Safety and Health Policy

PURPOSE

The purpose of this safety policy is to express our commitment to the safety and health of our employees, the public, contractors and to the protection of property or any other condition that may produce loss.

SCOPE

This policy applies to operations, physical buildings, property or any other conditions for which the Company is responsible.

POLICY

[_____] believes that employee safety and the prevention of loss is very important. Our concern for safety exceeds our concern for quality, cost and productivity. We have developed procedures to promote safety continuously. These procedures show our belief that:

1. All types of injury and loss can be prevented.
2. All levels of management are responsible for preventing injury and loss.
3. All employees will receive training and be responsible for working safely.
4. All operating exposures that possess potential for injury or loss are identifiable and controllable.
5. In addition to humanitarian concerns, injuries cost money and reduce productivity.
6. Working safely is a condition of employment. Employees are responsible and management will hold them accountable for safety in those areas where they work. When employees identify a hazard, they should report it promptly. There will be no reprisal for reporting of hazards.

It is [_____]'s policy to provide the resources necessary to achieve a loss-free work environment. It is our policy is to comply with the intent and spirit of applicable state and federal laws and regulations.

The acting safety coordinator will conduct and document periodic safety inspections. Department supervisors are responsible for making sure that they correct deficiencies promptly.

If an injury or loss occurs, the company will conduct a thorough investigation using competent employees.

[_____] will monitor the frequency and severity of losses regularly. If a significant change occurs, we will review the policies and procedures in this manual to assure that they are effective in controlling loss.

This safety policy and procedure manual becomes effective on _____.

_____

Manager

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Safety Program
Responsibility, Accountability and Authority

MANAGEMENT

Management is solely responsible for the effective communication and implementation of the safety program.

[_____] recognizes that upper management is responsible and has the authority to make certain that all employees comply with the company's safety policies and procedures. Upper management has the authority to delegate certain responsibilities to managers, department heads, supervisors and employees to assure that a loss does not occur. Upper management will appoint a safety coordinator for the operation.

Managers and supervisors will take disciplinary action as outlined in this section to assure the safety function is carried out.

DEPARTMENT HEADS

All department heads are responsible and management will hold them accountable for aggressively supporting safety within the workplace.

Department heads will take a leadership role in the safety program by accepting responsibility for losses occurring under their supervision. Among a department head's responsibilities are:

1. Appointing a department safety representative.
2. Enforcing safety rules and regulations within the workplace fairly and equally for all employees.
3. Enforcing the disciplinary actions outlined in this section.
4. Promoting Safety Committee meetings to address hazards, conditions or changes in procedures.
5. Promoting documented self-inspections to identify unsafe conditions and hazards.
6. Reorganizing department employees who promote safe practices.
7. Participating in safety meetings, providing direction when appropriate.
8. Assuring that training of all department employees is documented.
9. Participating in periodic safety inspections.
10. Reviewing safety function parameters, making appropriate changes in procedures.

SUPERVISORS

Supervisors are responsible for making sure that all employees comply with safety rules and regulations. Supervisors have the authority to take disciplinary action as set forth in this section.

The supervisors' responsibilities include, but are not limited to:

1. Carrying out safety policy and procedures as directed by the department head.
2. Providing and documenting employee training and orientation. The instruction for new employees will take place within two (2) weeks of an employee's hire date. (A standard orientation checklist is provided in the Employee Training section of this manual.)
3. Promoting and maintaining enthusiasm with respect to safety.
4. Submitting reports and recommendations to the department head to improve safety conditions.
5. Conducting thorough accident investigations and submitting them to appropriate personnel on a timely basis.
6. Conducting documented periodic safety inspections of their areas.
7. Assuring that employees are provided with and wear proper protective equipment.
8. Surveying worksites before a job, assuring appropriate safety equipment will be used.
9. Implementing disciplinary action fair and equally when necessary.
10. Participating in safety meetings and providing ideas to improve the safety function.

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EMPLOYEES

Employees are responsible for:

1. Following all rules, regulations and procedures set forth in this safety manual.
2. Promoting safety awareness throughout the workplace.
3. Alerting supervisors to any safety hazards they discover.
4. Wearing appropriate, proper protective equipment whenever required.
5. Using guards on tools and machinery whenever required.
6. Following proper lifting techniques using legs and not the back.
7. Operating any vehicles, equipment, tools or machines only if they are authorized to do so.
8. Reporting any injury or loss immediately to the supervisor.
9. Promoting a positive attitude about safety and never performing any unsafe practice that could place the employee or others in danger.
10. Providing information to his/her immediate supervisor if a better and safer procedure can be implemented in performing any operation.

DISCIPLINARY ACTION

[_____] desires to be fair and equitable about personnel matters within this organization. We strive for a pleasant and cooperative work environment.

State and federal regulations require us to comply with all applicable statutes. It is, therefore, necessary to implement an enforcement procedure to assure that [_____] maintains an effective safety program.

FIRST INCIDENT

The supervisor talks with his/her subordinate and conducts a documented review of all safety related policies, programs, and procedures. The supervisor might issue a written warning and place it in the employee's personnel file. The supervisor can and will use this warning in subsequent progressive discipline if the attitude, behavior, or activity continues.

Blatant disregard for the Company's safety requirements that places an employee or coworker in imminent danger invalidates this step, and immediate termination may result.

SECOND INCIDENT

The employee will receive a suspension without pay for _____ days. When the employee returns to work, the supervisor will talk with him or her. The consultation will include a documented review of all safety related policies, programs and procedures. The supervisor will document this second action in writing and place the documentation in the employee's personnel record.

Blatant disregard for the Company's safety requirements that places an employee or co-worker in imminent danger invalidates this step, and immediate termination may result.

THIRD INCIDENT

Although unique circumstances may require special consideration, in most cases, a third violation suggests that the employee is unwilling to accept working safely as a condition of employment. The supervisor has the authority to discharge the employee.

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INSPECTION CHECKLIST

(Circle the applicable answer Y=Yes, N=No, O=Does Not Apply)

Is head protection required in all hazardous areas?

Y N O 1. Full protection hard hats necessary?
Y N O 2. Bump hats sufficient?
Y N O 3. Workers wearing available equipment?
Y N O 4. Inspection, cleaning, and maintenance program established?

Is eye protection required in all hazardous areas?

Y N O 1. Flying objects controlled such as chips, grindings, dust, pumice, or parts near buffers, grinders, saws, lathes, mills, drills and cutters?
Y N O 2. Liquid handling hazards controlled such as splashes or vapors around acids, solvents, oils, or sprays?
Y N O 3. Protruding objects at eye level such as machine parts, suspended objects, loose wires, sharp corners?
Y N O 4. Cutting and welding flame, sparks, light radiation and side flashes?

Do employees wear adequate eye protection?

Y N O 1. Safety glasses or goggles worn where needed?
Y N O 2. Plastic face shields worn where needed; with or without side shields; clear or tinted lens; protects from light, impact, dust, vapors and gases, splash, spark, or glare hazard?
Y N O 3. Supervision enforce eye protection rules?
Y N O 4. Inspection, cleaning, and maintenance program established?

Adequate respiratory protection provided?

Y N O 1. All equipment of approved type?
Y N O 2. Dust masks used for nuisance dusts only?
Y N O 3. Cartridge type respirators used only for limited exposure and concentration?
Y N O 4. Canister gas masks used only for listed exposure and concentration?
Y N O 5. Self-contained breathing apparatus necessary?
Y N O 6. Rules for use enforced?
Y N O 7. Inspection, cleaning, and maintenance program established?

Hearing protection in high noise level areas?

Y N O 1. Acceptable noise level. Ninety decibels for 8 hour exposure? (Rule of thumb: Can you converse without shouting?)
Y N O 2. Can excessive noise be reduced?
Y N O 3. Can exposed employed employees be rotated to quieter jobs?
Y N O 4. Ear protection available in areas where noise is above 85 decibels?
Y N O 5. Audiometric tests given to employees working in areas above 85 decibels?

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Does each operator maintain safe conditions in his or her workplace?

Y N O 1. Equipment and bench areas clean and orderly?
Y N O 2. Ties, loose sleeves, loose jewelry not worn around machine?
Y N O 3. Rings or wristwatches not worn when hazardous?
Y N O 4. Personal clothing fits well, not loose or baggy?
Y N O 5. Personal protection worn as recommended?
Y N O a. Safety goggles, glasses, face shields, safety shoes, or head or hearing protection?
Y N O b. Finger, hand or arm protection, respiratory protection?
Y N O c. Body or leg protection against oils, water, acids?

Are "First-Aid" facilities properly used?

Y N O 1. Medical Department? All employees know location?
Y N O 2. All injuries sent to Medical Office for first-aid?
Y N O 3. First-aid cabinets clean? Supplies in good shape?
Y N O 4. First-aid cabinets used only when Medical Office is closed?
Y N O 5. Are supervisors trained in first-aid?
Y N O 6. Someone appointed to administer first-aid when necessary?
Y N.. O 7. Training and other requirements of Bloodborne Pathogens standard met?
Y N O 8. Doctor, nurse, hospital, ambulance on call and posted?

MACHINES AND EQUIPMENT

Guarding provided at all hazardous points on machines and equipment?

Y N O 1. Guards over gears, pulleys, belts, chains, saws, grinding wheels, revolving spindles, die openings, arbors, cross slides, etc.?
Y N O 2. Guards or 2 hand controls to safeguard employees' hands?
Y N O 3. Projections guarded or distinctively marked?
Y N O 4. Grinding, buffing, polishing, and toxic vapor equipment vented?
Y N O 5. Exhaust systems maintain air flow of at least 200 ft. per min.?
Y N O 6. Pumice and Rouge handled and applied safely?
Y N O 7. Does operator stop machine when cleaning, oiling or adjusting?
Y N O 8. Power switch "Lock-Out" program followed for equipment repair?

Are conditions around machines and equipment safe?

Y N O 1. Stool or chair, back rest, seat and legs solid? Correctly adjusted?
Y N O 2. Floors or platforms level, solid and clean?
Y N O 3. Stocks of parts arranged to leave adequate room for safe work?
Y N O 4. General aisle space entirely unobstructed?
Y N O 5. Access aisle off the main aisle clear and orderly?
Y N O 6. Equipment never used without all guards in place?
Y N O 7. Are main aisles marked with black or white stripes?

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Are all tools in good condition and properly used?

1. Hand Tools

Y N O a. Well designed handles, tight and in good shape?
Y N O b. No broken or worn parts or unnecessary sharp edges?
Y N O c. "Mushroomed" striking surfaces ground off?
Y N O d. Correct tools for the job supplied and properly used?
Y N O e. Tools properly stored to prevent damage, loss or injury?

2. Machine Tools

Y N O a. Securely stored on or near the machine?
Y N O b. No broken parts?
Y N O c. Not possible for tools to fall into machine?
Y N O d. Each tool of correct type for job intended?

3. Portable Power Tools

Y N O a. Equipped with 3 prong plugs and/or double insulated case?
Y N O b. Guards in place?
Y N O c. Power cords in good condition - not spliced or taped?
Y N O d. Inspected regularly and maintained?
Y N O e. Employees instructed in safe use?

Is materials handling equipment proper, safe and adequate?

1. Trucks

Y N O a. Proper 2-wheel, 4-wheel lift, power and barrel truck available?
Y N O b. Handles, forks, platforms, lifting mechanisms, cables and wheels in good condition? Hand guards used on handles?
Y N O c. Used only in areas with sufficient room for safe movement?
Y N O d. Overhead guards for operator protection in place?
Y N O e. Service on schedule?

2. Elevators

Y N O a. Maximum weight limited posted?
Y N O b. Gates, and/or doors in good condition?
Y N O c. Signals, cables, and other safety devices in good working order?
Y N O d. Will elevator operate with gates raised or door open?
Y N O e. Floor in elevator is good repair?
Y N O f. Properly lighted?
Y N O g. Operating procedure posted?
Y N O h. All openings properly protected?

3. Hoists

Y N O a. All in good operating condition?
Y N O b. Adequate and safe means for attaching?
Y N O c. Overhead fastenings, cranes or tracks securely anchored?
Y N O d. Positive stop at end of tracks?
Y N O e. Adequate capacity for the loads?
Y N O f. Safety latches on hooks?
Y N O g. Power controls convenient to operate and protected?

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4. Do employees handle materials safely?

Y N O a. Do not turn or twist while handling loads?
Y N O b. Get help or proper equipment for too heavy or bulky lifting?
Y N O c. Watch for nails, splinters, sharp edges, etc.
Y N O d. Observe all safety precautions when transporting materials?

FIRE HAZARDS

Protection equipment?

Y N O 1. Fire extinguishers tagged, checked and accessible?
Y N O 2. Extinguishers proper for exposure and properly located?
Y N O 3. Are exits marked, lighted and accessible?
Y N O 4. Fire escapes adequate, accessible and safe?
Y N O 5. Sprinkler valves open and heads clear?
Y N O 6. Alarms in working order?
Y N O 7. Personnel trained in use of equipment?
Y N O 8. "Hot Work" permit used before welding, grinding, cutting, etc.?

Spontaneous ignition

Y N O 1. Are flammables properly handled and stored?
Y N O 2. Flammable liquids stored only in UL listed safety cans?
Y N O 3. Flammable wastes in closed metal containers and emptied frequently?
Y N O 4. Piled material cool, dry, and well ventilated?

Electrical equipment

Y N O 1. Makeshift wiring?
Y N O 2. Extension cords serviceable? No spliced connections?
Y N O 3. Fuse capacities correct for circuits?
Y N O 4. Ground connections clean and tight?
Y N O 5. Fuse boxes locked?

Physical layout

Y N O 1. "No Smoking" and "Smoking" areas clearly marked?
Y N O 2. Butt containers available and serviceable?
Y N O 3. Discarded smoking materials in prohibited areas?

HOUSEKEEPING

Are corridors and aisles well lighted, clean and orderly?

Y N O 1. Passageways wide enough for safe traffic? No trip or slip hazards?
Y N O 2. Unobstructed by storage, machines, equipment, projections, etc.?
Y N O 3. Doors swing correctly? In good working order? Not obstructed?
Y N O 4. Aisles marked clearly with black or white painted lines?

Are floors in all areas in good condition, clean and orderly?

Y N O 1. No materials, parts, scrap, rags, etc. on the floor?
Y N O 2. Spilled liquids wiped up immediately?
Y N O 3. No loose boards, holes or other trip hazards?
Y N O 4. Properly maintained to prevent deterioration?
Y N O 5. Openings permanently or temporarily guarded?

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Are walls and ceilings clean and in good repair?

Y N O 1. Window glass clean? Not broken?
Y N O 2. All fixtures securely fastened to walls or ceilings?
Y N O 3. Paint on doors, walls, ceilings, pipes, and ducts in good condition?
Y N O 4. Walls not cluttered with calendars, charts, etc.?

Are stairways in good condition?

Y N O 1. Tread nosings in good repair? Landings? Handrails?
Y N O 2. Painted white at top of each flight? Well lighted?
Y N O 3. Entire stairway free of all obstructions, waste, dirt, etc.?
Y N O 4. Tread with a 7-11 inch rise-run design?
Y N O 5. Standard railing on all open sides and handrails on closed sides?

Are work and storage areas kept clean and orderly at all times?

Y N O 1. Trays and boxes at minimum, free of splinters, protruding nails, etc.?
Y N O 2. Adequate room for movement at each operation?
Y N O 3. Operators' stools, chairs, equipment and tools safely stored?
Y N O 4. Shelves and bins dust free? Not overloaded? Neatly arranged?
Y N O 5. Materials, supplies, and waste in proper storage or waste containers?
Y N O 6. Efficient pest control? Flies? Insects? Mice?

Are restrooms clean and sanitary?

Y N O 1. Coat racks properly used? Items not stored indefinitely?
Y N O 2. Lockers clean on top and sides? Free of odor?
Y N O 3. Stools and urinals clean and free of odor? Each water closet separated by partition and equipped with door?
Y N O 4. Wash basins clean? Used only for personal cleanliness?
Y N O 5. Waste sinks clean? Rinsed after each use? Area clean?
Y N O 6. Dispensing equipment clean? Good condition? Well supplied?
Y N O 7. Waste containers properly used? Adequate?
Y N O 8. Closed container available in women's restroom?

Is heating, cooling and ventilation properly controlled?

Y N O 1. All areas comfortable?
Y N O 2. Dust and vapors properly exhausted?

Are areas outside the building clean and orderly?

Y N O 1. Lawns in good shape? Mowed? Weeds cut?
Y N O 2. Storage in yards neatly arranged? Is it necessary?
Y N O 3. Areas around boiler rooms and incinerators clean and neat?
Y N O 4. Parking lots, driveways, sidewalks, streets clean, good condition?

Entry procedure for Confined Spaces

Y N O 1. Is an "entry Permit" used before entry is made into silos, bins, tanks, vessels, pits, etc.?
Y N O 2. Is a lifeline and observer used during entry?
Y N O 3. Is respiratory equipment or other equipment needed for entry?

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Employee Training

NEW EMPLOYEE TRAINING

New employees will receive orientation within two (2) weeks of hire. The following is a checklist for training new employees:

- ❑ Discussion of general safety rules
- ❑ Explanation of safety rules and regulations
- ❑ Discussion of safety devices
- ❑ Reporting unsafe conditions/safety suggestions
- ❑ Job conduct
- ❑ Proper lifting techniques
- ❑ Safety awareness
- ❑ Reporting injuries
- ❑ First aid
- ❑ Proper protective equipment maintenance and use
- ❑ Storage of materials/general housekeeping
- ❑ Proper use of equipment
- ❑ Hazardous materials/employee Right-To-Know
- ❑ Departmental specific issues
- ❑ Viewing of orientation video

Note: The information contained in this publication is intended for information purposes only and to serve as a general guideline for the specified loss control technique. This publication should be supplemented by your independent review of any applicable government regulations and standards and should not be construed as legal advice or opinion. While conformance to the loss prevention techniques suggested herein will reduce the likelihood of a liability claim, it will not eliminate all exposure to liability.

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Safety Team Guidelines

OBJECTIVE: To recognize sustained good safety performance based on no time lost due to on the job accidents.

1. Teams are formed by natural work areas consisting of employees in each food service unit.

2. Each unit will elect a Captain who will serve for 2 years and meet a minimum of once a month to discuss and review team safety and performance. For being Captain they will receive an incentive when funds are available.

3. It is the responsibility of each member of the unit to observe and make known any unsafe practice occurring on the team.

4. Safety team awards are effective August through May of each school year. Individual safety awards are effective from the beginning of the school year to the end of the school year.

5. Individual safety awards will be presented at the end of each three-month recording period.

6. If a team member has an accident that necessitates a visit to the doctor, that employee is ineligible for an award for the period in which the accident occurred or the employee went to the doctor.

7. The safety committee decided that each team member of an accident free unit receive an incentive provided there's money in the budget to cover it.

8. Individual will not receive a safety award if they are absent more than 25% of the three month period. Subject to change as approved by the safety team.

9. The safety committee decided to award gift cards instead of cash, for tax purposes.

10. Sub cafeteria workers are not included in this safety incentive plan.

11. During any three-month period any individual who is written up three times for an infraction of the safety rules will not be eligible for a safety award.

12. Each award recipient must have taken a safety class that is approved by the district every 3 years. Approved classes should provide 10 hours or more of continuing education credit through TASN.

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Accident Reporting And Investigation
Model Policy

PURPOSE

The purpose of this procedure is to assure that [_____] is in compliance with all state and federal record keeping requirements and to determine the underlying causes of accidents and incidents to prevent recurrence of these and similar losses.

- Accidents/incidents are symptoms of something wrong in the management system.
- Accident/incident investigations will identify and control the operational errors that allowed these accidents/incidents to occur.
- Accident/incident investigations should determine what changes, both behavioral and physical, need to be implemented to prevent accidents/incidents from occurring.
- Accident/incident investigations are a positive approach which will identify needed changes.

They should not and ***will not*** focus on identifying guilty parties.

SCOPE

This procedure applies to all accidents and incidents that occur in an area under [_____]'s jurisdiction.

ACCIDENT REPORTING

Federal (and state) guidelines require [_____] to keep a summary of accidents/incidents for our operations. The following outlines how we will to comply with these requirements:

- An OSHA 200 log will be kept at [_____] for all departments and operations.
- An OSHA 200 log will be kept for each department for accidents/incidents occurring in the respective areas.
- The OSHA 200 will be completed within seven (7) days of an accident/incident.
- A supplemental OSHA 100 (Report of Injury form) will be completed and kept at [_____] for all accidents/incidents at all locations.
- If a death or loss of consciousness or hospitalization by five (3) or more employees results, the Company will notify OSHA promptly.

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ACCIDENT/INCIDENT INVESTIGATION

It is [_____]'s policy to assure that employees follow accident/incident procedures. Adherence to the policy will result in a reduction of physical hazards, injuries and loss.

- The employee must immediately inform his/her supervisor when an accident/incident occurs.
- The supervisor is responsible for making a thorough investigation of the accident/incident. The reason for this is that the supervisor knows most about the work, practices, employees and conditions and can take immediate action to prevent recurrence.
- The supervisor should complete an Accident Investigation form. Thoroughly completing this form is extremely important. If the form is not completed correctly, it will be returned to the supervisor for further correction.
- A copy of the Accident Investigation form will be forwarded to:

_____, *Department Head*
_____, *Title*
_____, *Title*

- The supervisor should take corrective action after the department has approved it. The Safety Committee will review the action taken and ensure that it has been completed.
- The Company will conduct an annual/quarter/semiannual/continual review of all accidents/incidents to determine any trends. If a trend is found, the Company will take further action.

These procedures will be reviewed periodically to assure their effectiveness.

NEAR MISS

- Employees should report occurrences which almost result in a loss.
- Employees should fill out required form and provide form to immediate supervisor.
- A copy of the near miss form follows this section.

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Accident And Incident Investigations
Key Questions

WHO

1. Who was injured?
2. Who saw the accident?
3. Who was working with the victim?
4. Who has instructed/assigned the victim?
5. Who else was involved?
6. Who else can help prevent recurrence?

WHAT

7. What was the accident?
8. What was the injury?
9. What was the victim doing?
10. What had the victim been told to do?
11. What tools was the victim using?
12. What machine was involved?
13. What operation was being performed?
14. What instructions had the victim been given?
15. What specific precautions were necessary?
16. What specific precautions were used?
17. What protective equipment was the victim using?
18. What protective equipment should the victim have been using?
19. What did other persons do that contributed to the accident?
20. What problem or question did the victim encounter?
21. What did the victim or witnesses do when the accident occurred?
22. What extenuating circumstances were involved?
23. What did the victim or witnesses see?
24. What will be done to prevent recurrence?
25. What safety rules were violated?
26. What new rules are necessary?

WHEN

27. When did the accident occur?
28. When did the victim start on the task?
29. When was the victim assigned to the task?
30. When were hazards pointed out to the victim?
31. When had the area supervisor last checked on job progress?

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WHY

32. Why was the victim injured?
33. Why did the victim do what he or she did?
34. Why did other persons do what they did?
35. Why wasn't protective equipment used?
36. Why weren't specific instructions given to the victim?
37. Why was the victim in the position he or she was in?
38. Why was the victim using the tools he or she used?
39. Why didn't the victim check with the area supervisor when he or she noted things weren't as they should be?
40. Why did the victim continue working under the circumstances?
41. Why wasn't the supervisor there in time?

WHERE

42. Where did the accident occur?
43. Where was the victim at the time?
44. Where was the supervisor at the time?
45. Where were other employees at the time?
46. Where were other people who were involved?
47. Where were witnesses at the time?

HOW

48. How did the victim get injured?
49. How could the victim have avoided it?
50. How could fellow employees have avoided it?
51. How, if possible, could the supervisor have prevented it?

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Sample

Warehouse Operation Hazard Survey

Location Surveyed _____

Date _____ ***By*** _____

Summary:	**S**	**NI**	**Comments**
Strains			
1. Materials storage and stacking			
2. Handling aids in use			
3. Workstation positioning (twisting/ reaching)			
Workplace Conditions			
1. Floors, Aisles, Passageways			
2. Housekeeping- Storage			
3. Exits/egress clear			
4. Warning devices (fire/ emergency)			
5. Personal protective equipment in use			
6. Ladders /platforms (inspected/ condition)			
Machinery			
1. Machinery and guarding			
2. Forklift operation/ condition			
3. Hand and portable tools			
4. Electrical systems (cords/ work practices)			
5. Compressed air (30 psi)			
Hazardous exposures			
1. Chemical and fuels (handling and storage)			
2. Hazard communication (MSDS/ labeling)			
3. Noise controls (PPE)			
4. Eye wash and showers			
Other exposures noted			

S – Satisfactory NI – Needs Improvement

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SAMPLE SAFETY CHECKLIST

Yes	No*	N/A	
			Exterior
❒	❒	❒	Sidewalks in good condition and free of tripping hazards.
❒	❒	❒	Exterior steps and ramps in good condition and free of tripping hazards.
❒	❒	❒	Handrails for steps and ramps sturdy and fastened securely.
❒	❒	❒	Exterior lighting adequate at night.
❒	❒	❒	All lights in working order.
❒	❒	❒	Traffic control signs in place and readable.
			Parking lots
❒	❒	❒	In good condition and free of tripping hazards.
❒	❒	❒	Well lighted over all areas at night
❒	❒	❒	All lights in working order.
			Housekeeping
❒	❒	❒	Adequate ashtrays and metal waste baskets located throughout the premises.
❒	❒	❒	Only non-flammable cleaning solvent used.
❒	❒	❒	Janitor closets free oil mops and flammable materials.
			Combustible trash and rubbish
❒	❒	❒	Collected daily
❒	❒	❒	Stored in metal containers-outside, away from building
❒	❒	❒	Disposed of frequently to control accumulations
			Storage and supply rooms
❒	❒	❒	Flammable paints and liquids kept to a minimum and stored in approved containers.
❒	❒	❒	Orderly arrangement
❒	❒	❒	All holiday/party decorations flame-proof.
❒	❒	❒	Maintenance equipment (vacuum cleaners, floor buffers, etc.) in good condition.
❒	❒	❒	Power cords are not frayed. Ground plugs or double insulated design is utilized.
			Inclement weather
❒	❒	❒	Adequate supply of sand and salt for icy steps, walks, and the parking lot.
❒	❒	❒	Storm drains operate properly, no standing water in the parking lot.
			Exits
❒	❒	❒	Properly marked with lighted exit signs.
❒	❒	❒	Unobstructed and readily accessible.
❒	❒	❒	Provide for free egress (not locked or chained shut).
❒	❒	❒	Fire escape handrails sturdy and well secured.
❒	❒	❒	Fire doors kept closed (none blocked open).
			Emergency lighting
❒	❒	❒	Tested
❒	❒	❒	All units operate properly
			Stairs, Walkways
❒	❒	❒	Carpeted areas in good condition with no tripping hazards. Non-slip floor waxes used.
❒	❒	❒	Aisles and hallways clear and unobstructed.
❒	❒	❒	Mats or other provisions available to control wet floor entrances during inclement weather.
❒	❒	❒	Stairs in good condition, clear, and free of hazards.
❒	❒	❒	Full-length clear glass doors and windows marked to avoid someone walking into them.

**Attach work order for all deficiencies.*

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SAMPLE INCIDENT INVESTIGATION REPORT

Location		Department		
Specific location of incident	On premises? Yes / No	Date of occurrence	Time AM PM	Date reported
Name of injured or ill person:				
What was the person doing when the incident occurred:				
What is the part of body affected:				
What is the nature of injury or illness:				
What was the object, equipment, substance or task involved in the injury or illness:				

DESCRIPTION OF THE INCIDENT

How did the incident occur? Note: Be specific, include all details surrounding the incident.		
Did injured party leave location prior to reporting the injury	Date	Time AM PM
Was medical attention offered: By whom _____ Request denied: _____ Request accepted _____		
(*If medical attention provided*)-Doctor:		
Hospital/ Clinic	Lost Work Days (other than date of injury) Yes / No	Expected date of return

INCIDENT ANALYSIS

What acts, failures to act and or conditions contributed to this incident? Note: Avoid non-descriptive terms such as: "be more careful" or "employee was careless"	
Loss Severity Potential High (Major) Medium (Serious) Low (Minor)	Probable Recurrence Rate High (Frequent) Medium (Occasional) Low (Rare)

STEPS TO PREVENT REOCCURENCE

What action has or will be taken to prevent recurrence? Note: Comment if corrective action has been taken, any required work orders should be attached:

INVESTIGATION

Investigated by	Date	Manager Review	Date

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Incident Report

TO BE FILLED OUT BY EMPLOYEE

EMPLOYEE NAME:_____ **DEPARTMENT:**_____

CLASSIFICATION:_____ **YRS. OF SERVICES:**_____ **YRS. IN PRESENT JOB:**_____

LOCATION OF ACCIDENT:_____

DATE OF OCCURRENCE:_____ **TIME:**_____ **AM PM**

ACCIDENT CATEGORY (check one): ☐ **Motor Vehicle** ☐ **Property Damage** ☐ **Personal Injury** ☐ **Other**_____

TO BE FILLED OUT BY SUPERVISOR

What happened? *(Describe what took place or what caused you to make this investigation.)*_____

Why did it happen? *(Get all the facts by studying the job and situation involved. Question by use of WHY?–WHAT? –WHERE? –WHEN? – WHO? – HOW?)*_____

Was weather a factor? ☐ YES ☐ NO If yes, explain:_____

Personal protective equipment required? *(Protective glasses, safety shoes, safety hat, safety belt?)*_____

Was injured using required equipment? ☐ YES ☐ NO If no, explain:_____

Witnesses to accident:_____

Name of doctor and/or hospital consulted:_____

Lost time injury? ☐ YES ☐ NO

EMPLOYEE REMARKS:_____

It is understood that my signature on this form means only that I have had the opportunity to review this Incident Report. It does not mean that I agree with the findings.

