:
  - A. Are on sick leave.
  - B. Are laid off.
  - C. Are in trouble.
  - D. Work in areas where lockout/tagout is performed and do not service or maintain machines/equipment.
5. Lockout or tagout devices may only be removed by \_\_\_\_\_ employees.
6. Affected employees work on equipment and machines and may place lockout and/or tagout devices.  
True or False
7. Combination locks are prohibited for use of any lockout of machines or equipment.  
True or False
8. Lockout/tagout devices serve as:
  - A. Warning devices.
  - B. Devices that prohibit use of specific equipment/machines.
  - C. Personal protective equipment for authorized employees performing service/maintenance.
  - D. All of the above.
9. Authorized employees should refer to the proper \_\_\_\_\_ energy control procedure(s) before applying or removing lockout/tagout devices.



# TRAINER OUTLINE AND REVIEW

## LOCKOUT/TAGOUT

### HANDOUT FOR LOCKOUT/TAGOUT

Q. What Is “Lockout” and “Tagout”?

A. Simply put, a **Lockout** is the placement of a mechanism on an energy (power) isolating device, such as a disconnect-switch, ensuring that this device and the equipment it controls cannot be operated until the lockout mechanism is removed. A lockout device is any mechanism that uses a positive means, such as a lock, to prevent the accidental energizing of machinery or equipment.

A **Tagout** is the placement of an item on an energy isolating device, such as a breaker, to show that the device and the equipment being controlled should **not** be operated until the tagout item is removed. A tagout item is any prominent warning device, such as a tag, which can be securely fastened to an energy isolating device according to the district’s procedure. The tag shows that the machine or equipment to which it is attached is not to be operated until the tagout device is properly removed.

Q. Which Employees are Impacted by Lockouts/Tagouts?

A. Generally, there are two classes of workers influenced by employees. *Affected* employees are those who work in an area where the Lockout/Tagout is carried out and servicing or maintenance operations are performed. An *affected* employee does **not** service or maintain machines or equipment and is not responsible for carrying out the Lockout/Tagout procedure. This *affected* employee, however, should **not** attempt to energize any equipment that has been tagged or locked out of service. An *authorized* employee does work on machines and equipment and uses Lockout/Tagout for his protection.

Q. How Are Lockouts/Tagouts Applied?

A. (1.) Prepare for a shutdown. (2.) Shut down the machine or equipment to be locked or tagged out following the district’s approved energy control procedure. (3.) Identify all *affected* employees, by name or job title, which may be involved in the impending lockout/tagout. (4.) Lockout and/or tagout the energy isolating devices with the *authorized* individual’s lock or tag. (5.) Verify that the machine or equipment is de-energized.



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# TRAINER OUTLINE AND REVIEW

## LOCKOUT/TAGOUT

Q. How Are Lockouts/Tagouts Removed?

- A. Before Lockout or Tagout devices are removed and energy (power) is restored to the machine or equipment, the *authorized* employees must take the following actions or observe the following procedures: (1.) Inspect the work area to ensure that nonessential items, including tools, have been removed. Machine or equipment components should be completely reassembled and any guards or covers removed for servicing are to be reinstalled. (2.) Check the area around the machine or equipment to ensure that all employees have been safely positioned or removed. (3.) Notify *affected* employees immediately after removing locks or tags and before starting equipment or machines. (4.) It is *very* important to remember that locks or tags are to be removed only by those employees who attached them.

Q. Why Are Lockout/Tagout Procedures Important?

- A. The purpose of Tagout/Lockout Procedures, or an *Energy Control Program* is to ensure that whenever the possibility of unexpected machine or equipment start-up exists or when the unexpected release of stored energy could occur causing injury, the equipment is isolated from its energy source(s) and rendered inoperative before servicing or maintenance is begun. The Energy Control Program consists of energy control procedures, an employee training program, and periodic inspections.

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The purpose of this publication is to provide accurate and authoritative information for plan participants and is intended to help in the implementation of an effective safety program. The publisher in providing this information assumes no responsibility for the correctness, sufficiency, or completeness of such information or recommendations. Other or additional measures may be required under some circumstances. No responsibility is assumed for the control or correction of existing conditions or practices.





# TRAINER OUTLINE AND REVIEW

LOCKOUT/TAGOUT

## SAFETY MEETING ATTENDANCE LOG

DATE MEETING HELD \_\_\_\_\_

NAME/DEPARTMENT		NAME/DEPARTMENT	
1		31	
2		32	
3		33	
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*(List Topics Covered on the Back of This Form)*



# TRAINER OUTLINE AND REVIEW

LOCKOUT/TAGOUT

## SAFETY MEETING SUBJECT: *Lockout/Tagout*

### TOPICS COVERED

1. General Information:
  - Requirements for use of Lockout/Tagout Program.
  - Responsibilities of Employees and Management
  - Authorized Employees
  - Affected Employees
2. Preparation for and Use of Lockout/Tagout Program
3. Restoring Equipment to Normal Operation After Lockout/Tagout
4. Inspections
5. Procedures for Group Lockout/Tagout
6. How to Use Lockout/Tagout with Outside or Contractor Personnel

TRAINER: \_\_\_\_\_

Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

By signing this form, the trainer attests that the topics shown above were thoroughly discussed, and that all attendees were given the opportunity to ask questions and to have these questions answered.