_____ _____

Employee's Signature *Date*

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Supervisor's Investigation Report

TO BE FILLED OUT BY SUPERVISOR

What should be done? *(Determine which of the 12 items under EMP require attention. Equipment - select, arrange, use, maintain; Material - select, place, handle, process; People - select, place, train, lead)*_____

What have you done thus far? *(Take or recommend action, depending upon your authority. Follow up. Was action effective?)*_____

How will this improve operations? *(Objective - Eliminate job hindrances.)*_____

INVESTIGATED BY:	**DATE:**

DEPARTMENT HEAD APPRAISAL AND RECOMMENDATIONS

In your opinion, what factors contributed to this accident?_____

Your recommendation:_____

INVESTIGATED BY:	**DATE:**

DEPARTMENTAL SAFETY COMMITTEE

☐ Agree with Supervisor ☐ Agree with Department Head ☐ Other (Explain):_____

Review Date:_____

SAFETY BOARD/ADMINISTRATOR

☐ Agree with Supervisor ☐ Agree with Department Head ☐ Other (Explain):_____

Review Date:_____

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NEAR MISS INCIDENT

INVESTIGATION REPORT

DEPARTMENT _____

DATE _____ SHIFT _____

EXACTLY WHERE DID THE NEAR MISS OCCUR?

_____

_____

_____

TIME OF NEAR MISS: _____ ρ AM ρ PM

WHAT WAS THE EMPLOYEE DOING WHEN THE NEAR MISS OCCURRED?

_____

_____

_____

DESCRIBE THE NEAR MISS:

_____

_____

_____

_____

HOW COULD THE NEAR MISS HAVE BEEN PREVENTED?

_____

_____

_____

_____

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WHAT ACTION WILL YOU TAKE TO PREVENT A NEAR MISS IN THE FUTURE?

NAME(S) OF EMPLOYEE(S) INVOLVED:	SHIFT	POSITION	LENGTH OF TIME IN THE POSITION

PLEASE CONSIDER THE FOLLOWING BEFORE ANSWERING THE REMAINING QUESTIONS?

1. Was the operation necessary? Can it be eliminated?
2. Can the operation, tool or equipment be changed to eliminate the hazard?
3. Can the operation, tool or equipment be guarded to protect the employee?
4. Can we use protective clothing or equipment to protect the employee?
5. Will further training or instruction enable employees to avoid injuries from this cause?
6. Will stricter enforcement of safety rules and regulations prevent future accidents?

EMPLOYEES' AND/OR SUPERVISOR'S RECOMMENDATIONS TO PREVENT FUTURE NEAR MISSES OR ACCIDENTS:

SAFETY COMMITTEE INVESTIGATION AND RECOMMENDATION:

Signed for Committee

Date:

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JOB SAFETY ANALYSIS

NO.:_____

This Job Safety Analysis defines the safety procedures to be followed in this operation, the possible hazards that may be associated with this operation and the required protective equipment necessary for this operation.

Originating Date:_____ Analyzed by:_____

Department:_____ Approved by:_____

Facility:_____ Revised Date:_____

Description of Operation:_____

_____

Safety Procedures to be followed:_____

_____

_____

_____

_____

_____

Possible Hazards:_____

_____

_____

Hazardous Components	% By Volume	TLV	Flash Point	Samples Taken	Sample Analysis

Protective Equipment Required:_____

_____

_____

_____

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SCHOOL DISTRICT STATEMENT

Early Return-To-Work Program

Developing and following proper safety procedures for all operations is a critical part of any loss prevention program. A carefully managed program will help promote an efficient and productive work force. In the event that an accident does occur, we have instituted a program to help an employee return to gainful employment in our facility as soon as possible. We will identify jobs that are suitable for a modified work position and we will select a Return-To-Work Coordinator to manage the development and implementation of the program. Our goal in establishing this program is to speed rehabilitation of injured employees and restore them to full earning capacity.

Signature: _____

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TO THE RETURN-TO-WORK COORDINATOR ABOUT EARLY RETURN-TO-WORK PROGRAM POLICY AND PROCEDURES:

Building A Return-To-Work Plan:

The Return-To-Work Coordinator is the keystone of a successful Return-To-Work Program. Through your coordination of a few people working together, you will bring the non-productive (injured) employee back to gainful employment on time. Through your efforts you will restore self-confidence, self-worth, and self-reliance to the non-productive employee. You will work with the injured worker as well as the following to help the employee in returning to full productivity: the employee's supervisor, attending physician, and health care provider, an insurance claims representative as well as our safety committee.

Key People You Will Be Working With:

It is the school district's goal to have "Zero" lost time accidents. Neither the administration nor one single person alone can achieve this goal. It requires a team effort. The school district's written safety policies and procedures, when carefully followed, provide a safe work place for our employees. However, under the best of safety conditions it is possible that an accident could happen, causing a worker to be off work for an unspecified time. If an employee receives an injury, we will use a team approach to return the injured employee to gainful employment as soon as possible. You, as the Return-To-Work Coordinator, will lead the team in returning the injured worker to full productivity. The team may have only a few people, or it may have several people. The size of the team depends on the seriousness of the injury. The team could consist of, but is not limited to the following people:

- ❑ Supervisor -- The supervisor's role is to assist in establishing modified work assignments that are productive and worthwhile to both the worker and the school district. The supervisor should make the returning worker feel that the assignment is important and not a punishment for receiving an injury. In some cases, the worker's return may need to be gradual. Part time work might be appropriate. The supervisor will assign a RTW Coordinator to each case. Often the supervisor assigns him or herself.

- ❑ Medical Provider or Rehabilitation Specialist -- If there is a serious injury, our insurance provider's claim representative may refer a worker's case to a Rehabilitation Specialist for medical management. This professional, usually a registered nurse, will coordinate the medical treatment plan with you and the physician. In some cases, physical therapy can continue after the worker has returned to work. The specialist will work with you in obtaining information needed to complete a job analysis. With this information the physician will determine the job modifications necessary to fit the injured employee's needs.

- ❑ Attending Physicians--The school district has retained a physician as its attending school district doctor. Unless the injured worker requests otherwise, he/she should receive medical attention from the school district doctor. Based on the job analysis furnished to the doctor, he/she will evaluate the worker's physical capacity or limitations and authorize a release to return to work. The doctor will also identify any specific job restrictions the worker should follow.

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- ❑ Insurance/Claims Representative--Our insurance provider is _____ Insurance Company. Their claims representative will monitor and investigate a worker's recovery process. It is important to keep the claims representative advised of changes or plans for the returning worker.

- ❑ The Worker -- Returning to work after being on disability is emotionally and physically difficult. Good communication with the injured worker is essential. It is extremely important to have routine visits with the worker. Before returning to work the employee should be reminded of his or her physical limitation in a meeting between the supervisor and direct co-workers. The employee should receive an orientation to his/her new job or modified position. The orientation covers the job function along with safety procedures and equipment safety.

- ❑ Safety Committee -- As part of the team effort in returning an injured worker to work, the safety committee may be a part of the returning process. The committee members can give support and ideas as to type of work available.

The Coordinator's Guidelines For a Return-To-Work Program:

1. If not herself, the supervisor will assign a RTW Coordinator as needed to each case.
2. The supervisor will complete all claims reporting documents which include: first accident report, insurance accident reports, and investigation reports.
3. All accidents should be reported within 12 hours, but if the injury is serious, call the insurance claim representative immediately.
4. All injured (cuts and bruises not included) employees are to be directed to the school district doctor or to the hospital by a supervisor or a responsible person. A severely injured worker should be taken to the hospital in an ambulance.
5. Advise the doctor of the Workers' Compensation insurance carrier, providing the name and address of the claims representative. Other than for immediate first aid, all request for authorization for medical service (including medications, etc.) should be referred to this claims representative.
6. Show concern for the injured worker. Advise the claim representative and the doctor that you can provide a modified job for the employee when he or she is medically able to do such work. (See letter) Continue to maintain regular contact with the injured worker.
7. Once the claim representative and the doctor confirm "light duty" restrictions, be sure you find a position which falls within the parameters of the physical limitations, as we do not want to cause any re-injuries.
8. Inform the injured worker's supervisor of the specific restrictions and that the worker must not deviate from the modified job duties until released to normal duties.
9. Keep in touch with the claim representative regarding target date to return to normal duties. This should help both you and the injured worker prepare for the return to his or her regular job function.

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10. Communication and follow-up cannot be over stressed. These are the keys to the Return-To-Work Program. Communication must remain open between all the parties, the employee, the physician, the supervisor, the insurance carrier and claim representative in order to develop a successful program.

Coordinator's Checklist:

- ❑ Initial contact with the injured worker within 12 hours.
- ❑ Contact with the injured worker within three days.
- ❑ Contact with the injured worker at least every two weeks.
- ❑ Employee reminded of the school district's Return-To Work Program. (See Letter)
- ❑ Employee satisfied with medical care being provided by school district Doctor.
- ❑ Modified job available, if yes, what job? _____.
- ❑ Employee notified in writing that modified work is available. (See Letter)
- ❑ Insurance carrier and claims representative notified of injury.
- ❑ Insurance carrier and claims representative notified of modified position.
- ❑ Physician notified of modified work available.
- ❑ Rehabilitation Specialist notified of modified work available.
- ❑ RTW job analysis correlated with supervisor.

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IMPORTANT INFORMATION

School District Doctor: _____
Phone: _____

Hospital: _____

Phone _____

EMS or Ambulance Service: _____

Phone: _____

Insurance Company: _____

Phone _____

Claims Rep: _____

Phone: _____

Fire Department: _____

Phone: _____

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(TO THE EMPLOYEES OF THE SCHOOL DISTRICT)

What You Should Know About Our Return-To-Work Program and How It May Affect You:

The School District values you as an individual and as an employee of the school district and is therefore committed in providing you with a safe and healthy workplace in which you can earn your livelihood and provide for your family. Your skills are essential in making the school district a success. The School District knows that each employee plays a vital role. Your day to day presence on the job is essential to the school district success. Job related lost-time accidents are costly both to you and the school district. Profits and employee morale decline each time there is an employee injured.

It is the School District's goal to have "Zero" lost time accidents. We cannot achieve this goal alone. It requires a team effort. The School District has developed and implemented a written safety program, and when carefully followed will provide a safe place for you and other co-workers.

If you are involved in an accident and are injured, a Return-To-Work Program has been instituted to help you return to gainful employment as soon as possible. If necessary, a job will be identified that will be suitable for a modified work position. A Return-To-Work Coordinator will be appointed for you to help you return to work as soon as possible. If you are injured the School District's goal is to fortify your rehabilitation and restore you to full gainful employment promptly.

If you are injured, your Return-To-Work Coordinator will assist you in coordinating your return to work with your physician, Workers' Compensation claims representative, supervisor and others relative to your recovery. When you are medically stable, return-to-work activities will be recommended by your Coordinator. If physical therapy is required as part of your recovery, accommodations in your work schedule will be arranged by your Coordinator. Your Coordinator will work with hour physician, supervisor and others in determining the job modifications necessary to fit your momentary limitations.

Your Return-To-Work Coordinator and physician(s) will assess your physical capacity and limitations. Under certain conditions it may be necessary to bring you back to work in the middle of the work week or on a part-time basis. The important issue is that you understand your worth to the School District. The objective of your returning to work is twofold — first and foremost is your physical and mental well-being, and second, is the return of your productive contribution to the School District.

_____ _____

(Employee signature) (Date)

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School District Letterhead

Date: _____

Dear Care Provider/Doctor:

(School District) considers the safety of our employees as one our principle responsibilities. It is our desire and intention to provide our employees with a safe work place, safe equipment, and to establish safe work methods. In the event an accident does occur, our concern is that our employees receive appropriately and timely care necessary to speed recovery and return to work.

Only through the cooperation of (School District), our employees, and you can we expect to achieve our lofty goals.

(School District) has established both a drug free work place policy and program, as well as an Early Return-To-Work Program. We have attached copies of each program your review.

To gain a better understanding of (School District) operations, we extend our invitation to you to visit our place of business at a time that is mutually acceptable. I will give you a telephone call to make the necessary arrangements.

If you have any questions, please call me at (Phone).

Sincerely,

Return-To-Work Coordinator

Enclosures:

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(Copy of letter given to the injured worker)

Dear (employee):

Regrettably, you have experienced a work related injury or illness. Please read the following important information regarding your rights under the Workers' Compensation system. You are a valued school district employee and we want you informed.

Our first concern is that you receive appropriate and timely care necessary to speed recovery and return you to work. As you recover, it is important to keep your Return to Work (RTW) Coordinator updated on your progress and any subsequent problems arising from a work injury. The School District is responsible for directing your care. If you feel additional treatment is needed, contact your Return to Work Coordinator or supervisor immediately.

You and all other employees who experience work injuries will be treated with dignity and respect. Our goal is to rapidly and efficiently return you to your original job. Our School District does have an Early Return To Work Program for employees who may not initially be able to do their normal job. In almost every situation, there will be productive work you can do while recuperating. We expect every employee to return to work immediately following most work related injuries. Your Return to Work Coordinator has information on jobs you will be assigned which should accommodate most specific restrictions. If your doctor has concerns about you returning to work, please have him call your Return to Work Coordinator for an explanation of our Early Return To Work Program and descriptions of jobs he may recommend you do upon returning. Returning to work is important to you financially. The Workers' Compensation law has a three day waiting period that must be satisfied before compensation payments are made. You will not be paid the balance of the day of injury if you do not return to work nor will you receive any compensation for the next three days.

The School District Early Return To Work Program is a benefit to you. It allows you to do productive work even within most restrictions and you get paid wages.

What are your benefits from Workers' Compensation? The law regulating Workers' Compensation dictates your benefits to be less than your average weekly earnings and, remember, it does not start paying until you have been off four days. Regular wages will be better than three days no pay and Workers' Compensation payments thereafter. The Workers' Compensation plan will pay for all the medical care necessary to treat your injury and return you to work. Our insurance company pays you what the law specifies. You will always get what is legally owed you based on your specific situation.

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Where can you go if you want more information about the Workers' Compensation law and your rights? Seek information from your RTW Coordinator first. They are trained and up to date on the law and how it affects you. Most routine questions can be very quickly answered to your satisfaction. If you would like to find out more about the law and what your benefits are, you can call the insurance company who handles our Workers' Compensation insurance plan. You can contact the State Insurance Commissioner if you want a third party expert opinion. The experts in this office are often attorneys working for the state, would represent your interest if there is a dispute over benefit payments.

Should you seek legal counsel? We believe this should be your last resort. Remember, most work related situations are clearly specified in the law. You will benefit exactly to the extent the law allows. Again, the state's Insurance Commissioner can tell you precisely what your benefits should be — this is a free service. Why pay for something you can get free! When benefits are legally specified, you will not get more than the law allows by using an attorney; just the opposite will happen — the attorney will get part of your benefits.

Remember: everyone involved — the school district administration, your medical care provider, the Workers' Compensation insurance company, and state Insurance Commissioner all have the same mutual goals — to speed your recovery and return you to productive work while providing you with all your legal rights and benefits allowed under the law.

We hope this answers your questions and helps you understand the Workers' Compensation system. We are sorry you had a work injury. We are here to serve you — let us know how we can help.

Sincerely

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Fire

A. Hazardous materials use and storage practices

B. Housekeeping

C. Smoking and Non-smoking areas defined

D. Electrical equipment

E. Fire extinguishers

   1. Sufficient type, number & placement

   2. Employee training

F. Fire protections systems

   1. Adequate for construction, operations and storage

   2. Maintenance and testing

G. Life Safety Code

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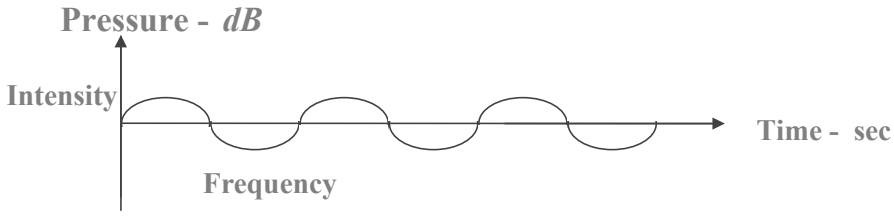
Noise

A. Noise Characteristics

1. Frequency – cycles per second in hertz (Hz)
2. Pressure (dB) – loudness



B. Exposure Limits

1. Permissible Exposure Level (PEL) = 90 dB over an 8-hour Time Weighted Average (TWA)
2. Action level = ½ the PEL (dB over 8-hour TWA)

C. Hearing Conservation Program – when employee is exposed to noise at or above the "Action Level."

D. Elements of a hearing conservation program:

E. Work area monitoring

1. Identify employee exposures > 85 dB
2. Evaluate PPE needs
3. Changes in process, exposure, controls

F. Audiometric testing

1. Initial 6 to 12 months
2. Annual
3. Threshold shift > 10 dB @ 2000, 3000, 4000 Hz

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G. Personal protection equipment

1. Reduce exposure to 90 dB TWA
2. PPE provides 10 dB to 20 dB reduction
3. > 10 dB threshold shift – reduce exposure to 85 dB TWA
4. Fit to user
5. Accommodate other PPE needs

H. Training

1. Annual
2. Noise effects on hearing
3. PPE – purpose, use, effectiveness
4. Audiometric testing – purpose, results

I. Records

1. Audiometric test result – duration of employment
2. Noise exposure evaluation – 2 years
3. Training

J. Noise control methods

1. Substitution
2. Belts for gears
3. Hydraulics for pneumatics
4. Plastic for glass

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K. Engineering

1. Sound absorbing materials
2. Enclosures and barriers
3. reduce equipment speed
4. Tighten loose parts
5. Replace worn parts
6. Damp vibration
7. Reduce friction

L. Administration

1. Breaks
2. Job rotation
3. job enrichment
4. Scheduling of noisy operations

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Machinery Hazards

A. Machine Guarding

1. Hazard assessment

   a. **Pinch Point** – point at which it is possible to be caught between the moving parts of a machine, or between the moving and stationary parts of a machine or between material and any part of a machine.

   b. **Point of Operation** – point on a machine where work is performed.

   c. Moving parts

   d. Rotating parts

   e. Flying chips, sparks, oil, material, machine parts

   f. Electrical shock

   g. Accidental operation of machine

2. Hazard Control – Guards and Devices

   a. Guard Requirements

      1) Prevent employees from having any part of their bodies in the danger zone during the operating cycle.

      2) Prevents an employee from accessing the "point of operation" by reaching over, under, around or through the guarding mechanism.

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3) Protect all belts, pulleys, sprockets and chains, flywheels, shafting and shaft projections, gears, and couplings, or other rotating or reciprocating parts, within seven (7) feet of the floor or work platform.

4) Don't create a new exposure

b. Guards – Types

1) Fixed

2) Interlocked

3) Adjustable

4) Self-Adjusting

c. Devices prevent hands or body parts from entering danger zone by:

1) Stopping machine

2) Restraining

3) Withdrawing

4) Require use of both hands to operate

5) Provide barrier synchronized to operating cycle

d. Device Types

1) Presence sensing

2) Pull-backs

3) Restraints

4) Safety trips

5) Two-hand Controls or trips

6) Synchronized gates

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7) Distance and opening size

8) Gravity feed and pneumatic removal

9) Automation

10) Robotic work cells – prevent access to work envelope

e. Other controls

1) Distance

2) Hand-tools for pinch points and point of operation

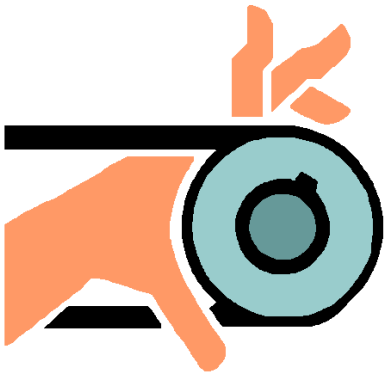
3) Part feeding and removal devices

4) Automation

5) Less dangerous process

If it spins, rotates, crushes, or pinches, it should be guarded

And remember the 7-foot rule!



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Energy Sources – Lockout Tagout

A. Basic requirements – If service or maintenance is performed on machines and equipment, the machine or equipment must be stopped and isolated from all sources of energy:

1. Electricity
2. Pneumatic
3. Hydraulic
4. Steam
5. Gas
6. Gravity
7. Mechanical

B. Lockout – Written Program Elements

1. Energy control program – general
2. Specific energy control procedures (For each piece or equipment or machine)

C. Definitions

1. Authorized Employee: The person who will be doing the service or maintenance and who applies the lockout device.
2. Affected Employee: The employee who will be affected by the "lock-out". He or she works with the equipment/machine or works in the area.
3. Energy Isolating Device: The device that physically prevents the release or transmission of energy – circuit breakers, disconnect switch, a line valve, push buttons and selector switches.

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4. Lockout Device: A device (a lock) that is applied to the energy isolating device.
5. Lockout: The placement of a lockout device on an energy isolating device.
6. Energy Source: Any source of electrical, mechanical, hydraulic, pneumatic, chemical, thermal, or other energy.

D. General Procedure Steps

1. Notify employees and remove from area.
2. Locate all energy sources.
3. Shutdown equipment (on-off switch).
4. Isolate equipment. Apply lockout device.
5. Release any stored or residual energy.
6. Verify isolation, “test start”.
7. Do the service or maintenance.
8. Make sure equipment is ready.
9. Make sure safety devices are in place.
10. Remove employees from the area.
11. Remove lockout device.
12. Energize equipment.
13. Notify employees and allow to return to area.

E. Training requirements for lock out/tag out

1. Initial
2. During Job Orientation
3. Before New Job Assignment

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4. Documentation
5. Retraining
6. Annually
7. Inspection reveals non-compliance.
8. Accidents and/or injuries occur due to non-compliance.
9. Changes in equipment or machines.
10. Changes in Lockout Program.

F. Contractor requirements for lock out/tag out – Outside contractors need to have a Lockout program if they are going to perform any maintenance/service on equipment or machines.

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Personal Protective Equipment (PPE)

A. Hazard Protection and Control - Contact With Harmful Objects or Chemicals

1. Determine personal protective equipment needs by conducting an exposure assessment

a. Assess workplace exposures, select appropriate controls, and document exposure assessment and control

b. Eye and face

1) Exposed to flying particles, molten metal, liquid chemicals, acids or caustic liquids, chemical gases or vapors, or potentially injurious light radiation.

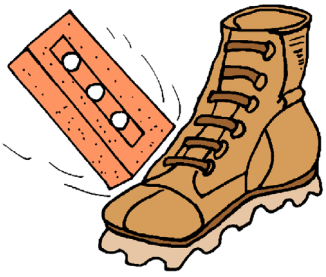
2) Comply with ANSI Z87.1-1989.

c. Head protection

1) Falling objects or contact with electrical distribution lines.

2) Comply with ANSI Z89.1-1986.

d. Foot protection



1) Falling or rolling objects, or objects piercing the sole, and where such employee's feet are exposed to electrical exposures.

2) Comply with ANSI Z41-1991.

e. Hand protection – Exposure to:

1) Harmful substances

2) Extreme temperatures

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PERSONAL PROTECTIVE EQUIPMENT
Hazard Assessment

Company Name: _____

Date of Assessment: _____

Company Name: _____

Site of Evaluation: _____

Name of Person Completing the Assessment: _____

Job Classification or Workstation	Hazard Source and Type	Body Part Affected	PPE Required Yes or No	Type of PPE Required

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PERSONAL PROTECTIVE EQUIPMENT WORKSHEET

Employer:			
Location:			
Workplace Assessed:			
Date(s):			Hazards Assessed By:
EYE HAZARDS?	YES	NO	REQUIRED PPE -- EYE
Frontal & side impact			
Electrical arc			
Molten metal			
Chemical splash			
Injurious light/heat radiation			
Suspended particles			
Extreme hot/cold splash			
Other:			
Other			
FACE HAZARDS?	YES	NO	REQUIRED PPE -- FACE
Projectile impact			
Chemical splash			
Hot/cold splash			
Electrical arc			
Injurious heat radiation			
Other:			
Other:			
FOOT HAZARDS?	YES	NO	REQUIRED PPE -- FOOT
Falling objects			
Rolling objects			
Electrical contact			
Sole puncture			
Other:			
Other:			

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PERSONAL PROTECTIVE EQUIPMENT WORKSHEET -- 2

HAND HAZARDS?	YES	NO	REQUIRED PPE -- HAND
Skin absorption			
Severe abrasions			
Severe lacerations			
Chemical burns			
Thermal burns			
Extreme Cold			
Puncture			
Other:			
HEAD HAZARDS?	YES	NO	REQUIRED PPE -- HEAD
Bump contact			
Overhead falling objects			
Side flying projectiles			
Electrical contact			
Hoods			
Hair enclosures			
Other			
SPECIAL ELECTRICAL HAZARDS?	YES	NO	REQUIRED PPE
Insulating blanket			
Hood			
Line hose			
Barrier			
Matting			
Cover			
Gloves			
Sleeves			
FALL HAZARDS?	YES	NO	REQUIRED PPE
Safety belts			
Lanyards			
Safety Harness			
Lifelines			
Other:			

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PPE TRAINING

Name	Date	Employee #	TRAINER	TRAINED IN PPE					

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CERTIFICATION OF SAFETY-RELATED
PERSONAL PROTECTIVE EQUIPMENT
HAZARD ASSESSMENT

Employer: _____

_____

Location:* _____

_____

_____

* or type of work if employees do not work in fixed locations

Workplace Assessed/Evaluated _____

_____

_____

Dates: _____

_____

Name of Person Conducting Assessment: _____

_____

_____

This document certifies that _____ has performed the PPE Hazard Assessment as required by OSHA 29 CFR 1910.

Person of Person Certifying _____

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TYPES OF PERSONAL PROTECTIVE EQUIPMENT

Face and Eye	Welding Helmets	
Spectacles with No side shield Half side shield Full side shield Detachable side shield Non-removable lens Lift front Headband temple Cover goggles with No ventilation Indirect ventilation Face shield	Burning goggles Welding helmets with Stationary window Lift front window Hand held	Helmets by Type Type 1: Full brim 1.25" wide Type 2: No brim, forward peak Helmets by Class: **A General service with limited voltage protection** B Utility service with high voltage protection **C Special service with no voltage protection** **D** Firefighters full brim with ear flaps and chin strap Hair enclosures
Foot and Leg	Electrical*	Fall
Safety shoes or boots with Impact resistant toe Metal insoles Metatarsal guards Chemical resistance Electrical protection Cold weather protection Slip resistant soles Leggings Molten metal and welding	Insulating blankets Matting Covers Line hose Sleeves Gloves Hot stick * Must be capable of withstanding imposed voltage	Safety belts* Safety harness Lifelines Lanyards * No safety belts for fall protection after 1/1/98
Arm and Hand	Body Protection	
Types Gloves Hand pads Sleeves Wristlets	Types Vests Jackets Aprons Coveralls Full body suits	

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PERSONAL PROTECTIVE EQUIPMENT (PPE) POLICY FOR

_____
Name of Organization

PURPOSE

The purpose of the PPE Program is to protect the employees of _____ from the occupational hazards within the workplace by providing protective equipment (PPE). It is our goal to use engineering controls as the primary method for protecting employees. However, when additional protection is necessary, employees will wear PPE. The scope of this program includes PPE for eye, face, head, foot, leg and hand protection. If respirators and/or hearing protection is necessary, the organization's Respiratory Program and Hearing Conservation program, respectively, will cover their use.

RESPONSIBILITY

The person responsible for coordinating the program is: _____. This person will make certain that hazard assessments are conducted, appropriate PPE is assigned, and affected employees receive training. The responsible person will also be in charge of maintaining the documentation for this program.

Department supervisors should advise the responsible person of changes in PPE requirements (that is, new procedures, processes requiring PPE; omission of a job or task). Additionally, supervisors should consult with the responsible person before purchasing any new PPE.

HAZARD ASSESSMENTS

Each task and/or job will be assesses to determine foot, head, eye, face, and hand hazards present and the proper PPE which should be worn. The assessments will include observation of the following sources of hazards:

1) **Impact**: Flying chips, objects, dirt, particles, collision, motion hazards.
2) **Penetration:** Falling/dropping objects, sharp objects that cut or pierce.
3) **Compression:** Roll-over or pinching.
4) **Chemical**: Splashing, burns, fumes.
5) **Temperature Extremes:** Sparks, splashes from molten materials, burns from high/low temperatures
6) **Harmful Dust:** Dirt, particles, asbestos, lead
7) **Light Radiation**: Welding, cutting, brazing, lasers, furnaces, lights

A Hazard Assessment form will be completed for each job and/or task and will serve as certification tat a hazard assessment has been performed.

The person conducting the hazard assessment will also survey jobs that are non-routine or periodic. In some cases these assessments may not be completed until the jobs are scheduled.

Hazard assessments will be update/evaluated whenever conditions or procedures change.

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SELECTION OF PPE

The responsible person will make certain that PPE selected for use is appropriate for the identified tasks, provides a level of protection that meets or exceeds the minimum required to protect employees from the hazards; and meets all OSHA/ANSI requirements as specified in OSHA's PPE standard.

TRAINING AND FIT TESTING

The responsible person will make certain that all affected employees receive training on

- What PPE is necessary and why
- How to wear PPE properly
- PPE limitations and capabilities, and
- PPE care and maintenance.

Each employee will demonstrate that he or she understands the training and will sign the PPE Assignment, Training, and Fit-Test Form. The information on the form will include the name of the employee, the date(s) of training, and the type of PPE the employee is certified to wear.

Training will be repeated under the following conditions:

- Changes in the workplace that make previous training obsolete: new assignment for employee or change in job assignment/equipment.
- Incorrect use of failure to use equipment
- Introduction of new PPE

PPE INSPECTION, CLEANING AND MAINTENANCE

Employees will conduct inspection, cleaning, and maintenance of PPE at intervals according to the manufacturer's instructions. They will not use damaged or defective equipment.

Individuals with questions about the PPE Program and Policy should address them to the responsible person named above.

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ASSIGNMENT, TRAINING AND FIT-TEST FORM

All affected employees receive PPE training. Training covers: When PPE is necessary

- What PPE is necessary and why
- How to wear PPE properly
- PPE limitations and capabilities
- PPE care and maintenance

Each employee is fitted properly with the assigned PPE.

The following individual has been assigned PPE, has been fit-tested and has received training.

Employee: _____ Training Date: _____

Name of Trainer: _____

The following is a list of the PPE that the employee has received.

Type of PPE	Date Issued	Manufacturer	Model	Serial or other #

I acknowledge that have been assigned the above named equipment. I have had the opportunity to be properly fitted. I also acknowledge that I understand the training my employer provided.

_____ _____

Employee's Signature Date

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SAMPLE

"Right-to-Know"
Written Hazard Communication Program

GENERAL

«company» has established the following hazard communication program. This program is available for all employees to review.

I. Hazard Determination

«company» will rely on Material Safety Data Sheets from suppliers to meet determination requirements.

II. Labeling

A. The «company» will be responsible for seeing that all containers received from suppliers are properly labeled.

B. The «company» will check all labels for:

- Identity
- Hazard
- Name and address of responsible party

C. Supervisors or Department Heads are responsible for seeing that all portable containers used in their work area are labeled with identity and hazard warning.

III. Material Safety Data Sheets (MSDS)

A. «company» will be responsible for compiling the master MSDS file. The location of the file is:_____.

B. Copies of MSDSs for all hazardous chemicals to which employees may be exposed are kept in a file at «company».

C. MSDSs are available for all employees to review during each work shift. Employees may request copies from _____.

D. «company» will obtain and post the required OSHA Right-To-Know posters and will update postings to notify employees of new or revised MSDSs within five (5) days of receipt of new or revised MSDSs.

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IV. Employee Information and Training

A. «company» shall coordinate and maintain records of training conducted for _____ _____.

B. Before starting work, or as soon as possible thereafter, each new employee will attend a safety class. In that class, each employee will receive information on:

- Chemicals and their hazards in the workplace.
- How to lessen or prevent exposure to these chemicals.
- What the company has done to lessen or prevent workers' exposure to these chemicals.
- Procedures to follow if they are exposed.
- How to read and interpret labels and MSDSs.
- Where to locate MSDSs and from whom they may obtain copies.

C. The employee will learn that:

- The employer may not discharge, or discriminate against, employees who exercises their rights regarding information about hazardous chemicals in the workplace.
- As an alternative to requesting an MSDS from the employer, the employee may obtain a copy from the Department of Public Health (or other appropriate agency). A sign will be posted with the address and telephone number of the department responsible for such requests.

D. The «company».will take and keep records of attendance at training sessions. _____ will keep these records.

E. Employees will receive information in the same manner as during the safety class before the introduction of any new hazardous chemical into the workplace.

V. Hazardous Non-Routine Tasks *(Delete entire section if not applicable.)*

A. On occasion, employees are required to do work in hazardous areas (e.g., confined spaces). Before working in such areas, employees will receive information about the hazards involved in these areas.

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This information will include:

- Specific chemical hazards.
- Protection/safety measures the employee can take to lessen risks.
- Measures the company has taken to lessen the hazards, including ventilation, respirators, the presence of another employee, and emergency procedures.

B. It is the policy of «company» that no employee will begin work in a confined space, or any non-routine task, without first receiving a safety briefing.

VI. Informing Contractors

A. «company» will provide any contractors whose employees may face exposure to our chemicals with the following information:

- Hazardous chemicals with which they may come in contact.
- Measures the employees may take to lessen the risks.
- Where to get MSDSs for all hazardous chemicals.

B. «company» will obtain chemical information from contractors when they will expose our employees to hazardous chemicals which they may bring into our workplace.

VII. Pipe and Piping Systems

A. Information on the hazardous contents of pipe and piping shall be

_____

_____

_____

_____

VIII. List of Hazardous Chemicals

This is a list of the chemicals used by «company». Further information can be obtained by reviewing MSDSs at the central location.

MATERIAL (Name on label and MSDS)

Note: The information contained in this publication is intended for information purposes only and to serve as a general guideline for the specified loss control technique. This publication should be supplemented by your independent review of any applicable government regulations and standards and should not be construed as legal advice or opinion. While conformance to the loss prevention techniques suggested herein will reduce the likelihood of a liability claim, it will not eliminate all exposure to liability.

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Occupational Illnesses

A. Medical and First Aid – Requirements
   1. Medical and First Aid – 29 CFR 1910.151 – employers "shall ensure the ready availability of medical personnel for advice on matter of health."
   2. Infirmary, clinic or hospital in near proximity used for treatment of all injured employees
   3. Provision of a person(s) adequately trained in first aid
   4. First aid Supplies, approved by the physician, should be ready available

B. Bloodbourne Pathogens
   1. Blood exposure a concern
      a. Hepatitis B
      b. HIV
   2. Training for employees
      a. Those at a reasonable risk
      b. Those trained in first aid
      c. Those with minimal risk still need awareness.
   3. OSHA Requires
      a. In-depth exposure control plan
      b. Engineering controls
      c. Hepatitis B vaccinations
      d. Effective housekeeping practices
      e. PPE, such as latex gloves, eye protection, resuscitation mouthpiece

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f. Medical follow-up if exposure incident

g. Complete records

h. Training

i. Record keeping

j. PPE

C. Hazardous Chemicals

1. Hazard Communication (Right-To-Know – RTK) – provide information to employers and employees exposed to hazardous substances.

2. Major required components of RTK program

a. Evaluation of hazardous substances

b. Chemical manufacturers and importers are required to:

1) Evaluate chemicals they produce or import.

2) Provide material safety data sheets (MSDS) to purchaser.

c. Employers use the MSDS for the hazard determination and training

d. Labeling of Chemicals

1) Identity of the hazardous chemical. (Label must provide same identification as the MSDS)

a) Appropriate hazard warnings

b) Warning system for pipes and piping

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2) Material Safety Data Sheet (MSDS)

a) Physical and health hazards

b) Routes of entry

c) Exposure limits

d) Known or suspected carcinogens

e) Control measures

f) Safe handling and use

g) Emergency and first aid procedures

h) Employers required to have a MSDS for each hazardous substance in the workplace and to make them available to employees.

3. Documented training for employees

a. The contents of the Standard and the written program.

b. Chemical and physical properties of hazardous materials (for example: reactivity).

c. Physical hazards of chemicals (for example: potential for fire or explosion).

d. Health hazards, including signs and symptoms of exposure, associated with exposure to chemicals and any medical condition known to be aggravated by exposure to the chemical.

e. Procedures to protect against hazards

f. PPE required proper use and maintenance

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g. Work practices or methods to assure proper use and handling of chemicals

h. Procedures for emergency response

i. Work procedures to follow to assure protection when cleaning hazardous chemical spills and leaks.

j. Location of MSDSs

k. How to read and interpret the information on labels and MSDSs

l. How to obtain additional hazard information.

4. Written Haz-Com Program

a. Purpose and Requirements of RTK

b. Person(s) Responsible for the Program

c. Hazard Determination

d. Container Labeling

e. List of Hazardous Chemicals

f. MSDS Information: Location/Updates

g. Employee Information & Training

h. Contractor Responsibilities

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Disaster Planning– Emergency Preparedness

A. Perils and Hazards

1. Fire
2. Hurricane
3. Utility failure
4. Gas leak
5. Workplace violence
6. Tornado

B. Emergency Plan Components

1. Signaling
2. Meeting places
3. Responsibilities delineated
4. Drills
5. Regularly updated

C. Crisis communication plan

1. Employees
2. Customers
3. Media

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Third Party Risk Control Issues

I. Public injuries – on public/private property

II. Who can gets hurt?

- A. Customers
- B. Visitors
- C. Tenants
- D. Contractors
- E. Vendors

III. Why should we be concerned?

- A. Settlement and litigation costs (no state statutes like WC
- B. Public image
- C. Good corporate citizen

IV. Preventing injuries to third parties

- A. Self-inspection
- B. Engineering evaluations
- C. Loss evaluations
- D. Accident investigations
- E. Vendor/contractor safety procedures

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F. Access control procedures

G. Adequate security

H. Control hazards

I. Regular, planned maintenance activities (housekeeping)

J. Emergency response contemplates third parties

V. Contractual protection

A. Contract language

B. Certificates of insurance

VI. Contractor safety and insurance procedures

A. Compliance issues

B. Safety requirements

C. Acknowledgement and sign off

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South Park Consolidated Independent School District

Manual Trades Performance Appraisal

Name: _____ Social Security No.: ___ ___ ___ – ___ ___ – ___ ___ ___ ___

Position/Specific Area: _____ School/Location: _____

Appraisal Period Date From: _____ Date To: _____

Directions

Rate each criterion using the scale that most clearly describes the employee's performance. Supporting comments must be entered for a rating of (U) Unsatisfactory or (CO) Clearly Outstanding in any block. Evaluator is required to suggest goals for improvement on each area rated (BE) Below Expectations.

Rating Scale

N/A	Not Applicable	
C/O	Clearly Outstanding:	Performance is consistently far superior to what is normally expected
EE	Exceeds Expectations:	Performance demonstrates increased proficiency and is consistently above expectations
ME	Meets Expectations:	Performance meets expectations and presents no significant problems
BE	Below Expectations:	Performance is consistently below expectations and significant problems exist
U	Unsatisfactory:	Performance is consistently unacceptable

Domains	Rating Scale	Performance Criteria And Statements	Comments
I. Personal Effectiveness	_____ _____ _____ _____ _____ _____	**1. Positive Attitude:** Presents a positive role model for students and the community that supports the mission of the school district. **2. Cooperation:** Cooperative, supportive, helpful. Works well with supervisors, administrators, and fellow wortkers. **3. Attendance:** Reports to work on time and is absent only with good cause. **4. Judgment:** Exhibits good judgment in decision making and problem solving. **5. Initiative:** Recognizes needs of job and suggests ways to improve efficiency and productivity. **6. Work Skills:** Produces the maximum amount of work in relation to acquired skills. **7. Supervisor Support:** Accepts direction from supervisor and supports management decision.	

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CANARY COPY: Supervisor
PINK COPY: Employee

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Manual Trades Performance Appraisal continued

Domains	Rating Scale	Performance Criteria And Statements	Comments
II. Professional Effectiveness	_____ _____ _____ _____ _____	**Assigned Tasks/Duties:** Using the written job descriptions, list below the primary tasks or duties required to do the job. **8.** **9.** **10.** **11.** **12.**	
III. Professional Effectiveness	_____ _____ _____ _____ _____ _____	**13. Complies with Policies and Procedures:** a. Follows district policies and procedures pertaining to the job assignment. b. Attends all required department meetings. **14. Use of Equipment, Supplies, and Chemicals:** Demonstrates proper maintenance, care, storage, and use of equipment, supplies, and chemicals. **15. Safety**: Maintains proper safety precautions to prevent unnecessary or unreasonable risk of injury to self or others. **16. Security**: Maintains proper building security to insure building safety. **17. Self-Improvement:** Seeks to improve job performance through self-assessment, skill development, training, and goal setting. **18. Appearance**: Maintains a clean appearance and appropriate dress.	

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CANARY COPY: Supervisor
PINK COPY: Employee

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Manual Trades Performance Appraisal continued

Domains	Rating Scale	Performance Criteria And Statements	Comments
IV. Supervisory Effectiveness	_____ _____	**19. Supervision:** Effective in leading, guiding, and accepting responsibility for personal actions and for those of employees you supervise. **20. Management of Resources:** Anticipates work area needs for materials, equipment, and staffing and administers projects effectively.	
Recommended Goals (Employee and Supervisor):			
Comments By Employee:			
This appraisal has been discussed with me by my supervisor. I have read and received a copy of this appraisal. I understand that my signature below does not necessarily mean that I agree with the evaluation.			

Employee Signature Date

Supervisor Signature Date

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Consumer Product Safety Commission

Public Playground Safety Checklist

CPSC Document #327

Is your public playground a safe place to play?

Each year, more than 200,000 children go to U.S. hospital emergency rooms with injures associated with playground equipment. Most injuries occur when a child falls from the equipment onto the ground.

Use this simple checklist to help make sure your local community or school playground s a safe place to play.

Public Playground Safety Checklist

1. Make sure surfaces around playground equipment have at least 12 inches of wood chips, mulch, sand, or pea gravel, or are mats made of safety-tested rubber or rubber-like materials.
2. Check that protective surfacing extends at least 6 feet in all directions from play equipment. For swings be sure surfacing extends, in back and front twice the height of the suspending bar.
3. Make sure play structures more than 30 inches high are spaced at least 9 feet apart.
4. Check for dangerous hardware, like open “S” hooks or protruding bolt ends.
5. Make sure spaces that could trap children, such as openings in guardrails or between ladder rungs measure less than 3.5 inches or more than 9 inches.
6. Check for sharp points or edges n equipment.
7. Look out for tripping hazards, like exposed concrete footings, tree stumps, and rocks.
8. Make sure elevated surfaces, like platforms and ramps, have guardrails to prevent falls.
9. Check playgrounds regularly to see that equipment and surfacing are in good condition.
10. Carefully supervise children on playgrounds to make sure they’re safe.

You can also view our other playground safety publications.

Brought to you by he U.S Consumer Product Safety Commission and KaBOOM!, a national nonprofit organization committed to building safe playgrounds for America’s children through the KaBOOM! LET US PLAY campaign. For more information ion call toll-free 1-888-789-PLAY or visit the KaBOOM! web site at www.kaboom.org.

http://www.cpsc.gov/cpsepub/pubs/327.html 7/14/2005

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The U.S. Consumer Product Safety Commission is charged with protecting the public from unreasonable risks of serious injury or death from more than 15,000 types of consumer products under the agency's jurisdiction. Deaths, injuries and property damage from consumer product incidents cost the nation more than $700 billion annually. The CPSC is committed to protecting consumers and families from products that pose a fire, electrical, chemical, or mechanical hazard or can injure children. The CPSC's work to ensure the safety of consumer products - such as toys, cribs, power tools, cigarette lighters, and household chemicals - contributed significantly to the 30 percent decline in the rate of deaths and injuries associated with consumer products over the past 30 years.

To report a dangerous product or a product-related injury, call CPSC's hotline at (800) 638-2772 or CPSC's teletypewriter at (800) 638-8270, or visit CPSC's web site at www.cpsc.gov/talk.html . To join a CPSC email subscription list, please go to www.cpsc.gov/cpsclist.asp. Consumers can obtain this release and recall information at CPSC's Web site at www.cpsc.gov.

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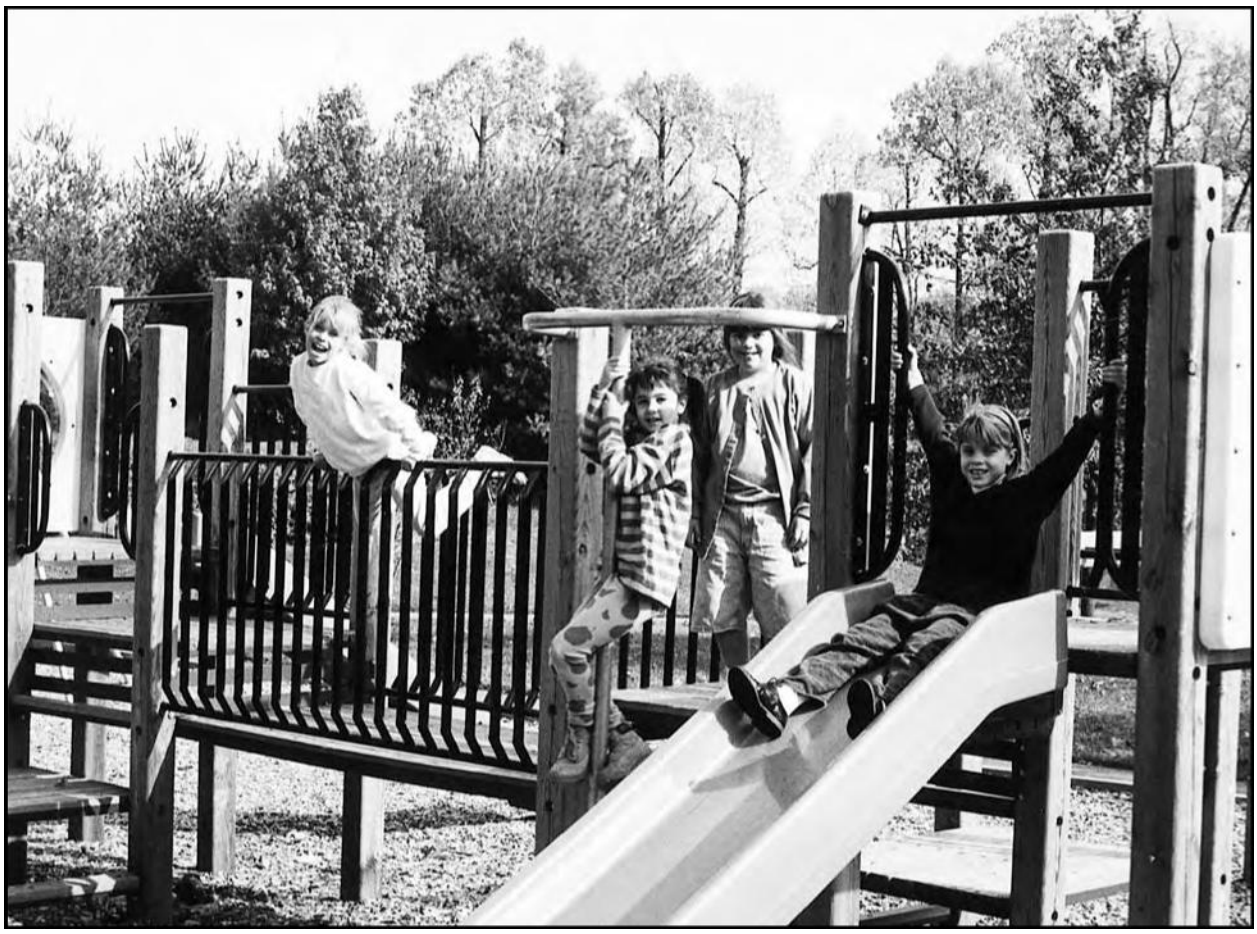
Handbook for Public Playground Safety



U.S. Consumer Product
Safety Commission
Washington, DC 20207

Pub. No. 325

U.S. CONSUMER PRODUCT SAFETY COMMISSION
WASHINGTON, D.C. 20207

We're pleased to provide you with the latest edition of the U.S. Consumer Product Safety Commission's (CPSC) *Handbook for Public Playground Safety.*

CPSC created its playground safety guidelines as a detailed working blueprint to help local communities, schools, day care centers, corporations, and other groups build safe playgrounds. This *Handbook* includes technical safety guidelines for designing, constructing, operating, and maintaining public playgrounds. To highlight some of the most important safety issues for parents and community groups, we've developed a "Public Playground Safety Checklist," which can be found on the inside back cover.

Playgrounds are a fundamental part of the childhood experience. They should be safe havens for children. All of us have memories of playing on playgrounds in our neighborhood park and at recess in the schoolyard.

Unfortunately, more than 200,000 children are treated in U.S. hospital emergency rooms each year for injuries associated with playground equipment. Most injuries occur when children fall from the equipment onto the ground.

Many of these injuries can be prevented. To address the issue of falls, these guidelines emphasize the importance of protective surfacing around playground equipment. In this revised edition, we've added information about using shredded tires as a protective surfacing material. Other noteworthy changes here include revised or additional information about maximum equipment height, maintenance, lead paint on playground equipment, use zones, and clothing entanglement on equipment. For a more complete list, check Appendix E.

Since 1981, CPSC has issued its *Handbook for Public Playground Safety.* Communities all across the country build their playgrounds to these safety specifications. We've included here everything we know today about making playgrounds as safe as possible. As new information becomes available, we are committed to getting it to you as soon as possible.

All of our children deserve a safe place to play. Let us work together to make that happen.

Table of Contents

1. INTRODUCTION 1.1
Scope

This handbook presents safety information for public playground equipment in the form of guidelines. Publication of the handbook is expected to promote greater safety awareness among those who purchase, install, and maintain public playground equipment.

"Public" playground equipment refers to equipment for use in the play areas of parks, schools, child care facilities, institutions, multiple family dwellings, restaurants, resorts and recreational developments, and other areas of public use. The recommendations in this handbook address the typical user ages 2 through 12 years.

The handbook is intended for use by parks and recreation personnel, school officials, equipment purchasers and installers, and any other members of the general public concerned with public playground safety such as parents and school groups.

The guidelines are not intended for amusement park equipment, equipment normally intended for sports use, soft contained play equipment, equipment found in water play facilities, or home playground equipment. The guidelines also do not apply to fitness trail exercise equipment intended for adult use, provided that these are not located on or adjacent to a children's playground. Equipment components intended solely for the disabled and modified to accommodate such users are also not covered by these guidelines.

Because many factors may affect playground safety, the U.S. Consumer Product Safety Commission (CPSC) believes that guidelines, rather than a mandatory rule, are appropriate. The guidelines are not a mandatory standard. Therefore, the Commission is not endorsing these guidelines as the sole method to minimize injuries associated with playground equipment. The Commission believes, however, that the recommendations in this handbook will contribute to greater equipment safety.

1.2 Background

These guidelines were first published in a two-volume Handbook for Public Playground Safety in 1981. These were superseded by a single-volume handbook in 1991 which was republished in 1994 with some minor revisions. The safety guidelines in the 1991 handbook were based on recommendations provided to the CPSC by COMSIS Corporation in a March 1990, report [1]*. Falls and head injuries are the leading hazards associated with public playground equipment.

This handbook contains revisions that are based in part on a staff review of recent changes to a voluntary standard for public playground equipment, ASTM F1487 that was first published in 1993 and revised in 1995 [2]. ASTM F1487 contains more technical requirements than this handbook and is primarily intended for use by equipment manufacturers, architects, designers, and any others requiring more technical information. A voluntary standard for home playground equipment, ASTM F1148 [3], contains a number of provisions that are similar to the recommendations in this handbook.

The revisions also are based on inputs from interested parties received during and after a playground safety roundtable meeting held at CPSC in October 1996, and letters received in response to a May 1997 request for comments on the proposed revisions.

Two significant changes in this revision are the criteria used to evaluate certain protrusions to minimize clothing entanglement and a reduction in the use zone (formerly fall zone) around certain pieces of playground equipment. Other changes to the 1994 version of the handbook clarify certain recommendations and reduce conflicts with the ASTM voluntary standard. Noteworthy changes are listed in Appendix E.

1.3 General Discussion

The safety of each individual piece of playground equipment as well as the layout of the entire play area should be considered when evaluating a playground for safety. The installation and maintenance of protective surfacing under and around all equipment is crucial.

Because all playgrounds present some challenge and because children can be expected to use equipment in unintended and unanticipated ways, adult supervision is recommended. The handbook provides some guidance on supervisory practices that adults should follow. Appropriate equipment design, layout, and

**Numbers in brackets indicate references that are listed at the end of this handbook.*

maintenance, as discussed in this handbook, are essential for increasing public playground safety.

A playground should allow children to develop progressively and test their skills by providing a series of graduated challenges. The challenges presented should be appropriate for age-related abilities and should be ones that children can perceive and choose to undertake.

Preschool and school-age children differ dramatically, not only in physical size and ability, but also in their cognitive and social skills. Therefore, age-appropriate playground designs should accommodate these differences with regard to the type, scale, and the layout of equipment. Recommendations throughout this handbook address the different needs of preschool and school-age children; "preschool-age" refers to children 2 through 5 years, and "school-age" refers to children 5 through 12 years. The overlap between these groups is realistic in terms of playground equipment use, and provides for a margin of safety.

The recommendations in this handbook are based on the assumption that the minimum user will be a 2-year-old child. Therefore, playground equipment fabricated in accordance with these recommendations may not be appropriate for children under 2 years of age.

Playground designers, installers and operators should be aware that The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination on the basis of disability in employment, public services, transportation, public accommodations (including many services operated by private entities) and telecommunications. Title III of the legislation includes within the definition of public accommodation: "a park, zoo, amusement park, or other place of recreation; a school, including nursery schools; a day care center; and a gymnasium, health spa, or other places of exercise or recreation." Specific Federal requirements for accessibility to playgrounds by the disabled are expected to be published in the future. These requirements could necessitate changes to existing playgrounds as well as when new playgrounds are planned or existing playgrounds refurbished.

2. PLAYGROUND INJURIES

The U. S. Consumer Product Safety Commission has long recognized the potential hazards that exist with the use of public playground equipment. A Commission study [**4**] of playground equipment-related injuries treated in U.S. hospital emergency rooms indicated that the majority resulted from falls from equipment. These were primarily falls to the ground surface below the equipment rather than falls from one part of the equipment to another part.

Other hazard patterns involved impact by swings and other moving equipment, colliding with stationary equipment, and contact with such hazards as protrusions, pinch points, sharp edges, hot surfaces, and playground debris. Fatal injuries reported to the Commission involved falls, entanglement of clothing or other items on equipment such as slides, entanglement in ropes tied to or caught on equipment, head entrapment in openings, impact from equipment tipover or structural failure, and impact by moving swings.

The recommendations in this handbook have been developed to address the hazards that resulted in these playground-related injuries and deaths. The recommendations include those which address the potential for falls from and impact with equipment, the need for protective surfacing under and around equipment, openings with the potential for head entrapment, the scale of equipment and other design features related to user age, layout of equipment on a playground, installation and maintenance procedures, and general hazards presented by protrusions, sharp edges, and pinch points.

3. DEFINITIONS

Composite Structure – Two or more play structures, attached or directly adjacent, to create one integral unit that provides more than one play activity (e.g., combination climber, slide, and horizontal ladder).

Critical Height – The fall height below which a life-threatening head injury would not be expected to occur.

Designated Play Surface – Any elevated surface for standing, walking, sitting or climbing, or a flat surface greater than 2 inches wide having an angle less than 30° from horizontal.

Embankment Slide – A slide that follows the contour of the ground and at no point is the bottom of the chute greater than 12 inches above the surrounding ground.

Entrapment — Any condition that impedes withdrawal of a body or body part that has penetrated an opening.

Footing — A means for anchoring playground equipment to the ground.

Guardrail — An enclosing device around an elevated platform that is intended to prevent inadvertent falls from the platform.

Infill — Material(s) used in a protective barrier to prevent a user from passing through the barrier e.g., vertical bars, lattice, solid panel, etc.

Loose-Fill Surfacing Material — A material used for protective surfacing in the use zone that consists of loose particles such as sand, gravel, wood fibers, or shredded rubber.

Non-Rigid Component — A component of playground equipment that significantly deforms or deflects during the normal use of the equipment.

Preschool-Age Children — Children 2 years of age through 5 years of age.

Protective Barrier — An enclosing device around an elevated platform that is intended to prevent both inadvertent and deliberate attempts to pass through the barrier.

Protective Surfacing — Surfacing material in the use zone that conforms to the recommendations in Section 4.5 of this handbook.

Roller Slide — A slide that has a chute consisting of a series of individual rollers over which the user travels.

School-Age Children — Children 5 years of age through 12 years of age.

Slide Chute — The inclined sliding surface of a slide.

Stationary play equipment — Any play structure which does not move or does not have components that move during its intended use.

Tot Swing — A swing generally appropriate for children under 4 years of age that provides support on all sides of the occupant.

Tube Slide — A slide in which the chute consists of a totally enclosed tube or tunnel.

Unitary Surfacing Material — A manufactured material used for protective surfacing in the use zone that may be rubber tiles, mats or a combination of rubber-like materials held in place by a binder that may be poured in place at the playground site and cures to form a unitary shock absorbing surface.

Upper Body Equipment — Equipment designed to support a child by the hands only (e.g., horizontal ladder, overhead swinging rings).

Use Zone — The surface under and around a piece of equipment onto which a child falling from or exiting from the equipment would be expected to land.

4. SURFACING

The surface under and around playground equipment can be a major factor in determining the injury-causing potential of a fall. A fall onto a shock absorbing surface is less likely to cause a serious injury than a fall onto a hard surface. Because head impact injuries from a fall have the potential for being life threatening, the more shock absorbing a surface can be made, the greater is the likelihood of reducing severe injuries. However, it should be recognized that some injuries from falls will occur no matter what playground surfacing material is used.

4.1 Determining Shock Absorbency of a Surfacing Material

No data are available to predict precisely the threshold tolerance of the human head to an impact injury. However, biomedical researchers have established two methods that may be used to determine when such an injury may be life threatening.

One method holds that if the peak deceleration of the head during impact does not exceed 200 times the acceleration due to gravity (200 G's), a life threatening head injury is not likely to occur. The second method holds that both the deceleration of the head during impact and the time duration over which the head decelerates to a halt are significant in assessing head impact injury. This latter method uses a mathematical

formula to derive a value known as Head Injury Criteria (HIC) [5]. Head impact injuries are not believed to be life threatening if the HIC does not exceed a value of 1,000.

The most widely used test method for evaluating the shock absorbing properties of a playground surfacing material is to drop an instrumented metal headform onto a sample of the material and record the acceleration/ time pulse during the impact. Test methods are described in an ASTM Standard Specification for Impact Attenuation of Surface Systems Under and Around Playground Equipment, ASTM F1292 [6].

4.2 Critical Height

This is a term originating from Europe and is used to describe the shock absorbing performance of a surfacing material. As used in this publication, the Critical Height for a surfacing material is defined as the maximum height from which the instrumented metal headform, upon impact, yields both a peak deceleration of no more than 200 G's and a HIC of no more than 1,000 when tested in accordance with the procedure described in ASTM F1292. Therefore, the Critical Height of a surfacing material can be considered as an approximation of the fall height below which a life-threatening head injury would not be expected to occur.

The surfacing material used under and around a particular piece of playground equipment should have a Critical Height value of at least the height of the highest designated play surface on the equipment. This height is the fall height for the equipment.

4.3 Fall Heights for Equipment

Recommendations for the fall heights for various pieces of playground equipment are as follows.

Climbers and Horizontal Ladders — The fall height is the maximum height of the structure.

Elevated Platforms Including Slide Platforms — The fall height is the height of the platform.

Merry-Go-Rounds — The fall height is the height above the ground of any part at the perimeter on which a child may sit or stand.

See-Saws — The fall height is the maximum height attainable by any part of the see-saw.

Spring Rockers — The fall height is the maximum height above the ground of the seat or designated play surface.

Swings — Since children may fall from a swing seat at its maximum attainable angle (assumed to be 90° from the "at rest" position), the fall height of a swing structure is the height of the pivot point where the swing's suspending elements connect to the supporting structure.

4.4 Equipment to Which Protective Surfacing Recommendations Do Not Apply

Equipment that requires a child to be standing or sitting at ground level during play is not expected to follow the recommendations for resilient surfacing. Examples of such equipment are sand boxes, activity walls, play houses or any other equipment that has no elevated designated playing surface.

4.5 Acceptability of Various Surfacing Materials

Hard surfacing materials, such as asphalt or concrete, are unsuitable for use under and around playground equipment of any height unless they are required as a base for a shock absorbing unitary material such as a rubber mat. Earth surfaces such as soils and hard packed dirt are also not recommended because they have poor shock absorbing properties. Similarly, grass and turf are not recommended because wear and environmental conditions can reduce their effectiveness in absorbing shock during a fall.

Acceptable playground surfacing materials are available in two basic types, unitary or loose-fill.

Unitary Materials — are generally rubber mats or a combination of rubber-like materials held in place by a binder that may be poured in place at the playground site and then cured to form a unitary shock absorbing surface. Unitary materials are available from a number of different manufacturers, many of whom have a range of materials with differing shock absorbing properties. Persons wishing to install a unitary material as a playground surface should request test data from the manufacturer identifying the Critical Height of the desired material. In addition, site requirements should

TABLE 1 — CRITICAL HEIGHTS (in feet) OF TESTED MATERIALS				
MATERIAL	**UNCOMPRESSED DEPTH**			**COMPRESSED DEPTH**
	6 inch	**9 inch**	**12 inch**	**9 inch**
Wood Chips*	7	10	11	10
Double Shredded Bark Mulch	6	10	11	7
Engineered Wood Fibers**	6	7	>12	6
Fine Sand	5	5	9	5
Coarse Sand	5	5	6	4
Fine Gravel	6	7	10	6
Medium Gravel	5	5	6	5
Shredded Tires***	10-12	N/A	N/A	N/A

* This product was referred to as Wood Mulch in previous versions of this handbook. The term Wood Chips more accurately describes the product.

** This product was referred to as Uniform Wood Chips in previous versions of this handbook. In the playground industry, the product is more commonly known as Engineered Wood Fibers.

*** This data is from tests conducted by independent testing laboratories on a 6 inch depth of uncompressed shredded tire samples produced by four manufacturers. The tests reported critical heights which varied from 10 feet to greater than 12 feet. It is recommended that persons seeking to install shredded tires as a protective surface request test data from the supplier showing the critical height of the material when it was tested in accordance with ASTM F1292.

be obtained from the manufacturer because, as stated above, some unitary materials require installation over a hard surface while some do not.

Loose-Fill Materials — can also have acceptable shock absorbing properties when installed and maintained at a sufficient depth. These materials include, but are not confined to, sand, gravel, shredded wood products and shredded tires. Loose-fill materials should not be installed over hard surfaces such as asphalt or concrete.

Because loose-fill materials are generally sold for purposes other than playground surfacing, many vendors are unlikely to be able to provide information on the materials' shock absorbing performance. For that reason, CPSC has conducted tests to determine the relative shock absorbing properties of some loose-fill materials commonly used as surfaces under and around playground equipment. Appendix D contains a description of the tested materials. The tests were conducted in accordance with the procedure in the voluntary standard for playground surfacing systems, ASTM F1292. Table 1, above, lists the critical height (expressed in feet) for each of eight materials when tested in an uncompressed state at depths of 6, 9, and 12 inches. The table also reports the critical height when a 9 inch depth of each material was tested in a compressed state.

Table 1 should be read as follows: If, for example, uncompressed wood chips is used at a minimum depth of 6 inches, the Critical Height is 7 feet. If 9 inches of uncompressed wood chips is used, the Critical height is 10 feet. It should be noted that, for some materials, the Critical Height decreases when the material is compressed.

The Critical Heights shown in the above table may be used as a guide in selecting the type and depth of loose-fill materials that will provide the necessary safety for equipment of various heights. There may be other loose-fill materials such as bark nuggets that have shock absorbing properties equivalent to those in the above table. However, CPSC has not conducted any tests on these materials.

The depth of any loose fill material could be reduced during use resulting in different shock-absorbing

properties. For this reason, a margin of safety should be considered in selecting a type and depth of material for a specific use. When loose-fill materials are used, it is recommended that there be a means of containment around the perimeter of the use zone. Also, depending on playground location, weather conditions and frequency of use, frequent maintenance may be necessary to insure adequate depth and to loosen the materials which may have become packed (see additional maintenance discussion in Appendix C).

Installers of playground equipment are encouraged to attach markers to the equipment support posts that indicate the correct level of loose-fill protective surfacing material under and around the equipment. Such markers will assist maintenance workers in determining when replenishment of the material is necessary.

4.6 Other Characteristics of Surfacing Materials

Selection of a surfacing material for a specific location may be governed by the environmental conditions at that location. Appendix C lists some characteristics of surfacing materials that may influence the choice for a particular playground.

5. USE ZONES FOR EQUIPMENT

The use zone is an area under and around the equipment where protective surfacing is required. Other than the equipment itself, the use zone should be free of obstacles that children could run into or fall on top of and thus be injured.

5.1 Recommendations for Use Zones for Different Types of Playground Equipment

5.1.1 Stationary Equipment (excluding slides)

The use zone should extend a minimum of 6 feet in all directions from the perimeter of the equipment.

The use zones of two stationary pieces of playground equipment that are positioned adjacent to one another may overlap if the adjacent designated play surfaces of each structure are no more than 30 inches above the protective surface (i.e., they may be located a minimum distance of 6 feet apart). If adjacent designated play surfaces on either structure exceed a height of 30 inches, the minimum distance between the structures should be 9 feet.

5.1.2 Slides

The use zone in front of the access and to the sides of a slide should extend a minimum of 6 feet from the perimeter of the equipment. Note: This does not apply to embankment slides. However, the following recommendation applies to all slides, including embankment slides.

The use zone in front of the exit of a slide should extend a minimum distance of H + 4 feet where H is the vertical distance from the protective surface at the exit to the highest point of the chute (see Figure 1). However, no matter what the value of H is, the use zone should never be less than 6 feet but does not need to be greater than 14 feet. The use zone should be measured from a point on the slide chute where the slope is less than 5° from the horizontal. If it cannot be determined where the slope is less than 5° from the horizontal, the use zone should be measured from the end of the chute.

The use zone in front of the exit of a slide should never overlap the use zone of any other equipment.

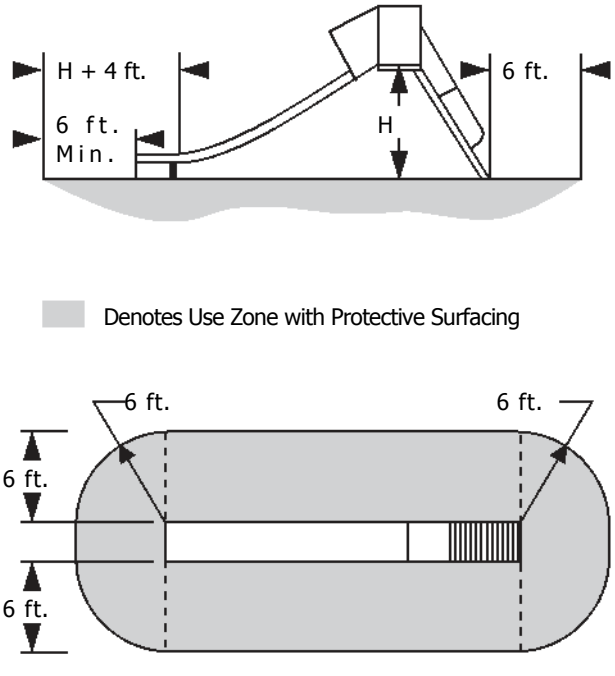


Figure 1. Use Zone for Slides

5.1.3 Single-Axis Swings

Because children may deliberately attempt to exit from a single-axis swing while it is in motion, the use zone in front of and behind the swing should be greater than to the sides of such a swing. It is recommended that the use zone extend to the front and rear of a single-axis swing a minimum distance of twice the height of the pivot point above the surfacing material measured from a point directly beneath the pivot on the supporting structure (see Figure 2). The use zone to the sides of a single-axis swing should follow the general recommendation and extend a minimum of 6 feet from the perimeter of the swing structure in accordance with the general recommendation for use zones. This 6 foot zone may overlap that of an adjacent swing structure.

The use zone to the front and rear of tot swings should extend a minimum distance of twice the height of the pivot point measured from a point directly beneath the pivot to the lowest point on the occupant seating surface when the swing is occupied.

The use zone to the front and rear of single-axis swings should never overlap the use zone of any other equipment.

5.1.4 Multi-Axis Swings

The use zone should extend in any direction from a point directly beneath the pivot point for a minimum distance of 6 feet + the length of the suspending members (see Figure 3). This use zone should never overlap the use zone of any other equipment. In addition, the use zone should extend a minimum of 6 feet from the perimeter of the supporting structure. This 6 foot zone may overlap that of an adjacent swing structure or other playground equipment structure in accordance with the recommendations in Section 5.1.1.

5.1.5 Merry-Go-Rounds

The use zone should extend a minimum of 6 feet beyond the perimeter of the platform. This use zone should never overlap the use zone of any other equipment.

5.1.6 Spring Rockers

The use zone should extend a minimum of 6 feet from the “at rest” perimeter of the equipment.

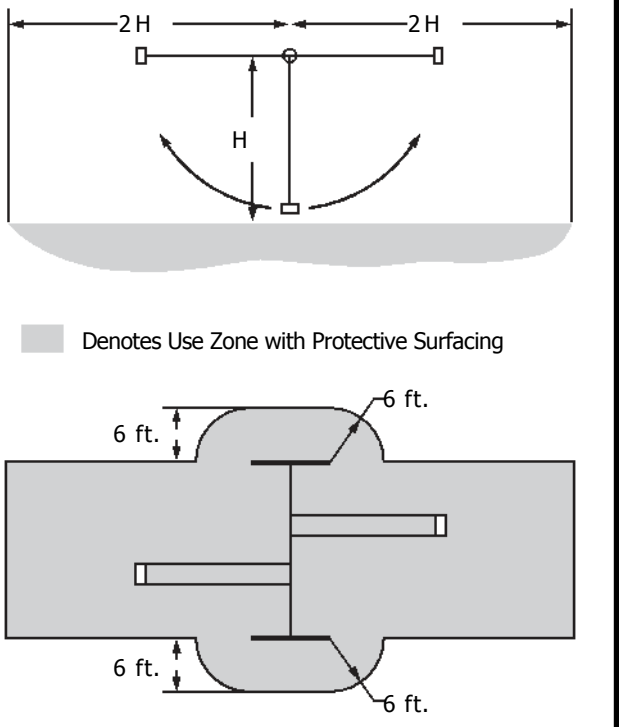


Figure 2. Use Zone for Single-Axis Swings

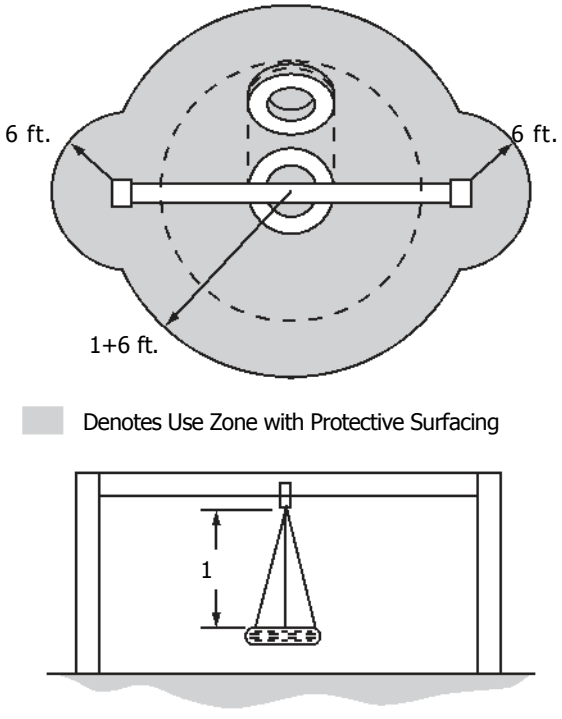


Figure 3. Use Zone for Multi-Axis Swings

5.1.7 Composite Play Structures

The above recommendations for individual pieces of equipment should be used as a guide in establishing the use zone around the perimeter of a composite play structure. Note that in Sections 12.6.2 and 12.6.4 it is recommended that swings not be attached to a composite structure.

In playgrounds where occasional overcrowding is likely, a supplemental circulation area beyond the use zone is recommended. Whether to provide such a supplemental circulation area should be based on the professional judgment of the playground designer and/or owner/operator.

6. LAYOUT AND DESIGN OF PLAYGROUNDS

6.1 Choosing a Site

When planning a new playground, it is important to consider hazards or obstacles to children traveling to or from the playground. A barrier surrounding the playground is recommended if children may inadvertently run into a street. Such a barrier should not prevent observation by supervisors. If fences are used for such barriers, it is recommended that they conform to applicable local building codes.

When selecting a site, consideration should be given to slope and drainage, especially if loose-fill surfacing materials are going to be installed. While a gentle slope may aid in drainage, steep slopes could result in loose fill materials becoming washed away during periods of heavy rain. Such sites may require re-grading.

6.2 Locating Equipment

The playground should be organized into different areas to prevent injuries caused by conflicting activities and children running between activities. Active, physical activities should be separate from more passive or quiet activities. Areas for play equipment, open fields, and sand boxes should be located in different sections of the playground.

In addition, popular, heavy-use pieces of equipment or activities should be dispersed to avoid crowding in any one area. The layout of equipment and activity areas should be without visual barriers so that there are clear sight lines everywhere on the playground to facilitate supervision.

Moving equipment, such as swings and merry-go-rounds, should be located toward a corner, side or edge of the play area while ensuring that the use zones around the equipment, as recommended in Section 5, are maintained. Slide exits should be located in an uncongested area of the playground. Use zones for moving equipment, such as swings and merry-go-rounds, and at slide exits should not overlap the use zone of other equipment, regardless of height.

Composite play structures have become increasingly popular on public playgrounds. Care should be taken to ensure that the play and traffic patterns of children using adjacent components on composite structures are complementary.

6.3 Age Separation of Equipment

It is recommended that for younger children, play-grounds have separate areas with appropriately sized equipment and materials to serve their developmental levels. The following items of playground equipment are not recommended for preschool-age children (2 through 5 years):

- Chain or Cable Walks
- Free Standing Arch Climbers
- Free Standing Climbing Events with Flexible Components
- Fulcrum Seesaws
- Log Rolls
- Long Spiral Slides (more than one turn — 360°)
- Overhead Rings
- Parallel Bars
- Swinging Gates
- Track Rides
- Vertical Sliding Poles

In this handbook, there are several specific recommendations for equipment designed for preschool-age children. These recommendations, together with references to the sections in which they are discussed, are as follows:

- Rung Ladders, Stepladders, Stairways and Ramps (Table 2)

- Handrail Height (10.3.1)
- Guardrails and Protective Barriers (11.3, 11.4, and 11.5)
- Stepped Platforms (11.7)
- Climbers (12.1.2)
- Horizontal Ladders and Overhead Rings (12.1.5)
- Merry-Go-Rounds (12.2)
- Spring Rockers (12.5)
- Single-Axis Swings (12.6.2)
- Tot Swings (12.6.3)

The intended user group should be obvious from the design and scale of equipment. Some playgrounds, often referred to as "tot lots," are designed only for preschool-age children, so separation is not an issue.

In playgrounds intended to serve children of all ages the layout of pathways and the landscaping of the playground should show the distinct areas for the different age groups. The areas should be separated at least by a buffer zone, which could be an area with shrubs or benches. Signs posted in the playground area can be used to give some guidance to adults as to the age appropriateness of the equipment.

6.4 Supervision

Playgrounds that are designed, installed and maintained in accordance with safety guidelines and standards can still present hazards to children in the absence of adequate supervision.

Depending on the location and nature of the playground, the supervisors may be paid professionals (full-time park or school/child care facility staff), paid seasonal workers (college or high school students), volunteers (PTA members), or the parents of the children playing in the playground. The quality of the supervision depends on the quality of the supervisor's knowledge of safe play behavior. Therefore, supervisors should understand the basics of playground safety.

Playground supervisors should be aware that not all playground equipment is appropriate for all children who may use the playground. Supervisors should look for posted signs indicating the appropriate age of the users and direct children to equipment appropriate for their age. Supervisors may also use the information in Section 6.3 of this handbook to determine the suitability of the equipment for the children they are supervising.

It is important to recognize that preschool-age children require more attentive supervision on playgrounds than older children.

7. INSTALLATION AND MAINTENANCE OF EQUIPMENT

7.1 Assembly and Installation

Proper assembly and installation of playground equipment are crucial for structural integrity, stability, and overall safety. The people who assemble and install playground equipment should not deviate from the manufacturer's instructions. After assembly and before its first use, equipment should be thoroughly inspected by a person qualified to inspect playgrounds for safety.

The manufacturer's assembly and installation instructions, and all other materials collected concerning the equipment, should be kept in a permanent file.

7.1.1 Stability

When properly installed as directed by the manufacturer's instructions and specifications, equipment should withstand the maximum anticipated forces generated by active use which might cause it to overturn, tip, slide, or move in any way. Secure anchoring is a key factor to stable installation, and because the required footing sizes and depths may vary according to equipment type, the anchoring process should be completed in strict accordance with the manufacturer's specifications.

7.2 Maintenance

Inadequate maintenance of equipment has resulted in injuries on playgrounds. Because the safety of playground equipment and its suitability for use depend on good inspection and maintenance, the manufacturer's maintenance instructions and recommended inspection schedules should be strictly followed.

A comprehensive maintenance program should be developed for each playground. All equipment should be inspected frequently for any potential hazards, for corrosion or deterioration from rot, insects, or weathering. The playground area should also be checked frequently for broken glass or other dangerous debris. Loose-fill surfacing materials should be inspected to

insure they have not become displaced or compacted in high traffic areas such as under swings and at slide exits. Any damage or hazards detected during inspections should be repaired immediately in accordance with the manufacturer's instructions for repair and replacement of parts.

For each piece of equipment, the frequency of thorough inspections will depend on the type of equipment, the amount of use, and the local climate. Based on the manufacturer's recommendations regarding maintenance schedules for each piece of equipment, a maintenance schedule for the entire playground can be created. The detailed inspections should give special attention to moving parts and other components which can be expected to wear. Inspections should be carried out in a systematic manner by trained personnel.

One possible procedure is the use of checklists. Some manufacturers supply checklists for general or detailed inspections with their maintenance instructions. These can be used to ensure that inspections are in compliance with the manufacturer's specifications. Inspections alone do not constitute a comprehensive maintenance program. All hazards or defects identified during inspections should be repaired promptly. All repairs and replacements of equipment parts should be completed in accordance with the manufacturer's instructions. A general checklist that may be used as a guide for frequent routine inspections of public playgrounds is included at Appendix A. This is intended to address only general maintenance concerns. It does not provide a complete safety evaluation of a specific equipment design and layout. For example, it does not address the risk of falls from equipment, moving impact incidents, or head entrapment. Therefore, the use of this checklist is only for general maintenance purposes. The detailed design recommendations contained in this handbook can be used to evaluate the safety of each piece of equipment and the playground as a whole.

Records of all maintenance inspections and repairs should be retained, including the manufacturer's maintenance instructions and any checklists used. When an inspection is performed, the person performing it should sign and date whatever form is used. A record of any accident and injury reported to have occurred on the playground should also be retained. This will help identify potential hazards or dangerous design features that should be corrected.

8. MATERIALS OF MANUFACTURE AND CONSTRUCTION

8.1 Durability and Finish

Purchasers should be sure that the equipment is manufactured and constructed only of materials that have a demonstrated record of durability in the playground or similar outdoor setting. Any new materials should be documented or tested accordingly for durability by the playground equipment manufacturer.

A major concern for playground equipment materials is corrosion or deterioration. Metals should be painted, galvanized, or otherwise treated to prevent rust.

All paints and other similar finishes must meet the current CPSC regulation for lead in paint [7] (0.06% [600 ppm] maximum lead by dry weight). The manufacturer should ensure that, as a result of contact with playground equipment, the users cannot ingest, inhale, or absorb potentially hazardous amounts of preservative chemicals or other treatments applied to the equipment. Purchasers and installers of playground equipment should obtain documentation from the manufacturer that the preservatives or other treatments that have been used do not present a health hazard to the users.

Testing by CPSC and various state and local agencies revealed that some older playground equipment in schools, parks, and communities across the U.S. has leaded paint that over time has deteriorated. When playground equipment paint deteriorates, the resulting chips and dust may be ingested by young children who regularly touch the equipment while playing and then transfer the paint chips or dust from their hands to their mouths. The amount of paint that may be ingested can contribute to a hazardous and unnecessarily high lead exposure.

A strategy for identifying and controlling leaded paint on playground equipment is available from CPSC. A case-by-case approach is recommended since there are many factors to consider when developing a hazard assessment and plans for appropriate controls. Playground managers should consult an October 1996 report, CPSC Staff Recommendations for Identifying and Controlling Lead Paint on Public Playground Equipment [8].

Wood should be either naturally rot and insect-resistant (e.g., cedar or redwood) or should be treated to avoid such deterioration. Chromated copper arsenate (CCA), the chemical used to make "pressure" treated wood, has been used traditionally for this purpose. However, CCA will no longer be manufactured for use in wood playground equipment after December, 2003. Other chemicals will be substituted for CCA.

The CPSC staff is aware that various groups have made suggestions concerning the application of surface coating of CCA-treated wood. (e.g., stains and sealants), to reduce potential exposure to arsenic from the wood surface. Based on the available data, these groups have suggested that applying certain penetrating coatings (e.g., oil-based semi-transparent stains) on a regular basis (e.g., every 1-2 years) may reduce the migration of chemicals from the wood. However, in selecting a finish, "film-forming" or non-penetrating stains (latex semi-transparent, latex opaque, and oil-based opaque stains) on outdoor surfaces are not recommended as peeling and flaking may occur later, which will ultimately have an impact on durability as well as exposure to the preservatives in the wood. CPSC has not completed its assessment of the effectiveness of these measures. However, consumers with concerns may wish to consider using them.

Installers, builders, and consumers who perform woodworking operations such as sanding, sawing, or sawdust disposal on pressure treated wood should read the consumer information sheet often available at the point of sale [**10**]. The sheet contains important health precautions and disposal information. Creosote, penta-chlorophenol, and tributyl tin oxide are too toxic or irritating and should not be used as preservatives for playground equipment wood. Pesticide-containing finishes should also not be used.

8.2 Hardware

When installed and tightened in accordance with the manufacturer's instructions, all fasteners, connectors and covering devices should not loosen or be removable without the use of tools. Lock washers, self-locking nuts, or other locking means should be provided for all nuts and bolts to protect them from detachment. Hardware in moving joints should also be secured against unintentional or unauthorized loosening. In addition, all fasteners should be corrosion resistant and be selected to minimize corrosion of the materials they connect.

Bearings used in moving joints should be easy to lubricate or be self-lubricating. All hooks, including S-hooks, should be closed (see also Section 12.6.1). A hook is considered closed if there is no gap or space greater than 0.04 inches. It is appropriate to measure this gap with a feeler gauge but, in the absence of such a gauge, the gap should not admit a dime.

8.3 Metal Surfaces

To avoid the risk of contact burn injury, bare or painted metal surfaces on platforms and slide beds should be avoided unless they can be located out of direct sun. Alternatively, platforms may be wood, plastic or vinyl coated metal and slide beds may be plastic (see also Slides in Section 12.4.4).

9. GENERAL HAZARDS

There are a variety of general hazards common to many types of playground equipment. The guidelines in this section apply to all elements of the playground.

9.1 Sharp Points, Corners, and Edges

There should be no sharp points, corners, or edges on any components of playground equipment that could cut or puncture children's skin. Frequent inspections are important to prevent injuries caused by sharp points, corners, or edges that could develop as a result of wear and tear on the equipment. The exposed open ends of all tubing not resting on the ground or otherwise covered should be covered by caps or plugs that cannot be removed without the use of tools.

Wood parts should be smooth and free from splinters. All corners, metal and wood, should be rounded. All metal edges should be rolled or have rounded capping. There should be no sharp edges on slides. Metal edges on the exit end and the sides along a slide bed can result in serious lacerations if protective measures are not taken (see also Section 12.4.5).

WARNING: Children have died when hood or neck drawstrings on their jackets or sweatshirts caught on slides or other playground equipment. Parents are advised to remove hood and neck drawstrings from clothing to prevent entanglement and strangulation.

9.2 Protrusions and Projections

Protrusions or projections on playground equipment should not be capable of entangling children's clothing, because such entanglement can cause death by strangulation. Particular attention should be given to avoid protrusions or projections on slides to minimize the risk of entanglement with clothing. Jackets and sweatshirts with hoods and/or drawstrings have been involved in such entanglement/strangulation incidents. Jewelry, such as necklaces and rings, has also resulted in injuries from entanglement. The diameter of a protrusion should not increase in the direction away from the surrounding surface towards the exposed end (see Figure 4).

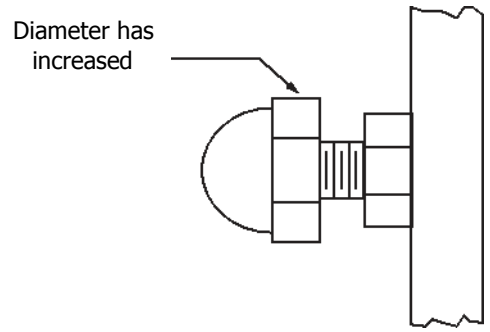


Figure 4. Protrusion Increases in Diameter From Plane of Initial Surface

When tested in accordance with the procedure in Paragraph 9.2.1, no protrusion should extend beyond the face of any of the three gauges having dimensions shown in Figure 5. These gauges may be purchased from the National Recreation and Park Association (NRPA) **[12].**

9.2.1 Protrusion Test Procedure

Successively place each gauge (see Figure 5) over any protrusion or projection and determine if it projects beyond the face of the gauge (see Figure 6).

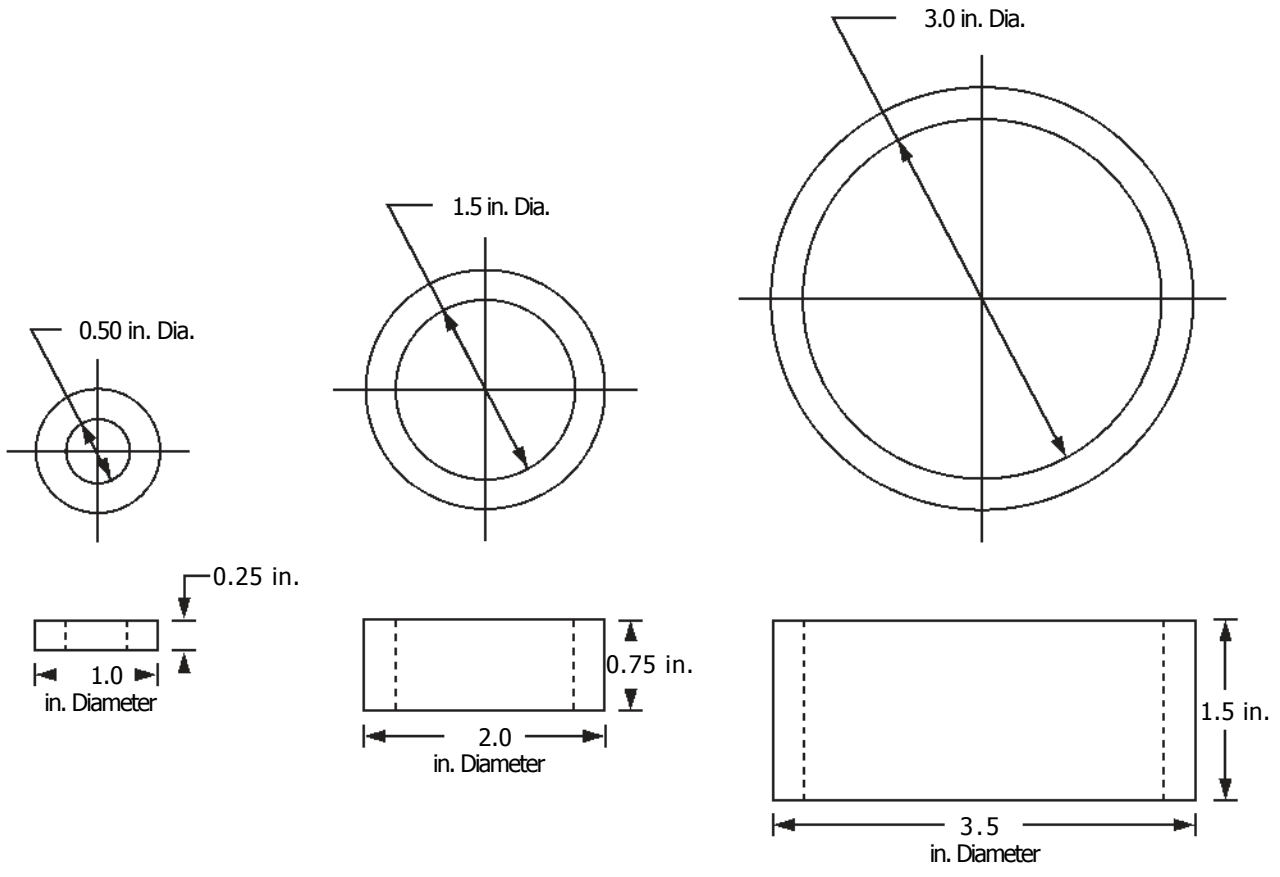


Figure 5. Protrusion Test Gauges

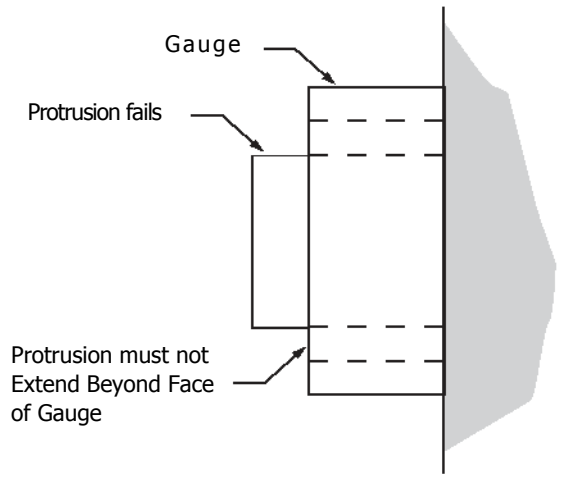
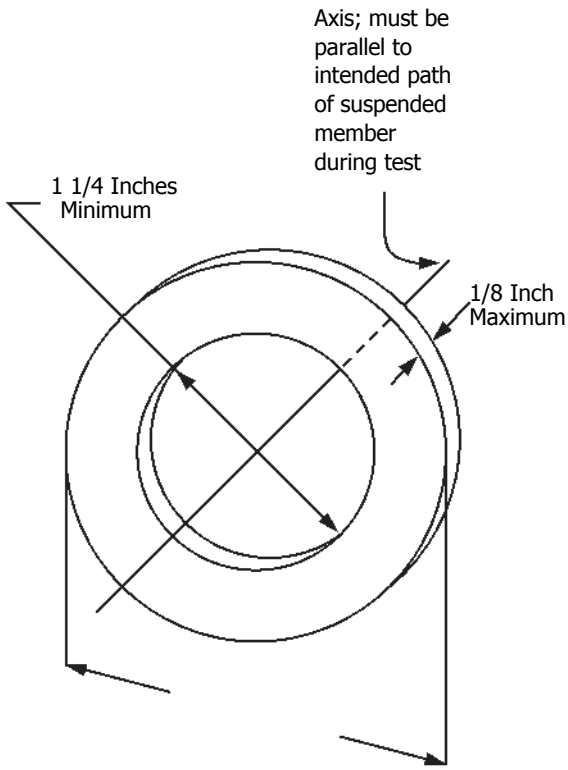


Figure 6. Protrusion Test



9.3 Protrusions on Suspended Members of Swing Assemblies

Because protrusions on swings can be extremely hazardous, given the potential for impact incidents, a special test gauge (see Figure 7) and procedure are recommended. No bolts or components in the potential impact region on suspended members should protrude through the hole beyond the face of the specified gauge, when tested in accordance with the following method.

Conduct the test with the suspended member in its rest position. Place the gauge over any protrusion on the front or rear surface of the suspended member such that the axis of the hole in the gauge is parallel to both the intended path of the suspended member and a horizontal plane. Visually determine if the protrusion penetrates through the hole and beyond the face of the gauge.

9.4 Protrusions that Project Upwards and Protrusions on Slides

To minimize the likelihood of clothing entanglement, protrusions that fit within any one of the three gauges shown in Figure 5 and also have a major axis that projects upwards from a horizontal plane should not have projections perpendicular to the plane of the surrounding surface that are greater than 1/8 inch (see Figure 8). This recommendation also applies to protrusions on slides no matter what their orientation if the protrusions fall within the area depicted in Figure 9. NOTE: The underside of a slide chute is not subject to the protrusion recommendation in this section but is subject to the general recommendations for protrusions in Section 9.2. For a slide chute with a circular cross section, the portion of the underside not subject to the protrusion recommendation in this section is shown in Figure 19.

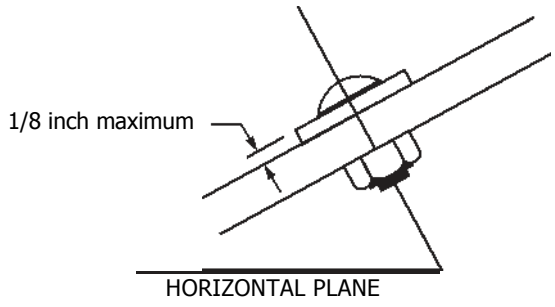


Figure 8. Upwards Facing Protrusion

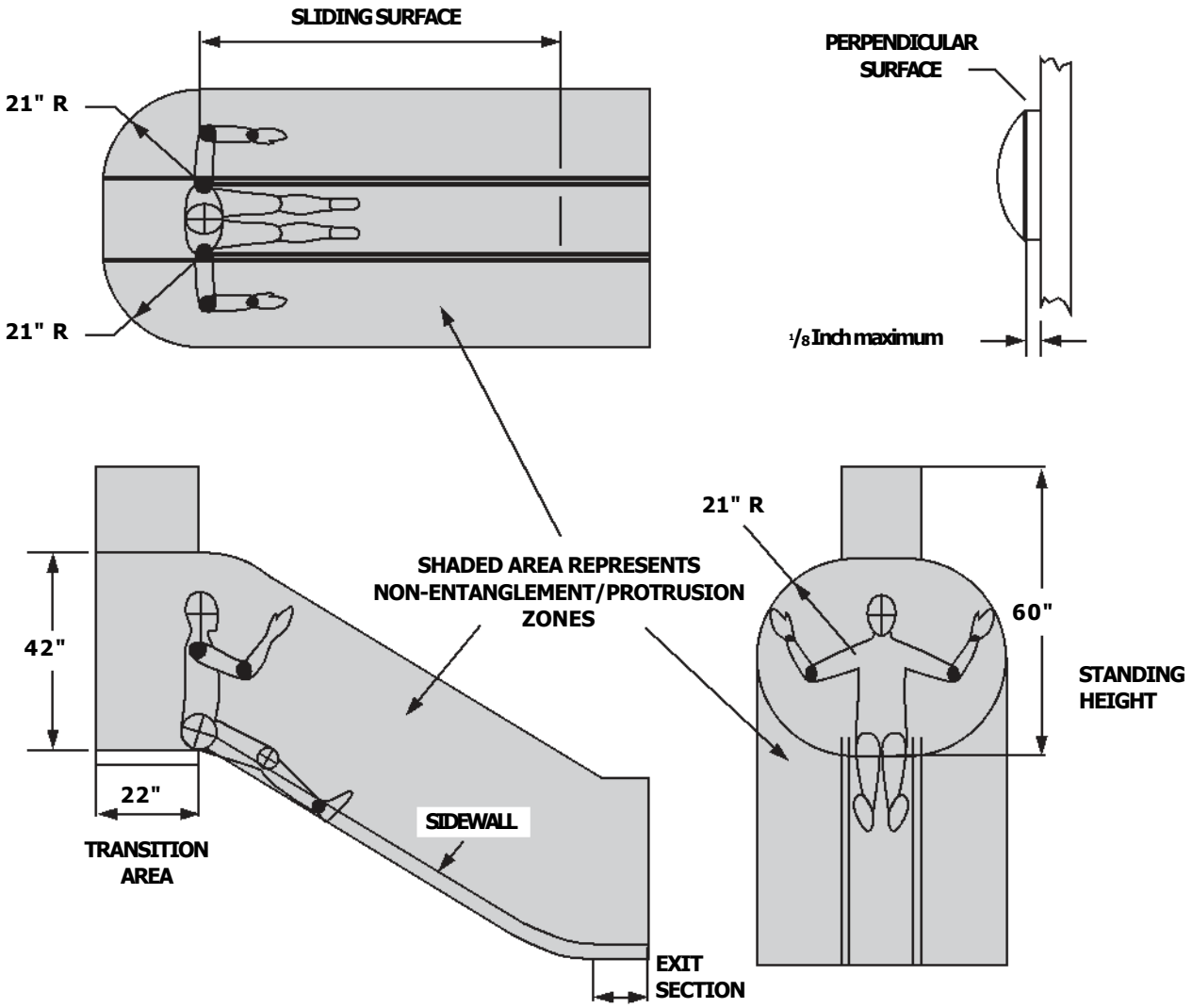


Figure 9. Area on Slides Subject to Protrusion Recommendations in Section 9.4

9.5 Pinch, Crush, and Shearing Points

There should be no accessible pinch, crush, or shearing points on playground equipment that could injure children or catch their clothing. Such points can be caused by components moving relative to each other or to a fixed component when the equipment moves through its anticipated use cycle. To determine if there is a possible pinch, crush or shear point, consider the likelihood of entrapping a body part and the configuration and closing force of the components. Additional information on pinch, crush, and shear points is provided in the recommendations addressing specific pieces of equipment in Section 9.

9.6 Entrapment

9.6.1 Head Entrapment

A component or a group of components should not form openings that could trap a child's head. A child's head may become entrapped if the child enters an opening either feet first or head first. Head entrapment by head-first entry generally occurs when children place their heads through an opening in one orientation, turn their heads to a different orientation, then are unable to withdraw from the opening. Head entrapment by feet-first entry involves children who generally sit or lie down and slide their feet into an opening that is large enough

to permit passage of their bodies but is not large enough to permit passage of their heads.

Generally, an opening presents an entrapment hazard if the distance between any interior opposing surfaces is greater than 3.5 inches and less than 9 inches. When one dimension of an opening is within this range, all dimensions of the opening should be considered together to evaluate the possibility of entrapment. This recommendation applies to all completely-bounded openings (see Figure B-1 in Appendix B) except where the ground serves as an opening's lower boundary. Further, it applies to all openings regardless of their height above the ground (see Figure B-1). Even openings that are low enough for children's feet to touch the ground can present a risk of strangulation for an entrapped child, because younger children may not have the necessary cognitive ability or motor skills to extricate their heads especially if scared or panicked.

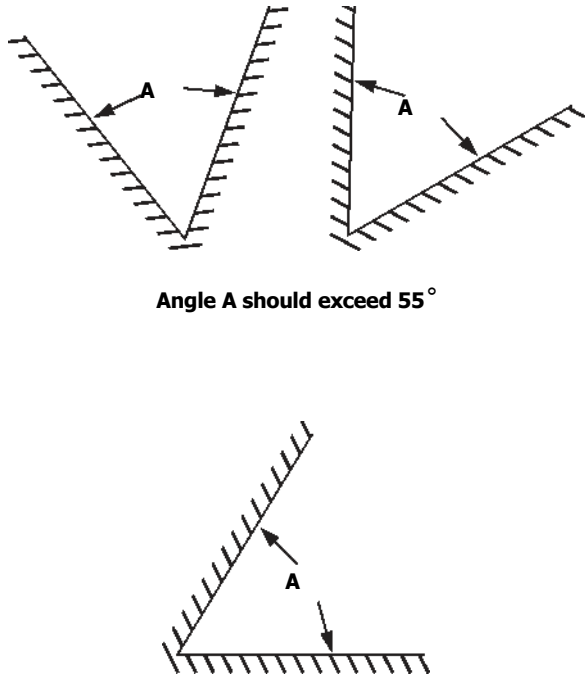
To determine whether an opening is hazardous, use the recommended test fixtures, test methods and performance recommendations described in Appendix B. These recommendations apply to all playground equipment for both preschool-age and school-age children. Fixed equipment as well as moving equipment (in its stationary position) should be tested for entrapment hazards. There are two special cases for which separate procedures are given: completely bounded openings where depth of penetration is a critical issue (see Section B5), and openings formed by non-rigid climbing components (see Section B6).

9.6.2 Angles

The angle of any vertex formed by adjacent components should be greater than 55 degrees, unless the lower leg is horizontal or projects downwards (see Figure 10). An exception to this recommendation can be made if a rigid shield is attached to the vertex between adjacent components and the shield is of sufficient size to prevent a 9 inch diameter circular template from simultaneously touching components on either side of the vertex (see Figure 11).

9.7 Tripping Hazards

All anchoring devices for playground equipment, such as concrete footings or horizontal bars at the bottom of flexible climbers, should be installed below ground level,



Angle A should exceed 55°

Angle A is not subject to the greater than 55° recommendation if one leg of the vee is horizontal or slopes downward from the apex

Figure 10. Recommendations for Angles

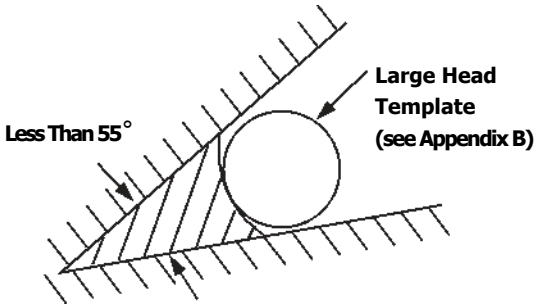


Figure 11. Shield for Angle Less than 55°

beneath the base of the protective surfacing material, to eliminate the hazard of tripping. This will also prevent children who may fall from sustaining additional injuries due to exposed footings.

Low retaining walls are commonly used to help contain loose surfacing materials. In order to minimize trip hazards, retaining walls should be highly visible and any

change of elevation should be obvious. The use of bright colors can contribute to better visibility.

9.8 Suspended Hazards

Cables, wires, ropes, or similar flexible components suspended between play units or from the ground to a play unit within 45 degrees of horizontal should not be located in areas of high traffic because they may cause injuries to a running child. It is recommended that these suspended members be either brightly colored or contrast with surrounding equipment to add to their visibility. This recommendation does not apply to suspended members that are located 7 feet or more above the playground surface.

10. STAIRWAYS, LADDERS AND HANDRAILS

10.1 General

Access to playground equipment can take many forms, such as conventional ramps, stairways with steps, and ladders with steps or rungs. Access may also be by means of climbing components, such as climbing nets, arch climbers, and tire climbers (see Figure 12). Such climbing components are generally intended to be more challenging than stairways and stepladders, and so require better balance and coordination of the children. Rung ladders are generally considered to present a level of challenge intermediate between stairways or stepladders and climbing components.

Rung ladders and climbing components such as climbing nets, arch climbers, and tire climbers, should not be used as the sole means of access to equipment intended for preschool-age children.

Platforms over 6 feet in height (with the exception of free-standing slides) should provide an intermediate standing surface where a decision can be made to halt the ascent and to pursue an alternative means of descent.

10.2 Stairways and Ladders

Stairways, stepladders, and rung ladders are distinguished by the range of slopes permitted for each of these types of access. However, in all cases the steps or rungs should be evenly spaced, including the spacing between the top step or rung and the surface of the platform. Table 2 contains recommended dimensions for:

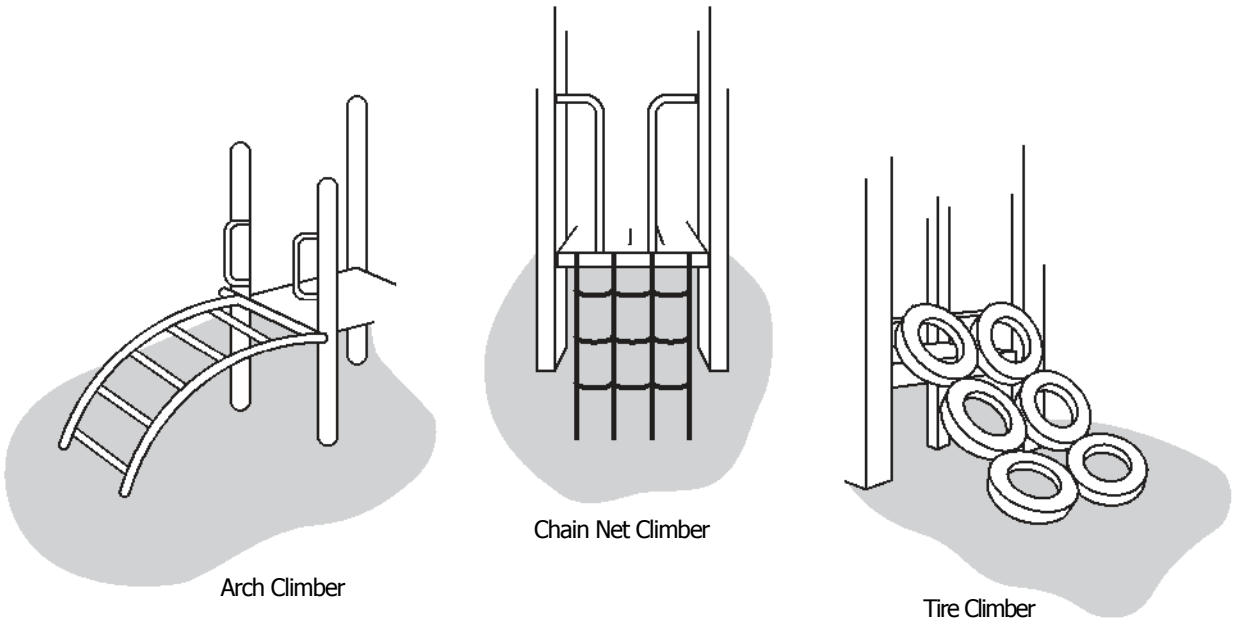


Figure 12. Examples of More Challenging Modes of Access

TABLE 2

Recommended Dimensions for Access Slope, Tread or Rung Width, Tread Depth, Rung Diameter, and Vertical Rise for Rung Ladders, Stepladders, Stairways, and Ramps.

Type of Access	Age of Intended User	
	2-5 Years	5-12 Years
Rung Ladders		
Slope	75°–90°	75°–90°
Rung Width	12"	16"
Vertical rise (tread to tread)	12"**	12"**
Rung Diameter	0.95"–1.55"	0.95"–1.55"
Stepladders		
Slope	50°–75°	50°–75°
Tread Width – Single File	12"–21"	16"
– Two-Abreast	*	36"
Tread Depth – Open Riser	7"	3"
– Closed Riser	7"	6"
Vertical Rise (tread to tread)	< 9"**	≤ 12"**
Stairways		
Slope	35°	35°
Tread Width – Single File	12"	16"
– Two-Abreast	30"	36"
Tread Depth – Open Riser	7"	8"
– Closed Riser	7"	8"
Vertical Rise (tread to tread)	< 9"**	≤ 12"**
Ramps (not intended for access by the disabled)* **		
Slope (vertical:horizontal)	1:8	1:8
Width – Single File	12"	16"
– Two-Abreast	30"	36"

* Not recommended for preschool-age children

** Entrapment provisions apply

*** For information on requirements for access to playground equipment by disabled children contact the U.S. Architectural and Transportation Barriers Compliance Board [**11**].

Note: ≥ means equal to or greater than and ≤ means equal to or less than

access slope, tread or rung width, tread depth, rung diameter, and vertical rise for rung ladders, stepladders, and stairways. Table 2 also contains slope and width recommendations for ramps. However, these recommendations are not intended to address ramps designed for access by wheelchairs.

Openings between steps or rungs and between the top step or rung and underside of a platform should prevent the possibility of entrapment. Risers on stairways and stepladders should be closed if the distance between opposing interior surfaces of consecutive steps is between 3.5 and 9 inches (see Section 9.6). Since the design of rung ladders does not permit risers to be closed, the space between rungs should not be between 3.5 and 9 inches.

When risers are closed, treads of stairways and ladders should prevent the accumulation of sand, water, or other materials on or between steps.

10.2.1 Rungs and Other Handgripping Components

Whereas the steps of stairways and stepladders are used only for foot support, the rungs of rung ladders are used for both foot support and for hand support by a climbing child since rung ladders generally do not have handrails.

Rungs are generally round in cross section and should have a diameter or maximum cross sectional dimension between 0.95 and 1.55 inches. Other components intended to be grasped by the hands such as the bars of climbers should also have a diameter or maximum cross sectional dimension between 0.95 and 1.55 inches.

To benefit the weakest child in each age group, a diameter of 1.25 inches is preferred. All rungs should be secured in a manner that prevents them from turning.

10.3 Handrails

Handrails on stairways and stepladders are intended to provide hand support and to steady the user. Continuous handrails extending over the full length of the access should be provided on both sides of all stairways and stepladders, regardless of the height of the access. Rung ladders do not require handrails since rungs or side supports provide hand support on these more steeply inclined accesses.

10.3.1 Handrail Height

Handrails should be available for use at the appropriate height, beginning with the first step. The vertical distance between the top front edge of a step (tread nosing) and

the top surface of the handrail above it should be as follows:

- Preschool-Age Children: between 22 and 26 inches.
- School-Age Children: between 22 and 38 inches.

10.3.2 Handrail Diameter

The diameter or maximum cross-sectional dimension of handrails should be between 0.95 and 1.55 inches. To benefit the weakest child in each age group, a diameter of 1.25 inches is preferred.

10.4 Transition from Access to Platform

On any transition from an access mode to a platform, handrails or handholds should be adequate to provide support until the child has fully achieved the desired posture on the platform. Any opening between a handrail and an adjacent vertical structure (e.g., vertical support post for a platform or vertical slat of a protective barrier) should not pose an entrapment hazard (see Section 9.6).

On accesses that do not have handrails, such as rung ladders, flexible climbers, arch climbers, and tire climbers, hand support should provide for the transition between the top of the access and the platform. Options include vertical handrails and loop handgrips extending over the top of the access.

11. PLATFORMS, GUARDRAILS AND PROTECTIVE BARRIERS

11.1 Design Considerations

Platforms should be within ±2° of a horizontal plane and openings should be provided to allow for drainage.

11.2 Guardrails and Protective Barriers

Either guardrails or protective barriers may be used to prevent inadvertent or unintentional falls off elevated platforms. Protective barriers, however, to provide greater protection, should be designed to prevent intentional attempts by children seeking to defeat the barrier either by climbing over or through the barrier.

For example, guardrails may have a horizontal top rail with infill consisting of vertical bars having openings that are greater than 9 inches. Such openings would not present an entrapment hazard but would not prevent a child from climbing through the openings. A protective barrier should prevent passage of a child during deliberate attempts to defeat the barrier. Any openings between uprights or between the platform surface and lower edge of a protective barrier should prevent passage of the small torso template (see Figure B-3 in Appendix B).

11.3 Minimum Elevation Requiring Guardrails and Protective Barriers

Guardrails or protective barriers should be provided on platforms, walkways, landings, and transitional surfaces in accordance with the following minimum elevation recommendations.

Preschool-Age Children: Since younger children have poorer coordination and balance and are more vulnerable to injury than school-age children, guardrails or protective barriers are warranted at lower elevations. An elevated surface that is more than 20 inches above the protective surfacing should have a guardrail or protective barrier to prevent falls. Guardrails are acceptable for platforms over 20 inches but not over 30 inches high, but a full protective barrier may be preferable for this age group since it affords a greater degree of protection from falls. Protective barriers should always be used for platforms that are over 30 inches above the protective **surfacing.**

School-Age Children: An elevated surface that is more than 30 inches above the protective surfacing should have a guardrail or protective barrier to prevent falls. For platforms over 30 inches but not over 48 inches high, guardrails are acceptable, although a full protective barrier always provides greater protection. Platforms that are over 48 inches above the protective surfacing should always have a protective barrier.

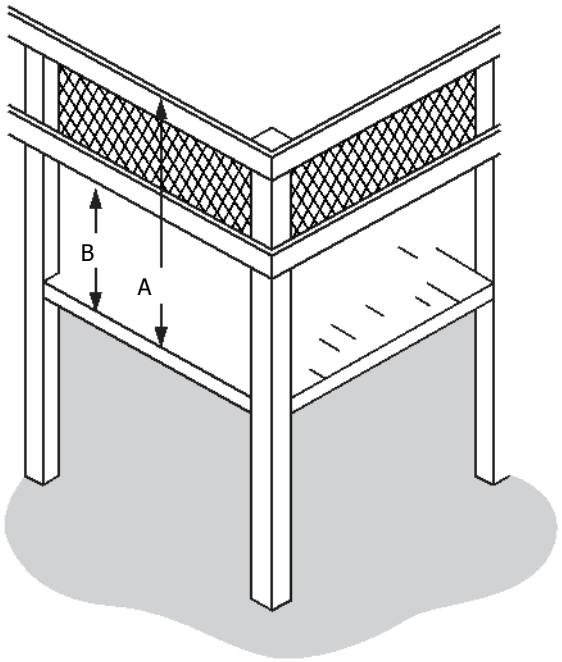
An elevated surface is exempt from these recommendations if a guardrail or protective barrier would interfere with the intended use of the equipment; this includes most climbing equipment, and platforms that are layered so that the fall height does not exceed 20 inches on equipment intended for preschool-age children or 30 inches on equipment intended for school-age children.

11.4 Minimum Height of Guardrails

The minimum height should prevent the largest child from inadvertently falling over the guardrail. In addition, the guardrail should extend low enough to prevent the smallest child from inadvertently stepping under it (see Figure 13).

Preschool-Age Children: the top surface of guardrails should be at least 29 inches high and the lower edge should be no more than 23 inches above the platform.

School-Age Children: the top surface of guardrails should be at least 38 inches high and the lower edge should be no more than 28 inches above the platform.



A = 38" minimum for school-age children
29" minimum for preschool-age children

B = 28" maximum for school-age children
23" maximum for preschool-age children

Note: Guardrails should be designed to prevent inadvertent or unintentional falls off the platform, to discourage climbing on the barrier, to prevent the possibility of entrapment, and to aid supervision. Refer to text for detailed recommendations regarding infill.

Figure 13. Guardrails on Elevated Platforms

11.5 Minimum Height of Protective Barriers

The minimum height should prevent the largest child from inadvertently falling over the protective barrier. In addition, because the protective barrier should not permit children to climb through or under it, openings in the barrier should preclude passage of the small torso template (see Section 9.6).

Preschool-Age Children: the top surface of protective barriers should be at least 29 inches high. Vertical infill for protective barriers may be preferable for younger children because the vertical components can be grasped at whatever height a child chooses as a handhold.

School-Age Children: the top surface of protective barriers should be at least 38 inches high.

11.6 Other Design Considerations for Guardrails and Protective Barriers

Guardrails or protective barriers should completely surround an elevated platform except for entrance and exit openings necessary to access a play event.

Both guardrails and protective barriers should be designed to prevent inadvertent or unintentional falls off the platform, preclude the possibility of entrapment, and facilitate supervision. Horizontal cross-pieces should not be used as infill for the space below the top rail because they provide footholds for climbing. When solid panels are used as infill, it is recommended that there be some transparent areas to facilitate supervision and to permit viewing from the platform. To prevent head entrapment, guardrails should conform to the entrapment recommendations in Section 9.6.

11.7 Stepped Platforms

On some composite structures, platforms are layered or tiered, so that a child may fall onto a lower platform rather than the ground surface.

Unless there is an alternate means of access/egress, the maximum difference in height between stepped platforms should be:

- Preschool-Age Children: 12 inches.
- School-Age Children: 18 inches.

The space between the stepped platforms should follow the recommendations for entrapment in enclosed openings in Section 9.6. If the space exceeds 9 inches and the height of the lower platform above the protective surfacing exceeds 30 inches for preschool equipment or 48 inches for school-age equipment, infill should be used to reduce the space to less than 3.5 inches.

12. MAJOR TYPES OF PLAYGROUND EQUIPMENT

12.1 Climbing Equipment

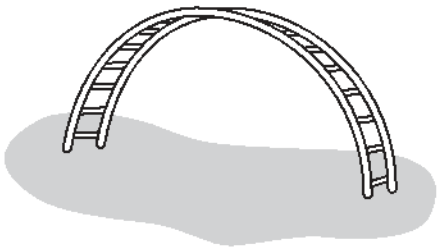
12.1.1 General

The term climbers refers to a wide variety of equipment, including arch climbers, sliding poles, chain or net climbers, upper body equipment (overhead horizontal ladders, overhead rings), dome climbers, parallel bars, balance beams, cable walks, suspension bridges, and spiral climbers, as well as composite structures with linked platforms (see Figure 14 for examples). Climbing equipment is generally designed to present a greater degree of physical challenge than other equipment on public playgrounds.

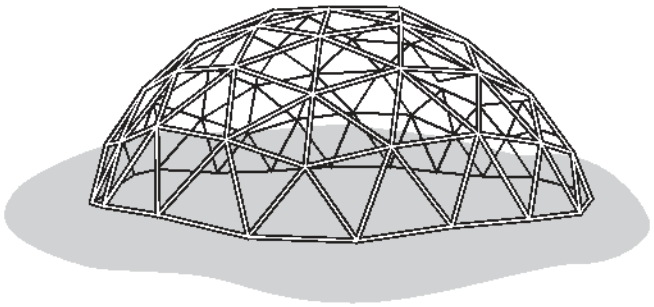
Older children tend to use climbing equipment more frequently and proficiently than younger ones. Because very young children have not yet developed some of the physical skills necessary for certain climbing activities (including balance, coordination, and upper body strength), they may have difficulty using more challenging climbing components such as rung ladders, non-rigid climbers, arch climbers, and upper body devices.

12.1.2 Design Considerations

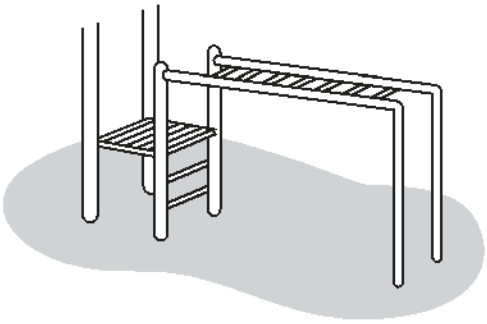
Since the more challenging modes of access discussed in Section 10 are also intended to be used as climbing



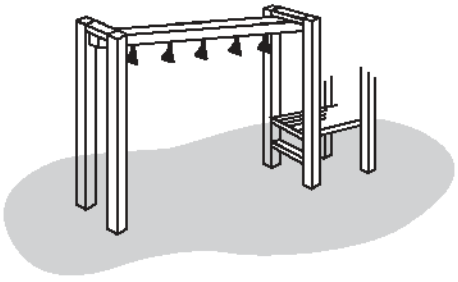
Simple Arch Climber



Geodesic Dome Climber



*Overhead Horizontal Ladder



*Overhead Hanging Rings

*Note: This design shows how upper body equipment is typically integrated with multi-use equipment

Figure 14. Typical Climbing Equipment

devices, the recommendations for the size of hand-gripping components and stepped platforms covered in that section are applicable to climbing equipment.

Climbers should not have climbing bars or other structural components in the interior of the structure onto which a child may fall from a height of greater than 18 inches.

Climbing equipment should allow children to descend as easily as they ascend. One way of implementing this recommendation is to provide an easier, alternate means of descent, such as another mode of egress, platform, or piece of equipment. For example, a stairway can be added to provide a less challenging mode of descent than a vertical rung ladder or flexible climbing device. The levels of challenge that characterize different types of access are discussed in Section 10.

Preschool-Age Children: Offering an easy way out is particularly important on climbing devices intended for preschoolers, since their ability to descend climbing components emerges later than their ability to climb up the same components.

12.1.3 Climbers With Non-Rigid Components

Net and chain climbers use a flexible grid of ropes or chains for climbing. Tire climbers are also described as flexible climbers. These may have the tires secured tread-to-tread in the form of a sloping grid or the tires may be suspended individually by chains or other means to provide access to an elevated platform. Since net, chain, and tire climbers have flexible components that do not provide a steady means of support, they require more advanced balance abilities than conventional ladders.

Flexible grid climbing devices which provide access to platforms should be securely anchored at both ends. When one end is connected to the ground, the anchoring devices should be installed below ground level, beneath the base of the protective surfacing material.

Connections between ropes, cables, or chains within the climbing grid or between tires should be securely fixed. Spacing between the horizontal and vertical components of a climbing grid should satisfy all entrapment criteria (see Section 9.6).

Flexible grid climbing devices are not recommended as the sole means of access to equipment intended for preschool-age children.

12.1.4 Arch Climbers

Arch climbers consist of metal or wood rungs attached to convex side supports. They may be free standing (see Figure 14) or be provided as a more challenging means of access to other equipment (see Figure 12). Because of this extra challenge, they should not be used as the sole means of access to other equipment. A less challenging option will ensure that children use the arch climber because they are willing to assume the challenge and not because they are forced to use it. Free standing arch climbers are not recommended for preschool-age children.

The rung diameter and spacing of rungs on arch climbers should follow the recommendations for rung ladders in Table 2.

12.1.5 Horizontal Ladders and Overhead Rings

Four-year-olds are generally the youngest children capable of using upper body devices such as these. The recommendations below are designed to accommodate children 4 through 12 years of age.
The space between adjacent rungs of overhead ladders should be greater than 9 inches to satisfy the entrapment recommendations (see Section 9.6). The center-to-center spacing of horizontal ladder rungs should be as follows:

- Preschool-Age Children: no more than 12 inches.
- School-Age Children: no more than 15 inches.

This recommendation does not apply to the spacing of overhead rings because, during use, the gripped ring swings through an arc and reduces the distance to the gripping surface of the next ring.

Horizontal ladders intended for preschool-age children should have rungs that are parallel to one another and evenly spaced.

The first handhold on either end of upper body equip-ment should not be placed directly above the platform or climbing rung used for mount or dismount. This

minimizes the risk of children impacting rigid access structures if they fall from the first handhold during mount or dismount.

The maximum height of upper body equipment measured from the center of the grasping device to the protective surfacing should be:

- Preschool-Age Children: 60 inches.
- School-Age Children: 84 inches.

If overhead swinging rings are suspended by chains, the maximum length of the chains should be 12 inches.

12.1.6 Sliding Poles

Vertical sliding poles are designed to be more challenging than some other types of climbing equipment. They are not recommended for preschool-age children who may lack the upper body strength and coordination to successfully slide down the pole. Furthermore, once younger children have grasped the pole, they would be forced to slide down it since there is no alternative option.

Sliding poles should be continuous with no protruding welds or seams along the sliding surface and the pole should not change direction along the sliding portion.

The horizontal distance between a sliding pole and the edge of the platform or other structure used for access to the sliding pole should be at least 18 inches. This minimum distance applies to all points down the sliding pole.

No point on the sliding pole at or above the level of the access structure, where a child is likely to reach for the pole, should be more than 20 inches away from the edge of the access structure.

The pole should extend at least 60 inches above the level of the platform or other structure used for access to the sliding pole.

The diameter of sliding poles should be no greater than 1.9 inches.

Sliding poles and their access structures should be located so that traffic from other events will not interfere with the users during descent.

12.1.7 Climbing Ropes

A climbing rope should be secured at both ends and not be capable of being looped back on itself creating a loop with an inside perimeter greater than 5 inches.

12.1.8 Balance Beams

To avoid injuries during falls, balance beams should be no higher than:

- Preschool-Age Children: 12 inches.
- School-Age Children: 16 inches.

12.1.9 Layout of Climbing Components

When climbing components are part of a composite structure, their level of challenge and mode of use should be compatible with the traffic flow from adjacent components.

Upper body devices should be placed so that the swinging movement generated by children on this equipment cannot interfere with the movement of children on adjacent structures, particularly other children descending on slides.

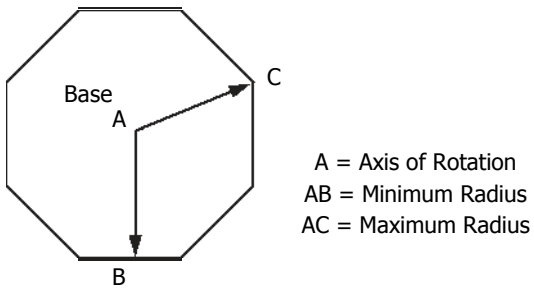
The design of adjacent play structures should not facilitate climbing to the top support bars of upper body equipment.

12.2 Merry-Go-Rounds

Merry-go-rounds are the most common type of rotating equipment found on public playgrounds. Children usually sit or stand on the platform while other children or adults push the merry-go-round to make it rotate. In addition, children often get on and off the merry-go-round while it is in motion.

Merry-go-rounds may present a physical hazard to preschool-age children who have little or no control over such products once they are in motion. Therefore, children in this age group should always be supervised when using merry-go-rounds. Following are recommendations for merry-go-rounds:

The rotating platform should be continuous and approximately circular. The difference between the minimum and maximum radii of a non-circular platform should not



The difference between dimensions AC and AB should not exceed 2.0 inches.

Figure 15. Minimum and Maximum Radii of Non-Circular Merry-Go-Round Platform

exceed 2.0 inches (see Figure 15). No components of the apparatus, including handgrips, should extend beyond the perimeter of the platform. The underside of the perimeter of the platform should be no less than 9 inches above the level of the protective surfacing.

Children should be provided with a secure means of holding on. Where handgrips are provided, they should conform to the general recommendations for hand-gripping components in Section 10.2.1.

There should not be any accessible shearing or crushing mechanisms in the undercarriage of the equipment. The rotating platform of a merry-go-round should not have any sharp edges. The surface of the platform should be continuous with no openings between the axis and the periphery that permit a rod having a diameter of 5/16 inch to penetrate completely through the surface.

A means should be provided to limit the peripheral speed of rotation to a maximum of 13 ft/sec.

Merry-go-round platforms should not be provided with an oscillatory (up and down) motion.

12.3 Seesaws

The typical seesaw (also known as a "teeter totter") consists of a board or pole supported at the center by a fulcrum and having a seat at each end (see Figure 16). Seesaw use is quite complex because it requires two children to cooperate and combine their actions.

Younger children do not generally have the skills required to effectively use fulcrum seesaws. Therefore, seesaws are not recommended for preschool-age children unless they are equipped with a spring centering device to prevent abrupt contact with the ground should one child elect to dismount.

There is a trend to replace fulcrum seesaws on public playgrounds with spring-centered seesaws which have the advantage of not requiring two children to coordinate their actions in order to play safely (see discussion of Spring Rocking Equipment in Section 12.5).

The fulcrum of fulcrum seesaws should not present a pinch or crush hazard.

Partial car tires, or some other shock-absorbing material, should be embedded in the ground underneath the seats of fulcrum seesaws, or secured on the underside of the seats. This will help prevent limbs from being crushed between the seat and the ground, as well as cushion the impact. Fulcrum see-saws may also be equipped with a spring centering mechanism to minimize the risk of injury due to impact with the ground.

Handholds should be provided at each seating position for gripping with both hands and should not turn when grasped. Handholds should not protrude beyond the sides of the seat. Footrests should not be provided on fulcrum see-saws unless they are equipped with a spring centering mechanism to minimize the likelihood of impact with the ground.

Fulcrum seesaws should be constructed so that the maximum attainable angle between a line connecting the seats and the horizontal is 25°.

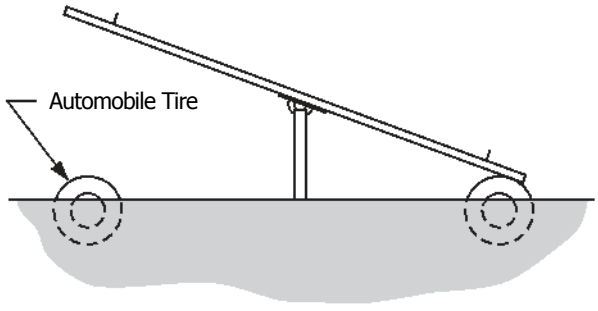


Figure 16. Typical Fulcrum Seesaw

12.4 Slides

12.4.1 General

Although children under 6 years of age may be more likely to play on slides, older children will still use slides depending on their availability relative to other types of equipment. Children can be expected to descend slide chutes in many different positions, rather than always sitting and facing forward as they slide. They will slide down facing backward, on their knees, lying on their backs, head first, and will walk both up and down the chute. Younger children in particular often slide down on their stomachs, either head or feet first.

Slides may provide a straight, wavy, or spiral descent either by means of a tube or an open slide chute. They may be either free-standing (see Figure 17), part of a composite structure, or built on the grade of a natural or man-made slope (embankment slide). The recommendations in this section do not apply to water slides or swimming pool slides.

12.4.2 Slide Access

With the exception of embankment slides, access to a slide may be by means of a ladder with rungs or steps, a stairway with steps, or the slide may be a component of a composite play structure to which access is provided by other means. Whatever means of access is provided to a slide, it should conform to the guidelines specified in the general discussion of access to all playground equipment (see Section 10).

12.4.3 Slide Platform

All slides should be provided with a platform with sufficient length to facilitate the transition from standing to sitting at the top of the inclined sliding surface. The length of the platform will usually not be an issue when the slide is attached to the deck of a composite structure, because decks are generally at least 3 feet square. However, in the case of a free-standing slide, it is recommended that the platform have a minimum length of at least 22 inches.

The platform should be horizontal and have a width at least equal to the width of the slide.

Guardrails or protective barriers should surround a slide platform and should conform to the guidelines specified in the general discussion of platforms (see Section 11).

Slides should not have any spaces or gaps between the platform and the start of the slide chute.

With the exception of tube slides, handholds should be provided at the entrance to all slides to facilitate the

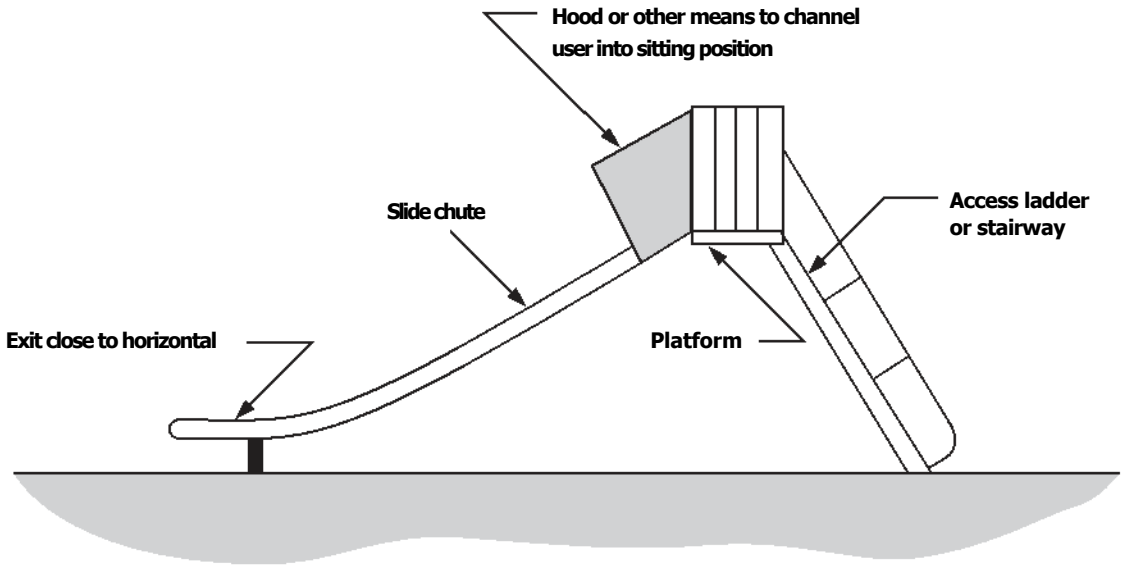


Figure 17. Typical Free-Standing Straight Slide

transition from standing to sitting and decrease the risk of falls. These should extend high enough to provide hand support for the largest child in a standing position, and low enough to provide hand support for the smallest child in a sitting position.

At the entrance to the chute there should be a means to channel a user into a sitting position. This may be a guardrail, a hood, or other device. Whatever means is provided, it should be of a design that does not encourage climbing.

12.4.4 Sliding Section of Straight Slides

It is recommended that the average incline of a slide chute be no more than 30 degrees. This can be measured by determining that the height to length ratio (as shown in Figure 18) does not exceed 0.577. No span on the slide chute should have a slope greater than 50 degrees.

Straight slides with flat open chutes should have sides with a 4 inch minimum height extending along both sides of the chute for the entire length of the inclined sliding surface.

The sides should be an integral part of the chute, without any gaps between the sides and the sliding surface. [Note: Roller slides are excluded from this recommendation.]

Slides may have an open chute with a circular, semicircular or curved cross section provided that:

a. the vertical height of the sides is no less than 4 inches when measured at right angles to a horizontal line that is 12 inches long when the slide is intended for preschool-age children and 16 inches long when the slide is intended for school-age children (seeFigure 19);

or

b. the vertical height of the sides is no less than 4 inches minus two times the width of the slide chute divided by the radius of the slide chute curvature (see Figure 20).

Metal slides should be placed in shaded areas to prevent burns caused by direct sun on the slide chute.

12.4.5 Exit region

All slides should have an exit region to help children maintain their balance and facilitate a smooth transition from sitting to standing when exiting.

The exit region should be essentially horizontal and parallel to the ground and have a minimum length of 11 inches.

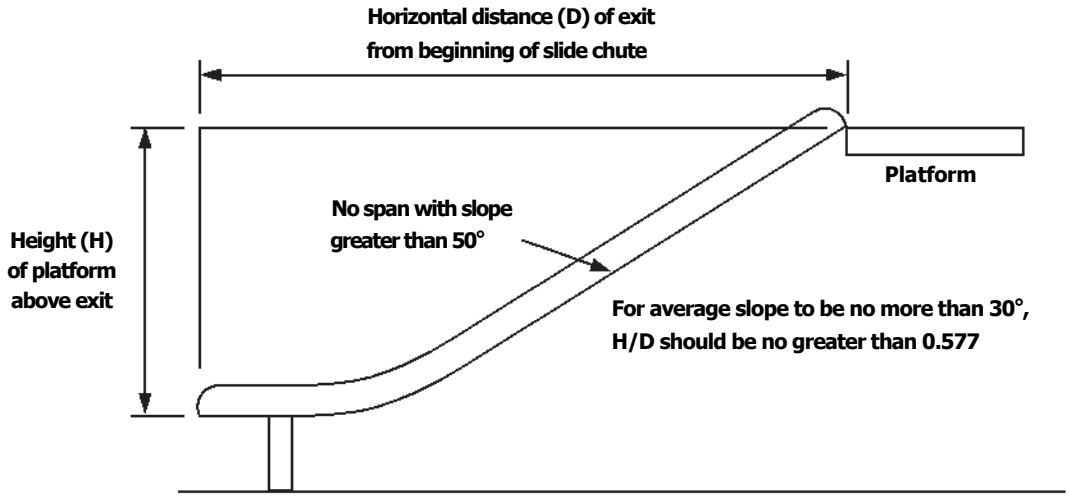


Figure 18. Slide Slope

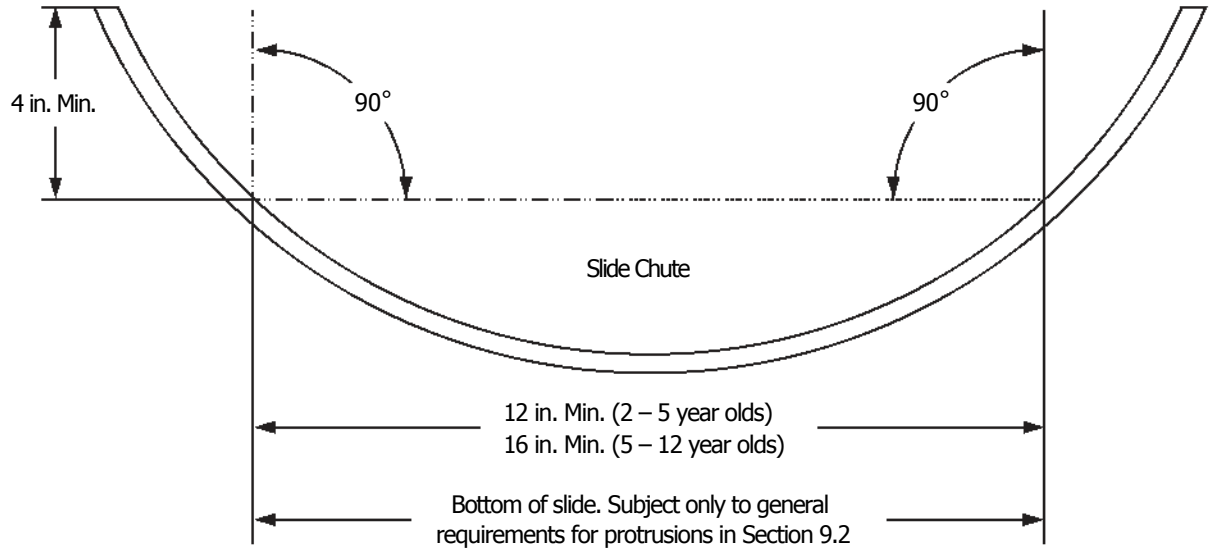
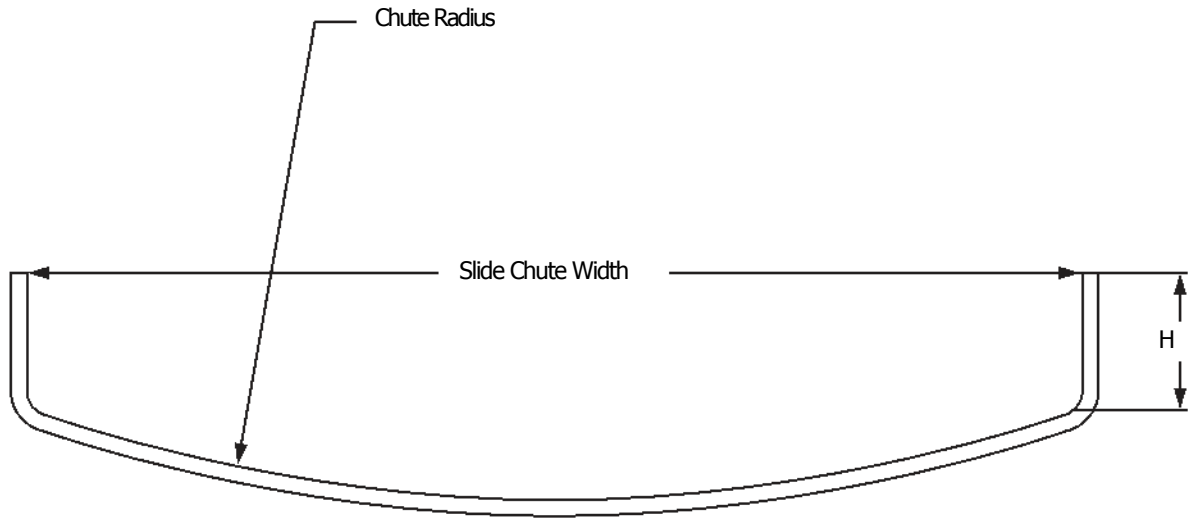


Figure 19. Minimum Side Height for Slide with Circular Cross Section



$$H = 4 - \frac{2 \times \text{Slide Chute Width}}{\text{Slide Chute Radius}}$$

Figure 20. Formula for Minimum Vertical Side Height for Slide with Curved Chute

For slides that are no more than 4 feet in height, the height of the exit region should be no more than 11 inches from the protective surfacing.

For slides that are over 4 feet in height, the exit region should be at least 7 inches but not more than 15 inches above the protective surfacing.

Slide exit edges should be rounded or curved, to prevent lacerations or other injuries which could result from impact with a sharp or straight edge.

All slide exits should be located in uncongested areas of the playground.

12.4.6 Embankment Slides

The slide chute of an embankment slide should have a maximum height of 12 inches above the underlying ground surface. Such a design basically eliminates the hazard of falls from height. Embankment slides should follow all of the recommendations given for straight slides, where applicable, e.g., side height, slope, use zone at exit, etc. It is important that some means be provided at the slide chute entrance to minimize the use of these slides by children on skates, skateboards or bicycles.

12.4.7 Spiral Slides

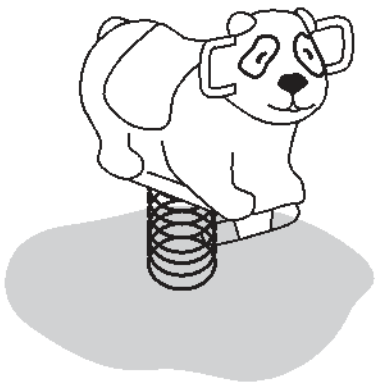
It is recommended that spiral slides follow the recommendations for straight slides (where applicable), with special attention given to design features which may present problems unique to spiral slides, such as lateral discharge of the user.

Preschool-Age Children: Because these children have less ability to maintain balance and postural control, only short spiral slides, one turn (360°) or less, are recommended for this age group.

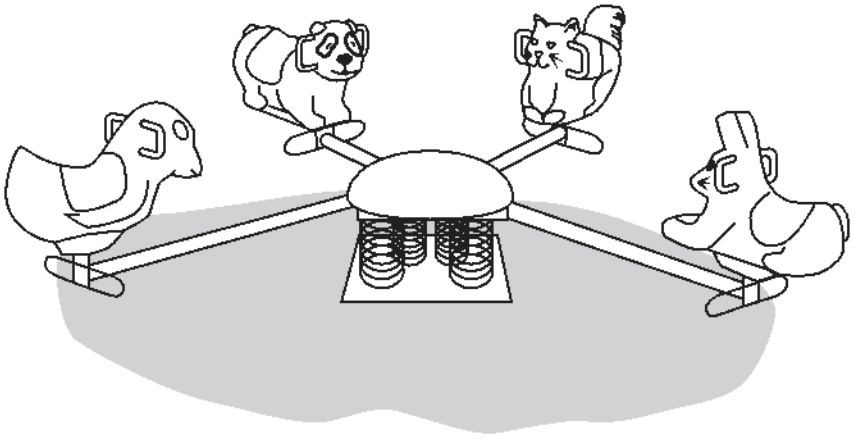
12.4.8 Tube Slides

Tube slides should meet all the applicable recommendations for other slides.

Barriers should be provided or surfaces textured to prevent sliding on the top (outside) of the tube.



Animal Spring Rocker



4-Way Spring-Centered Seesaw

Figure 21. Examples of Spring Rockers

The minimum internal diameter of the tube should be no less than 23 inches.

It should be noted that children using tube slides may not be visible to a supervisor. Consideration should be given to extra supervision on playgrounds having tube slides or to having transparent tube sections for observation and supervision.

12.4.9 Roller Slides

Roller slides should meet applicable recommendations for slides in Section 12.4.

The space between adjacent rollers and between the ends of the rollers and the stationary structure should be less than 3/16 inch.

Frequent inspections are recommended to insure that there are no missing rollers or broken bearings.

12.5 Spring Rockers

Preschool-age children enjoy the bouncing and rocking activities presented by this equipment, but older children may not find it challenging enough.

Examples of spring rockers are shown in Figure 21. Preschoolers are the primary users of such rocking equipment. Therefore, the recommendations in this section address only preschool-age children.

Seat design should not allow the rocker to be used by more than the intended number of users.

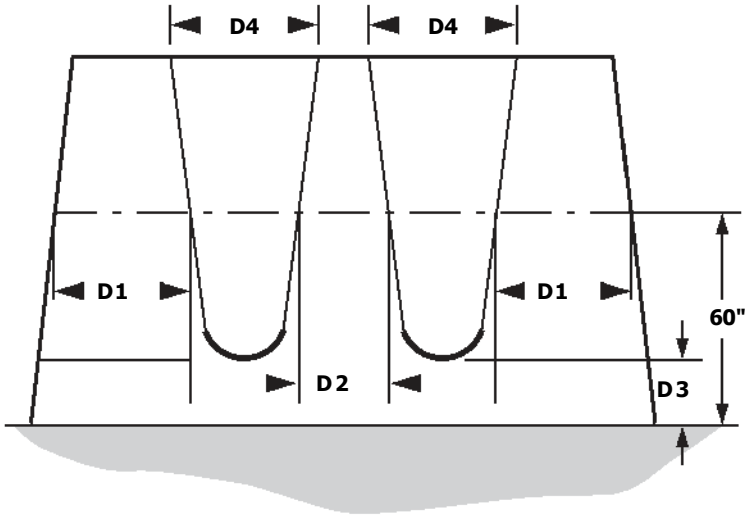
Each seating position should be equipped with handgrips and footrests. The diameter of handgrips should follow the recommendations for handgripping components in Section 10.

The springs of rocking equipment should minimize the possibility of children pinching their hands or their feet between coils or between the spring and a part of the rocker.

12.6 Swings 12.6.1 General

Children of all ages generally enjoy the sensations created while swinging. Most often, they sit on the swings, and it is common to see children jumping off swings. Younger children tend to also swing on their stomachs, and older children may stand on the seats.

Swings may be divided into two distinct types: single-axis of motion and multiple-axes of motion. A single-axis swing is intended to swing back-and-forth in a single



D1 = 30" Min.

D2 = 24" Min.

D3 = 12" Min. for Preschool-Age Children
16" Min. for School-Age Children
24" Min. for Tot Swings

D4 = 20" Min.

Figure 22. Minimum Clearances for Single-Axis Swings

plane and generally consists of a seat supported by at least two suspending members each of which is connected to a separate pivot on an overhead structure. A multiple-axis swing consists of a seat (generally a tire) suspended from a single pivot that permits it to swing in any direction. Hardware used to secure the suspending elements to the swing seat and to the supporting structure should not be removable without the use of tools. S-hooks are often part of a swing's suspension system, either attaching the suspending elements to the overhead support bar or to the swing seat. Open S-hooks can catch a child's clothing and present a strangulation hazard. S-hooks should be pinched closed. An S-hook is considered closed if there is no gap or space greater than 0.04 inches. It is appropriate to measure this gap with a feeler gauge but, in the absence of such a gauge, the gap should not admit a dime.

Swings should be suspended from support structures that discourage climbing. A-frame support structures should not have horizontal cross-bars.

Fiber ropes are not recommended as a means to suspend swings.

12.6.2 Single-Axis (To-Fro) Swings

To help prevent young children from inadvertently running into the path of moving swings, swing structures should be located away from other equipment or activities. Additional protection can be provided by means of a low barrier, such as a fence or hedge. Such barriers should not be an obstacle within the use zone of a swing structure or hamper supervision by blocking visibility.

The use zone to the front and rear of single-axis swings should never overlap the use zone of another piece of equipment.

To minimize the likelihood of children being struck by a moving swing, it is recommended that no more than two single-axis swings be hung in each bay of the supporting structure.

Attaching single-axis swings to composite structures is not recommended.

Swing seats should be designed to accommodate no more than one user at any time. To help reduce the severity of impact injuries, wood or metal swing seats are not recommended. Lightweight rubber or plastic swing seats are preferred. Edges of seats should have smoothly finished or rounded edges and should conform to the protrusion recommendations in Section 9.3.

The vertical distance from the underside of an occupied swing seat to the protective surfacing should be no less than 12 inches for swings intended for preschool-age children and no less than 16 inches for swings intended for school-age children. NOTE: If loose-fill material is used as a protective surfacing, the seat height recommendations should be determined after the material has been leveled.

To minimize collisions between swings or between a swing and the supporting structure, the clearances shown in Figure 22 are recommended. In addition, to reduce side-to-side motion, swing hangers should be spaced no less than 20 inches apart.

It is recommended that single-axis swings intended for preschool-age children have the pivot points no greater than 8 feet above the protective surfacing.

12.6.3 Tot Swings

These are single-axis swings intended for children under 4 years of age to use with adult assistance. The seats and suspension systems of these swings, including the related hardware, should follow all of the other criteria for conventional single axis swings.

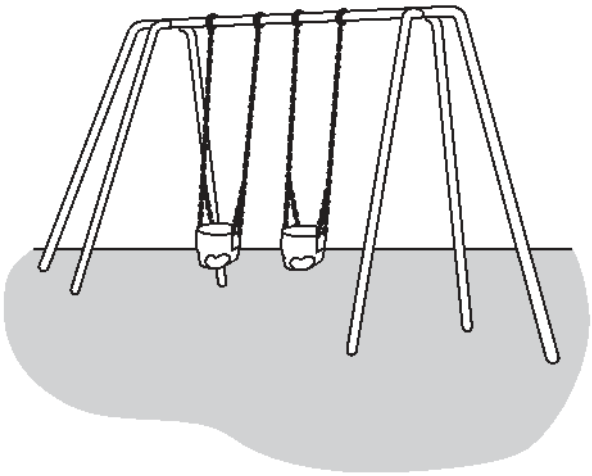


Figure 23. Example of Tot Swings

Full-bucket tot swing seats are recommended to provide support on all sides of a child (see Figure 23). It is important that such supports do not present a strangulation hazard. Openings in tot swing seats should conform to the entrapment criteria in Section 9.6. It is recommended that tot swings be suspended from structures which are separate from those for other swings, or at least suspended from a separate bay of the same structure.

The vertical distance from the underside of an occupied tot swing seat to the protective surfacing should be no less than 24 inches to minimize the likelihood that it will be used by unsupervised young children who may become stuck in the seat.

12.6.4 Multi-Axis Tire Swings

Tire swings are usually suspended in a horizontal orientation using three suspension chains or cables connected to a single swivel mechanism that permits both rotation and a swinging motion in any axis.

A multi-axis tire swing should not be suspended from a structure having other swings in the same bay. Attaching multi-axis swings to composite structures is not recommended.

To minimize the hazard of impact, heavy truck tires should be avoided. Further, if steel-belted radials are used, they should be closely examined to ensure that there are no exposed steel belts that could be a potential protrusion or laceration hazard. Plastic materials can be used as an alternative to simulate actual automobile tires. Drainage holes should be provided in the underside of the tire.

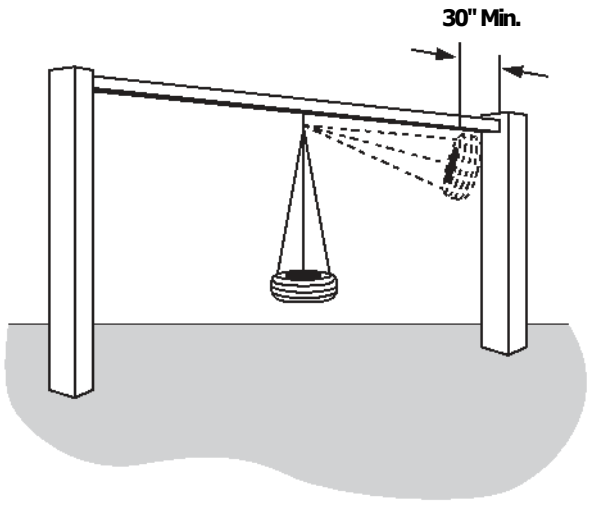


Figure 24. Multi-Axis Tire Swing Clearance

The likelihood of hanger mechanism failure is increased for tire swings, due to the added stress of rotational movement and multiple occupancy. Special attention to maintenance is warranted. The hanger mechanisms for multi-axis tire swings should not have any accessible pinch points.

The minimum clearance between the seating surface of a tire swing and the uprights of the supporting structure should be 30 inches when the tire is in a position closest to the support structure (see Figure 24).

12.6.5 Swings Not Recommended for Public Playgrounds

The following types of swings are not recommended for use in public playgrounds:

Animal Figure Swings – These are not recommended because their rigid metal framework is heavy presenting a risk of impact injury.

Multiple Occupancy Swings – With the exception of tire swings, swings that are intended for more than one user are not recommended because their greater mass, as compared to single occupancy swings, presents a risk of impact injury.

Rope Swings – Free swinging ropes that may fray or otherwise form a loop are not recommended because they present a potential strangulation hazard.

Swinging Dual Exercise Rings and Trapeze Bars – These are rings and trapeze bars on long chains that are generally considered to be items of athletic equipment and are not recommended for public playgrounds. NOTE: The recommendation against the use of exercise rings does not apply to overhead hanging rings such as those used in a ring trek or ring ladder (see Figure 14).

12.7 Trampolines

Trampolines are not recommended for use on public playgrounds.

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APPENDIX A
Suggested General Maintenance Checklist

The following checklist may be used to determine the condition of a playground. Numbers in parenthesis refer to sections in the handbook that discuss these issues. Place a check mark next to each of the following items that apply.

Surfacing (4)

___ The equipment has adequate protective surfacing under and around it and the surfacing materials have not deteriorated.

___ Loose-fill surfacing materials have no foreign objects or debris.

___ Loose-fill surfacing materials are not compacted and do not have reduced depth in heavy use areas such as under swings or at slide exits.

General Hazards

___ There are no sharp points, corners or edges on the equipment (9.1).

___ There are no missing or damaged protective cap or plugs (9.1).

___ There are no hazardous protrusions and projections (9.2)

___ There are no potential clothing entanglement hazards, such as open S-hooks or protruding bolts (8.2, and 9.4)

___ There are no pinch, crush, and shearing points or exposed moving parts (9.5).

___ There are no trip hazards, such as exposed footings on anchoring devices and rocks, roots, or any other environmental obstacles in the play area (9.7).

Deterioration of the Equipment (7.2)

___ The equipment has no rust, rot, cracks or splinters, especially where it comes in contact with the ground.

___ There are no broken or missing components on the equipment (e.g., handrails, guardrails, protective barriers, steps or rungs on ladders) and there are no damaged fences, benches, or signs on the playground.

___ All equipment is securely anchored.

Security of Hardware (7.2)

___ There are no loose fastening devices or worn connections, such as S-hooks

___ Moving components, such as swing hangers or merry-go-round bearings, are not worn.

Drainage (6.1)

___ The entire play area has satisfactory drainage, especially in heavy use areas such as under swings and at slide exits.

Leaded Paint (8.1)

___ The leaded paint used on the playground equipment has not deteriorated as noted by peeling, cracking, chipping or chalking.

___ There are no areas of visible leaded paint chips or accumulation of lead dust.

General Upkeep of Playgrounds (7.2)

___ The entire playground is free from miscellaneous debris or litter such as tree branches, soda cans, bottles, glass, etc.

___ There are no missing trash receptacles.

___ Trash receptacles are not full.

NOTES:

APPENDIX B
Entrapment Recommendations and Test Methods

B1 GENERAL — Any completely-bounded opening (see Figure B-1) may be a potential head entrapment hazard and should conform to the recommendations in this appendix. One exception to these recommendations is an opening where the ground serves as the lower boundary. Openings in both horizontal and vertical planes present a risk of entrapment. Even those openings which are low enough to permit a child's feet to touch the ground present a risk of strangulation to an entrapped child, because younger children may not have the necessary cognitive ability and motor skills to withdraw their heads, especially if scared or panicked.

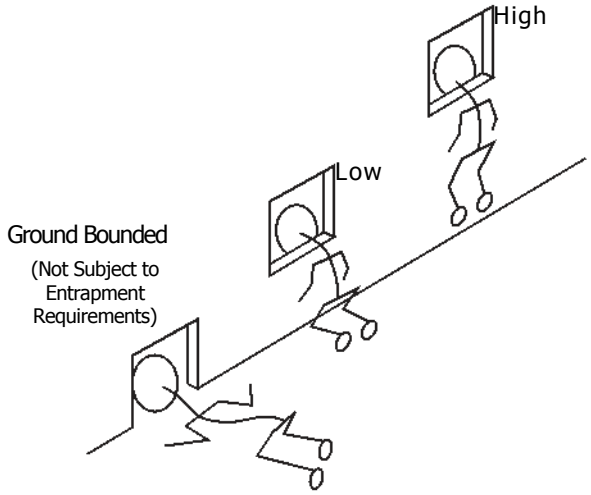


Figure B-1. Examples of Completely Bounded Openings

An opening may present an entrapment hazard if the distance between any interior opposing surfaces is greater than 3.5 inches or less than 9 inches; when one dimension of an opening is within this potentially hazardous range, all dimensions of the opening should be considered together to fully evaluate the possibility of entrapment. The most appropriate method to determine whether an opening is hazardous is to test it using the following fixtures, methods, and performance criteria.

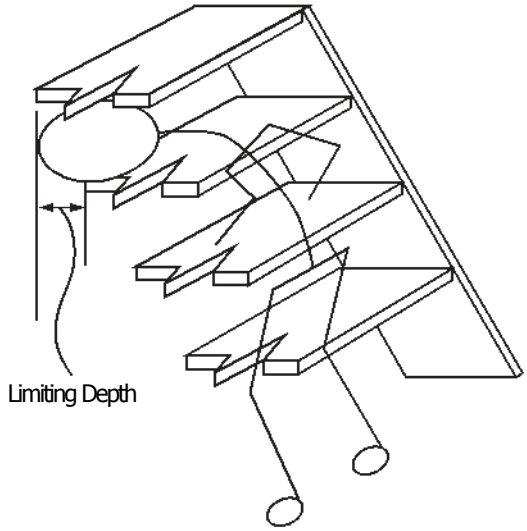


Figure B-2. Completely Bounded Openings with Limited Depth

These recommendations apply to all playground equipment, both for preschool-age and school-age children; fixed equipment as well as moving equipment (in its stationary position) should be tested for entrapment hazards. There are two special cases for which separate procedures are given: completely-bounded openings where depth of penetration is a critical issue (see Figure B-2); and openings formed by non-rigid climbing components.

B2 TEST FIXTURES — Two templates are required to determine if completely bounded openings in rigid structures present an entrapment hazard.

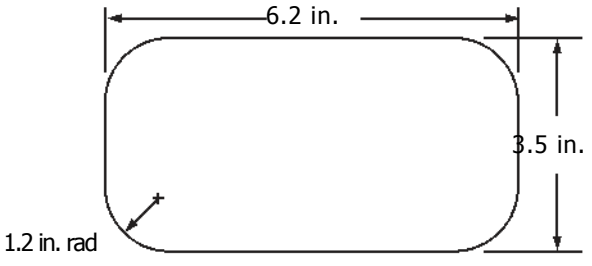


Figure B-3. Small Torso Template

B2.1 Small Torso Template — The dimensions (see Figure B-3) of this template are based on the size of the torso of the smallest user at risk, (5th percentile 2-year-old child). If an opening is too small to admit the template, it is also too small to permit feet first entry by a child. Because children's heads are larger than their torsos, an opening that does not admit the small torso probe will also prevent head first entry into an opening by a child.

B2.2 Large Head Template — The dimensions (see Figure B-4) of this template are based on the largest dimension on the head of the largest child at risk (95th percentile 5-year-old child). If an opening is large enough to permit free passage of the template, it is large enough to permit free passage of the head of the largest child at risk in any orientation. In addition, openings large enough to permit free passage of the Large Head Template also will not entrap the chest of the largest child at risk.

These templates can easily be fabricated from cardboard, plywood or sheet metal.

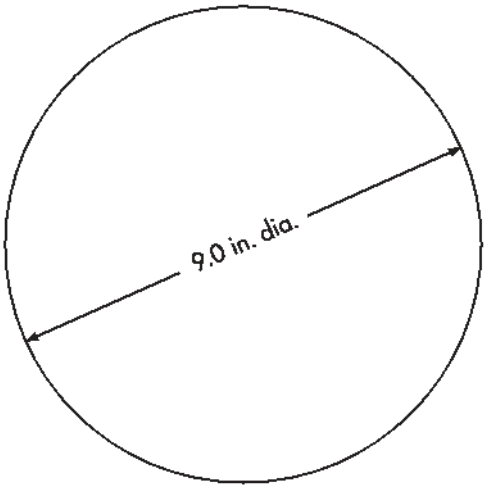


Figure B-4. Large Head Template

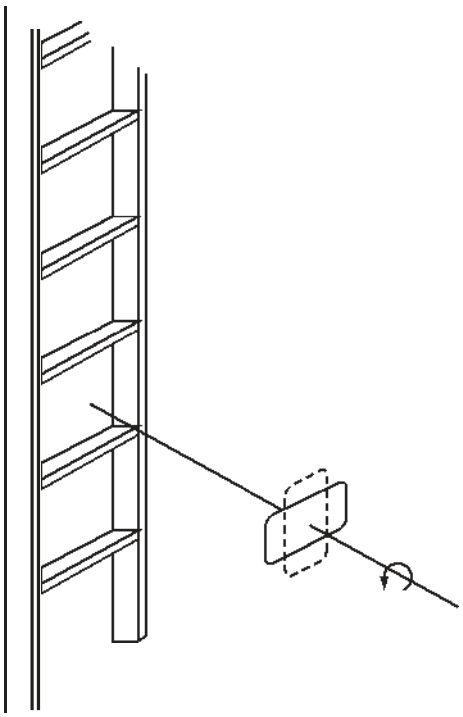
B3. RECOMMENDATION — When tested in accordance with the procedure in B4. below, an opening meets the recommendation if:

(1) the opening does not admit the Small Torso Template, or

(2) the opening admits the Small Torso Template and also admits the Large Head Template.

An opening fails to meet the recommendation if it admits the Small Torso Template but does not admit the Large Head Template.

B4. TEST PROCEDURE — Attempt to place the Small Torso Template in the opening with the plane of the template parallel to the plane of the opening. While keeping it parallel to the plane of the opening, the template should be rotated to its most adverse orientation i.e., major axis of template oriented parallel to the major axis of the opening. If the Small Torso Template can be freely inserted through the opening, place the Large Head Template in the opening, again with the plane of the template parallel to the plane of the opening, and attempt to freely insert it through the opening. The test procedure is illustrated in Figure B-5.



Test procedures and performance criteria for completely-bounded openings.

Place the Small Torso Template in the opening with the plane of the template parallel to the plane of the opening. Rotate the template while keeping it parallel to the opening.

If the Small Torso Template can be inserted into the opening, place the Large Head Template into the opening so its plane is parallel to the plane of the opening.

An opening can pass this test when tested in accordance with the above procedures in one of two ways: 1) the opening does not admit the Small Torso Template when it is rotated to any orientation about its own axis, or 2) the opening admits the Small Torso Template and also admits the Large Head Template. An opening fails the test under the following conditions: the opening admits the Small Torso Template but does not admit the Large Head Template.

Figure B-5. Entrapment Test for Completely-Bounded Openings

B5. COMPLETELY-BOUNDED OPENINGS WHERE DEPTH OF PENETRATION IS A CRITICAL ISSUE — The configuration of some openings may be such that the depth of penetration is a critical issue for determining the entrapment potential. This is a special case for which separate test procedures are necessary.

For example, consider a vertical wall or some other barrier behind a stepladder. The entrapment potential depends not only on the dimensions of the opening between adjacent steps but also on the horizontal space between the lower boundary of the opening and the barrier. A child may enter the opening between adjacent steps feet first and may proceed to pass through the space between the rear of the lower step and the barrier and become entrapped when the child's head is unable to pass through either of these two openings. In effect, there are openings in two different planes each of which has the potential for head entrapment and should, therefore, be tested.

Figure B-6 illustrates these two planes for a stepladder as well as for a generic opening. Plane A is the plane of the completely bounded opening in question and Plane B is the plane of the opening encompassing the horizontal space between the lower boundary of the opening in Plane A and the barrier that should also be tested against the entrapment recommendations.

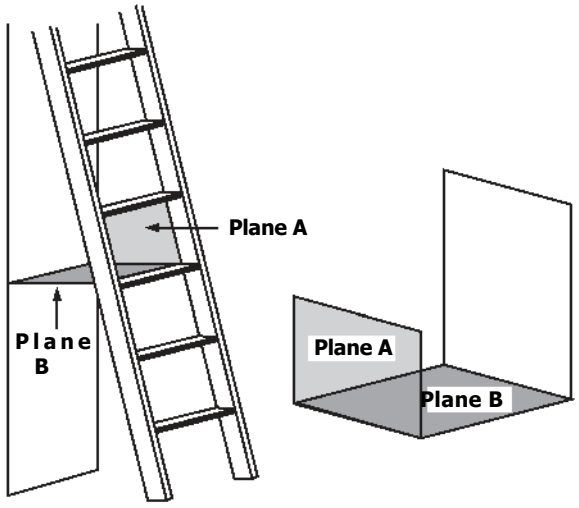


Figure B-6. Examples of Completely-Bounded Openings Where Depth of Penetration is a Critical Issue

The procedures and performance criteria for testing openings where the depth of penetration is a critical issue depend on a series of questions, as described below.

The first step is to determine whether or not the smallest user at risk can enter the opening in Plane A. The Small Torso Template is used to test this opening as follows:

Place the Small Torso Template in the opening in Plane A with its plane parallel to Plane A; rotate the template to its most adverse orientation with respect to the opening while keeping it parallel to Plane A. Does the opening in Plane A admit the Small Torso Template in any orientation when rotated about its own axis?

NO — If the opening in Plane A does not admit the Small Torso Template in any orientation, then the opening is small enough to prevent either head first or feet first entry by the smallest user at risk and is not an entrapment hazard. The opening meets the recommendations.

YES — If the opening in Plane A admits the Small Torso Template, then the smallest user at risk can enter the opening in Plane A. The entrapment potential depends on whether or not the smallest user at risk can also enter the opening in Plane B. The Small Torso Template is again used to test this opening as follows: With the plane of the Small Torso Template parallel to the opening in Plane B and with the template's major axis (i.e., the 6.2-inch dimension) parallel to Plane A, does the opening in Plane B admit the Small Torso Template?

NO — If the opening in Plane B does not admit the Small Torso Template, then it is small enough to prevent head or feet first entry by the smallest user at risk. Therefore the depth of penetration into the opening in plane A is insufficient to result in entrapment of the smallest user at risk. The opening meets the recommendations.

YES — If the opening in Plane B admits the Small Torso Template, then the smallest user at risk can enter the opening in Plane B feet first. The entrapment potential depends on whether or not the Large Head Template can exit the opening in Plane A when tested as follows:

Place the Large Head Template in the opening in Plane A with its plane parallel to Plane A. Does the opening in Plane A admit the Large Head Template?

NO — If the opening in Plane A does not admit the Large Head Template, then a child whose torso can enter the opening in Plane A as well as the opening in Plane B, may become entrapped by the head in the opening in Plane A. The opening does not meet the recommendations.

YES — If the opening in Plane A admits the Large Head Template, then the largest user at risk can exit the opening in Plane A. The entrapment potential depends on whether or not the largest user at risk can also exit the opening in Plane B. The Large Head Template is used to test this as follows:
With the plane of the Large Head Template parallel to the opening in Plane B, does the opening in Plane B admit the Large Head Template?

NO — If the opening in Plane B does not admit the Large Head Template, then the largest user at risk cannot exit the opening in Plane B. This presents an entrapment hazard because a child's torso may enter the openings in Plane A and Plane B, and a child's head may pass through the opening in Plane A but become entrapped in the opening in Plane B. The opening does not meet the recommendations.

YES — If the opening in Plane B admits the Large Head Template, then the largest user at risk can exit the opening in Plane B so there is no entrapment hazard. The openings in Plane A and Plane B meet the recommendations.

B6. Non-Rigid Openings — Climbing components such as flexible nets are also a special case for the entrapment tests because the size and shape of openings on this equipment can be altered when force is applied, either intentionally or simply when a child climbs on or falls through the openings. Children are then potentially at risk of entrapment in these distorted openings.

B6.1 Test Fixtures — The procedure for determining conformance to the entrapment recommendations for non-rigid openings requires two three-dimensional test probes which are illustrated in Figures B-7 and B-8 and are applied to an opening in a non-rigid component with

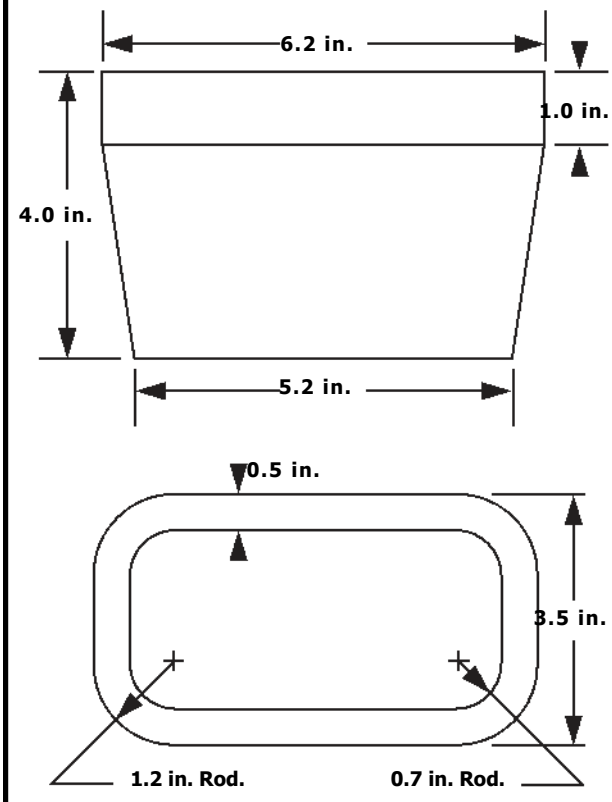


Figure B-7. Small Torso Probe

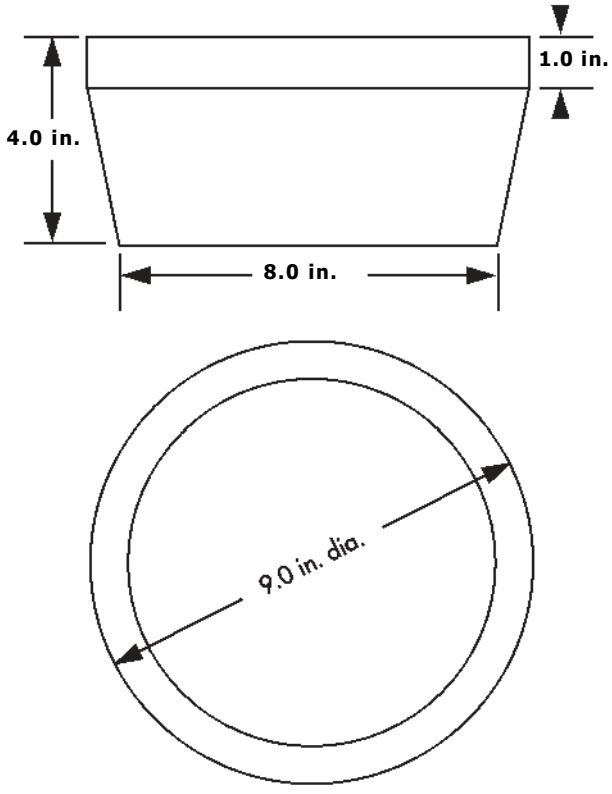


Figure B-8. Large Head Probe

a force of up to 50 pounds. These test probes may be purchased from NRPA [12].

B6.2 Recommendations — When tested in accordance with the procedure in B6.3 below, a non-rigid opening may meet the recommendations in one of two ways:

(1) The opening does not permit complete passage of the Small Torso Probe when tested in accordance with the procedure in B6.3 below.

(2) The opening allows complete passage of the Small Torso Probe and the Large Head Probe when tested in accordance with the procedure in B6.3 below.

A non-rigid opening does not meet the entrapment recommendations if it allows complete passage of the Small Torso Probe but does not allow complete passage of the Large Head Probe.

B6.3 Test Procedure — Place the Small Torso Probe in the opening, tapered end first, with the plane of its base parallel to the plane of the opening. While keeping its base parallel to the plane of the opening, rotate the probe to its most adverse orientation (major axis of probe parallel to major axis of opening). Determine whether the probe can be pushed or pulled through the opening by a force no greater than 50 pounds. If the Small Torso Probe cannot pass completely through the opening, it meets the recommendations.

If the Small Torso Probe passes completely through the opening, place the Large Head Probe in the opening with the plane of its base parallel to the plane of the opening. Again attempt to push or pull the probe through the opening with a force no greater than 50 pounds. If the Large Head Probe can pass completely through the opening, it meets the recommendations.

APPENDIX C
Summary Characteristics of Organic and Inorganic Loose-Fill Materials, and Unitary Synthetic Materials

ORGANIC LOOSE MATERIAL
wood chips, bark mulch, engineered wood fibers, etc.

Fall Absorbing Characteristics
- Cushioning effect depends on air trapped within and between individual particles, and pre-supposes an adequate depth of material. See Table 1 for performance data.

Installation/Maintenance
- Should not be installed over existing hard surfaces (e.g., asphalt, concrete).
- Requires a method of containment (e.g., retaining barrier, excavated pit).
- Requires good drainage underneath material.
- Requires periodic renewal or replacement and continuous maintenance (e.g., leveling, grading, sifting, raking) to maintain appropriate depth and remove foreign matter.

Advantages
- Low initial cost.
- Ease of installation.
- Good drainage.
- Less abrasive than sand.
- Less attractive to cats and dogs (compared to sand).
- Attractive appearance.
- Readily available.

Disadvantages
The following conditions may reduce cushioning potential:
- Rainy weather, high humidity, freezing temperatures.
- With normal use over time, combines with dirt and other foreign materials.
- Over time, decomposes, is pulverized, and compacts requiring replenishment.
- Depth may be reduced by displacement due to children's activities or by material being blown by wind.
- Can be blown or thrown into children's eyes.
- Subject to microbial growth when wet.
- Conceals animal excrement and trash (e.g., broken glass, nails, pencils, and other sharp objects that can cause cut and puncture wounds).
- Spreads easily outside of containment area.
- Can be flammable.
- Subject to theft by neighborhood residents for use as mulch.

INORGANIC LOOSE MATERIAL
sand and gravel

Fall Absorbing Characteristics
- See Table 1 for performance data.

Installation/Maintenance
- Should not be installed over existing hard surfaces (e.g., asphalt, concrete).
- Method of containment needed (e.g., retaining barrier, excavated pit).
- Good drainage required underneath material.
- Requires periodic renewal or replacement and continuous maintenance (e.g., leveling, grading, sifting, raking) to maintain appropriate depth and remove foreign matter.
- Compacted sand should periodically be turned over, loosened, and cleaned.
- Gravel may require periodic break up and removal of hard pan.

Advantages
- Low initial cost.
- Ease of installation.
- Does not pulverize.
- Not ideal for microbial growth.
- Nonflammable.
- Materials are readily available.
- Not susceptible to vandalism except by contamination.
- Gravel is less attractive to animals than sand.

Disadvantages
The following conditions may reduce cushioning potential:
- Rainy weather, high humidity, freezing temperatures.
- With normal use, combines with dirt and other foreign materials.
- Depth may be reduced due to displacement by children's activities and sand may be blown by wind.
- May be blown or thrown into children's eyes.
- May be swallowed.
- Conceals animal excrement and trash (e.g., broken glass, nails, pencils, and other sharp objects that can cause cut and puncture wounds).

Sand
- Spreads easily outside of containment area.
- Small particles bind together and become less cushioning when wet; when thoroughly wet, sand reacts as a rigid material.
- May be tracked out of play area on shoes; abrasive to floor surfaces when tracked indoors; abrasive to plastic materials.
- Adheres to clothing.
- Susceptible to fouling by animals.

Gravel

- Difficult to walk on.
- If displaced onto nearby hard surface pathways, could present a fall hazard.
- Hard pan may form under heavily traveled areas.

INORGANIC LOOSE MATERIAL
shredded tires

Fall Absorbing Characteristics

- See Table 1 for performance data. Manufacturer should be contacted for information on Critical Height of materials when tested according to ASTM F1292.

Installation/Maintenance

- Should not be installed over existing hard surfaces (e.g., asphalt, concrete).
- Method of containment needed (e.g., retaining barrier, excavated pit).
- Good drainage required underneath material.
- Requires continuous maintenance (e.g., leveling, grading, sifting, raking) to maintain appropriate depth and remove foreign matter.

Advantages

- Ease of installation.
- Has superior shock absorbing capability.
- Is not abrasive.
- Less likely to compact than other loose-fill materials.
- Not ideal for microbial growth.
- Does not deteriorate over time.

Disadvantages

- Is flammable.
- Unless treated, may cause soiling of clothing.
- May contain steel wires from steel belted tires.
  Note: Some manufacturers provide a wire-free guarantee.
- Depth may be reduced due to displacement by children's activities.
- May be swallowed.

UNITARY SYNTHETIC MATERIALS
rubber or rubber over foam mats or tiles, poured in place urethane and rubber compositions

Fall Absorbing Characteristics

- Manufacturer should be contacted for information on Critical Height of materials when tested according to ASTM F1292.

Installation/Maintenance

- Some unitary materials can be laid directly on hard surfaces such as asphalt or concrete. Others may require expert under-surface preparation and installation by the manufacturer or a local contractor. Materials generally require no additional means of containment. Once installed, the materials require minimal maintenance.

Advantages

- Low maintenance.
- Easy to clean.
- Consistent shock absorbency.
- Material not displaced by children during play activities.
- Generally low life cycle costs.
- Good footing (depends on surface texture).
- Harbor few foreign objects.
- Generally no retaining edges needed.
- Is accessible to the handicapped.

Disadvantages

- Initial cost relatively high.
- Undersurfacing may be critical for thinner materials.
- Often must be used on almost level uniform surfaces.
- May be flammable.
- Subject to vandalism (e.g., ignited, defaced, cut).
- Full rubber tiles may curl up and cause tripping.
- Some designs susceptible to frost damage.

APPENDIX D
Description of Loose-Fill Surfacing Materials in Table 1

1. Wood Chips — Random sized wood chips, twigs, and leaves collected from a wood chipper being fed tree limbs, branches, and brush.

2. Double Shredded Bark Mulch — Similar to shredded mulch commonly used by homeowners to mulch shrubs and flower beds.

3. Engineered Wood Fibers — Relatively uniform sized shredded wood fibers from recognized hardwoods. Sample contained no bark or leaves.

4. Fine Sand — Particles of white sand purchased in bags marked "play sand." The material was passed through wire-cloth screens of different sizes in accordance with ASTM Standard Method C136-84a and yielded the following results:

Screen Size	*Percent Passing Through Screen*
#16	100
#30	98
#50	62
#100	17
#200	0–1

5. Coarse Sand — Sample was obtained from a supplier to the landscaping and construction trades. ASTM C136-84a test results were:

Screen Size	*Percent Passing Through Screen*
#4	98
#8	73
#16	4
#30	1
#50	0–1

6. Fine Gravel — Sample was obtained from a supplier to the residential landscaping market. Gravel particles were rounded and were generally less than 3/8 inch in diameter. ASTM C136-84a test results were:

Screen Size	*Percent Passing Through Screen*
3/8 inch	100
#3 1/2	93
#4	65
#8	8
#16	5
#30	4

7. Medium Gravel — Particles were rounded as found in river washed or tumbled stone. ASTM C136-84a test results were:

Screen Size	*Percent Passing Through Screen*
1/2 inch	100
3/8 inch	80
5/16 inch	58
#3 1/2	20
#4	8
#8	7
#16	3

8. Shredded Tires — No impact attenuation tests have been conducted by CPSC on these materials. The size of the particles and the method by which they are produced may vary from one manufacturer to another. Therefore, consumers seeking to install such materials as a protective surfacing should request test data from the supplier showing the critical height of the material when tested in accordance with ASTM F1292. In addition, a guarantee should be obtained from the supplier that the material is free from steel wires or other contaminants.

APPENDIX E
Noteworthy Changes to the 1997 Handbook

Maximum Equipment Height

- Added maximum height recommendations for horizontal ladders for both preschool-age and school-age children (12.1.5) and a maximum height recommendation for swings for preschool-age children (12.6.2). These recommendations were added to minimize fall injuries.

Surfacing

- Added information on the use of shredded tires as a protective surfacing material (Table 1 and Appendices C and D). CPSC has received many questions on the shock absorbing properties of shredded tires. While CPSC has not conducted tests on these materials, test data obtained from manufacturers indicates they have superior shock absorbing properties and should be considered as a possible protective surfacing material.

Maintenance

- Revised the maintenance checklist at Appendix A to make it easier to keep public playgrounds maintained for greater safety.

Lead Paint

- Added information on how to address playground equipment with leaded paint (8.1). During 1996, it was discovered that a number of older playgrounds had equipment with paint containing a high level of lead. This new information regarding lead in paint was added to draw attention to this problem and provide information on how to eliminate it.

Use Zones

- Revised recommendations on use (fall) zones to permit use (fall) zones of certain equipment to overlap (5.1.1). Requiring a 12 foot separation between individual pieces of stationary equipment is believed to be excessive and has been burdensome to some child care facilities with limited space for a playground. CPSC does not believe that the reduction in use zones will increase the likelihood of injuries resulting from falls.

- Added use zone recommendations for tot swings (5.1.3). The use zone to the front and rear of single-axis swings is based on the maximum trajectory of a child deliberately jumping from a swing. The CPSC recognizes that children using tot swings are unlikely to engage in this behavior and therefore recommends use zones less than those for conventional single-axis swings.

Protrusions

- Added recommendations addressing clothing entanglement hazard of protrusions on slides and protrusions that point upwards (9.4) and a warning concerning drawstring entanglement (9.2). Incidents of clothing and drawstring entanglement on certain protrusions and other configurations were not adequately addressed by the previous general protrusion recommendations in Section 9.2.

Climbing Ropes

- Added recommendation for acceptable climbing ropes (12.1.7). The addition provides a means to determine when a rope that is secured at both ends does not present a strangulation hazard. The previous edition of the handbook did not provide a means to determine when the rope was secured.

Slides

- Changed recommendations for slides with curved chute cross sections (12.4.4). This change harmonizes the recommendations for these slides with the requirements in the ASTM F1487 voluntary standard.

- Added definition for embankment slides and added an exit use zone recommendation (12.4.6). These were added to clarify what is an embankment slide and what use zone is recommended at the exit.

- Added recommendations for roller slides (12.4.9). These were added to harmonize the CPSC recommendations with the ASTM F1487 voluntary standard.

- Added new figure to clarify how to measure slide slope (Fig. 18). This was added to clarify the intent of the previous recommendation.

Swings

- Added recommendation that fiber ropes not be used to suspend swings (12.6.1). Fiber ropes that unraveled during use have been involved in strangulation incidents.

- Added swing seat height recommendations for all swings (12.6.2 & 12.6.3). These recommendations are intended to minimize cratering of loose-fill protective surfacing under the swings.

Seesaws

- Added a recommendation for maximum angle of fulcrum seesaws (12.3). The addition is intended to minimize the likelihood that a child will be propelled forward when the seesaw reaches its maximum height.

Other Noteworthy Changes

- Revised the introduction to state that the guidelines in the handbook do not apply to adult fitness trail equipment, soft contained play equipment, or water play facilities (1). The maximum user of playground equipment covered by the recommendations in this handbook is a 95th percentile 12 year old. Therefore, certain dimensions on adult fitness trail equipment may not apply. Soft contained play equipment is generally designed to prevent falls, therefore, the surfacing and use zone recommendations may not apply. Water play facilities are relatively new and were not considered when the recommendations in the handbook were being drafted.

- Added list of equipment not recommended for preschool-age children and provided a list identifying where to find specific recommendations for preschool-age equipment (6.3). These additions are for the convenience of persons seeking information on playground equipment for preschool-age children.

- Changed the recommendations for the diameter of handgripping components (10.2.1). At the time the recommendations for the 1991 handbook were being drafted ladder rungs were commonly fabricated from 1¼ inch steel pipe having an outside diameter (O.D.) of 1.66 inches. Since that time, steel pipe with an O.D. of 1.5 inches has become readily available and is closer to the optimum size recommended for components that will be grasped by a child to support full body weight.

- Changed the recommendation for handrail height on stairways (10.3.1). Handrail height more appropriate for preschool-age children has been added.

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Public Playground Safety

Here are 10 important tips for parents and community groups to keep in mind to help ensure playground safety.

1. Make sure ***surfaces*** around playground equipment have at least 12 inches of wood chips, mulch, sand, or pea gravel, or are mats made of safety-tested rubber or rubber-like materials.

2. Check that protective ***surfacing extends*** at least 6 feet in all directions from play equipment. For swings, be sure surfacing extends, in back and front, twice the height of the suspending bar.

3. Make sure play structures more than 30 inches high are ***spaced*** at least 9 feet apart.

4. Check for ***dangerous hardware,*** like open "S" hooks or protruding bolt ends.

5. Make sure ***spaces*** that could trap children, such as openings in guardrails or between ladder rungs, measure less than 3.5 inches or more than 9 inches.

6. Check for ***sharp points or edges*** in equipment.

7. Look out for ***tripping hazards,*** like exposed concrete footings, tree stumps, and rocks.

8. Make sure elevated surfaces, like platforms and ramps, have ***guardrails*** *to* prevent falls.

9. Check ***playgrounds regularly*** to see that equipment and surfacing are in good condition.

10. ***Carefully supervise children*** on playgrounds *to* make sure they're safe.

For additional copies, write: Playground Checklist, CPSC, Washington, DC 20207; call CPSC's toll-free hotline at 1-800-638-2772; or visit CPSC's web site at www.cpsc.gov.

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SOUTH PARK I.S.D.
BUS TRANSPORTATION SAFETY

UNIT I. ALL TRANSPORTATION EMPLOYEES

A. VIOLATIONS

1. Violations of federal or state laws will be dealt with on a case by case basis.
2. Personnel violating District and or Transportation Department policy, proper safety practices or South Park Independent School District board policies will be subject to disciplinary action. The following disciplinary procedures will be used to deal with **minor** violations. Major violations are subject to more severe disciplinary action, including termination. Note: Placing a student's welfare in jeopardy is considered gross negligence.
   a. First Offense—Oral warning given and recorded.
   b. Second Offense—Employee Incident or work deficiency record will be given to you by your field coordinator/shop foreman.
   c. Third Offense—A specific memorandum will be given to you by your supervisor.
   d. Fourth Offense—Will be reported to the Director of Transportation for disciplinary action. In addition to the disciplinary action, any or all of the above records may be used as documentation by the Transportation Director.

B. EMPLOYEE APPRAISALS

The Appraisals of District employees shall occur on a routine basis as directed by local policy and the Texas Education Code. The appraisal(s) is intended to assist the employee in developing the highest potential to which he/she is capable.

C. EMPLOYEES ADMINISTRATIVE RESPONSIBILITIES

1. It is the responsibility of all employees to update personal information whenever there is a change such as:
   a. Name change
   b. Address change
   c. Change of phone number
   d. Personnel file information (Commendations, Letters of Recommendation, etc.)
   e. Notify the Transportation Department in the event you're driving license status changes (suspension, revocation) or any physical or psychological condition which may affect your driving ability. **Note: If you fail to notify the department of changes you are subject to disciplinary action.**

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f. Drivers must supply a copy of their driver's license promptly upon renewal.

2. **Drivers and attendants are required to check their personal distribution box (locker) before and after each departure. Failure to check your box (box) could result in disciplinary action.**
3. Do not give out Transportation Department phone numbers except to family members for use in the event of an emergency.

D. DRESS CODE FOR EMPLOYEES

You represent the South Park Independent School District. Transportation Department employees must always present themselves as mature adults, and dress appropriately for their work assignment. Drivers' and attendants' appearance will be considered acceptable if it does not violate campus dress code. Note: you may be sent home if your appearance is not in compliance with the following:

1. Appearance must be professional. Clothing must be clean, appropriate and not suggestive. No **spandex** or leotards are **permitted** as an outer garment.
2. Shorts must not be shorter than 3" above the top of the kneecap and tops must fully cover the midriff. No spaghetti or bra strap style shirts unless they are accompanied by another wider sleeved shirt.
3. Clothing must not interfere with the driver's ability to safely transport the students.
4. Clothing and general appearance must not constitute a safety hazard.
5. Shoes must be worn. Shoes will be of closed heel and toe to insure personal safety and proper vehicle operation. Shower thongs, house shoes, and heels in excess of 1 inch are not permitted while on duty. Tennis or athletic shoes with a rubber sole are recommended.
6. Shirts that have tails must be tucked in.
7. Pants must be pulled up and belted if there are belt loops. Low, sagging pants are inappropriate apparel.
8. Drivers and/or attendants **MUST** wear the transportation uniform vest (khaki or black) purchased by the transportation department at **ALL** times while the employee is **ON DUTY.** The vest is not required to be worn while in a district vehicle but **MUST** be worn at all times when the employee is out of the district vehicle. The driver and/or attendant **MUST** have the uniform vest on and worn properly upon check-in. Dispatch will not release a district vehicles keys to any driver if the driver is not in compliance with departmental policy.
9. If a shirt is designated as a Friday "spirit" shirt, that shirt may only be worn on Friday's or other designated spirit days, unless instructed otherwise. This is the only exception to the vest policy.

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10. Drivers and/or attendants not in compliance with department policy may not be allowed to work and may be subject to additional disciplinary action.
11. Apparel that appears to be gang related, profane or vulgar is not allowed.
12. Hats or caps may be worn as long as they are worn appropriately & do not interfere with vision, or give the appearance of gang affiliation. No Bandanas are allowed.
13. Employees must be dressed appropriately, well groomed and meet an acceptable level of personal hygiene while on duty and at any time when representing the department
14. Employees must meet all dress code standards, including the appropriate foot wear, before clocking in, and before requesting keys from dispatch.

E. ABSENCE REPORTING

1. Each employee is expected to be at work on time each day. Employees who find they will be unable to work on any given school day must call the dispatcher at **least 1 hour before their scheduled arrival time.** This holds true for midday, afternoon and extracurricular trips. Employees must also call the dispatcher's office if they are going to be late. Tardiness or missing any part of a route will be charged as one unexcused absence. Note: Sick leave cannot be claimed for car breakdowns or for personal reasons except prior approved personal business. The 15 minute tardy rule applies.
2. **Notification**
   a. Employees who are absent from work for any reason and have not turned in an absence notification form stating when they will return to work must notify the dispatcher by 4:00 P.M. the day before returning to work.
   b. When an employee that has a midday route calls in absent for an a.m. route, they must inform the dispatcher if they will be in for their midday route or p.m. route. If not informed the dispatcher will replace them.
3. **Absenteeism**
   a. A route will be considered open for assignment when an employee accumulates three (3) unexcused absences during the school year.
   b. Jury Duty will not count as an absence for extra trip purposes or count against perfect attendance.
   c. For Route Selection purposes all absences from the first day of the school year through the last day of the regular school year except Jury Duty count. Extended term absence will be evaluated on a case by case basis.

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F. HEALTH

It is the responsibility of the driver to advise their supervisor or the dispatcher if their physical or mental condition renders them unable to safely perform their driving duties. The safety of the students is of the utmost importance. Even though physicals are conducted annually, if you are ill or have a condition that may affect your driving ability, **it is your responsibility to advise your supervisor immediately.** The Transportation Director will determine whether you are able to safely perform your duties. A doctor's statement may be requested for safety reasons before you resume driving.

G. REPLACEMENT

1. Replacement driver procedures
   The assignment order for replacement drivers is as follows:

Short Term	Long Term
Full time floaters	Full time aides-substitute driver (by seniority)
Full time aides – substitute drivers (by seniority)	Substitute employees (by date of hire)
Substitute employees (by date of hire)	Floaters

Note: 1. Long term replacements, excluding middays, will be filled by full time aide/substitute driver to ensure availability of floaters to meet last minute requirements.
2. A long term absence is defined as a known absence of 5 working days or more.

2. If a replacement driver or attendant has started on a route, he/she will not be called back if the driver or attendant arrives late.
   (5 minutes 1st time verbal warning)
   (Up to 10 minutes tardy = Incident Report)
   (15 or more minutes late = Driver/Attendant replaced + Incident Report)
3. If an employee is replaced due to a late arrival (15 or more minutes late), the employee must return for their next assigned shift, unless directed otherwise
4. An employee placed on probation for tardiness, must arrive at work at or before their assigned check in time. A check in later than the assigned time is considered a violation of the probation.
5. For the good of the District, during emergency or unusual circumstances, the department may use discretionary measures regarding the replacement rule.

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H. SUMMER EMPLOYMENT OF FULL TIME EMPLOYEES

1. Summer employment within the Transportation Department will be assigned based on seniority in that position and total absence hours accrued during the school year. No employee has the right to summer employment. (Employees with the least number of absence hours will be given the first choice of summer routes.) Any employee having 1 unexcused absence or 1 excused absence, regardless of the absence being a whole or a half day, in the summer may be replaced. Any exception to this will be only at the Directors discretion. The Transportation Department retains the discretion to assign the drivers it wishes for summer employment.
2. Note: No employee with three (3) accrued unexcused absences during the school year will be assigned summer work. Substitutes will be used if necessary to meet requirements.

I. MISSED APPOINTMENTS

1. Failure to keep appointments for annual physical exams without sufficient notice may result in disciplinary action.
2. Failure to keep Region IV Training certification/recertification/CPR appointments without sufficient notice may result in disciplinary action.

J. ACCIDENT REPORTING AND PROCEDURES

Drivers involved in an accident or employees that get injured must complete the first report of injury report and accident report and turn it in to their supervisor and/or Safety Coordinator within 24 hours of the accident.

1. Report the accident immediately to the Dispatcher by radio and advise if the students are on board. The dispatcher will contact (911) police, ambulance and/or fire department and dispatch the safety coordinator and a field coordinator to the scene.
2. If you are unable to contact the Dispatcher, call a supervisor for assistance. If unable to reach a supervisor, then call (911) for police, ambulance or fire department assistance. Note: The police must be notified if students are on a bus involved in an accident.
3. Move the vehicle only if told to do so by the Safety Coordinator, Field Coordinator, Dispatcher, or police.
4. Protect the accident scene by placing reflectors at proper distances.
5. Check all passengers for injuries. Do not remove students from the bus until told to do so by police unless staying on the bus is unsafe. (Make follow up radio call to dispatcher if injuries are discovered).
6. Administer first aid, as necessary.
7. Write names, age, phone numbers and address of students and where they are seated, before they get off the bus.

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8. Obtain driver and vehicle information from the other driver
   a. Name
   b. Address
   c. Phone number
   d. Driver license number and birth date
   e. Insurance company and policy number and phone number
   f. Year, make, model, and color of vehicle
   g. License plate number
9. Write down witnesses' names, addresses & phone numbers.
10. Complete an accident report and turn it in to the Safety Coordinator within 24 hours.
11. DO NOT DISCUSS AN ACCIDENT WITH ANYONE EXCEPT POLICE INVESTIGATORS. REFER ALL QUESTIONS TO TRANSPORTATION SUPERVISORS, OR TO THE RISK MANAGEMENT DEPARTMENT.

K. TIME VERIFICATION PROCEDURES

1. Drivers, attendants and substitutes **MUST** submit an accurate daily **"route time verification report"** ticket each day unless directed not to by a supervisor.
2. Drivers, attendants and substitutes **MUST** submit an accurate **"additional time ticket"** for additional hours earned performing extra runs. Additional hour tickets will be required for verifiable claims based on breakdown, traffic and/or accidents that involve 30 minutes or more.
3. Drivers, attendants and substitutes **MUST** submit an accurate **"bus trip ticket"** for any trip, extracurricular event, or activity/tutorial the employee performs. All trip and extracurricular event "**bus trip tickets" MUST** be signed by either a sponsor or teacher.
4. **"Bus trip tickets"** submitted for trips, extracurricular events, activities and tutorials **MUST** be filled out completely, with the correct date, time and mileage.
5. Employees **MUST** immediately inform dispatch or a supervisor of all pertinent information regarding trips, extracurricular events, activities or tutorials (i.e. cancellations, changes in itinerary, drastic reduction in ridership or no students).
6. All time verification tickets MUST be turned in daily. In the event that the employee could not turn in a time verification ticket on the date performed, the employee shall turn in the time ticket no later than 7:00 a.m. the next business day (prior to the submission of time to payroll).
7. All questionable time tickets will be verified. The submission of fraudulent time tickets will be investigated under local, state, and federal laws. All violations will be handled accordingly.

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L. COMMUNICATIONS PROCEDURES FOR USING 2 WAY RADIO:

1. The South Park Independent School District Transportation Department communicates with all drivers/employees through 2-way radios.
2. All drivers/employees must communicate through dispatch. (No contacting driver to driver unless specifically instructed to do so by a supervisor).
3. Radios are for relaying district information only. There will be no personal messages given or taken over the radio unless it is an emergency.
4. All communication will be made in English. Avoid the use of slang and profanity.
5. Radios should be turned on immediately upon arrival at your assigned bus. They are to stay on and with the volume up at an audible level until the route or trip is concluded for that assigned period. Radios are not to be left on when the bus is unoccupied or overnight.

M. PROCEDURES FOR USING "CELL PHONE" RADIOS

1. Cell phones are assigned to out of town trips only. Drivers are responsible for the correct management and care of the cell phone assigned to them.
2. Cell phones should be turned **on** at the time the driver receives keys to their bus, and should remain on until bus keys have been turned in to Dispatch. (Keep cell phone with you at all times while you are on district time).
3. Speaker must be on in order to receive communication from Dispatch or Supervisors. To turn on the speaker, press the speaker icon button at the very bottom of the cell phone. (NOTE: Speaker icon will not appear in the cell phone window when the speaker is on).
4. The cell phone will give three short beeps when Dispatch or a Supervisor attempt to contact you and will continue to beep until you have answered.
5. When calling Dispatch, make sure that your cell phone is on Base 1 or 2. If not, press the arrow key until Base 1 or 2 appears, then press the call button located on the left side of the cell phone. (When anyone other than Dispatch contacts you, that person's call number will remain on your cell phone until Dispatch clears it off).
6. Dispatch is closed at 5:00 P.M. on weekdays. If there are any problems after hours or on weekends, call a Supervisor on their Nextel. (Always call the Dispatcher first unless otherwise instructed).

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7. The following procedures will allow you to contact the Dispatcher or Supervisor:
   a. Turn on the cell phone
   b. Press the button under Alert
   c. Press the appropriate numbers to the Dispatcher or Supervisors. (See Supervisor Nextel numbers).
   d. Press the call button located on the left side of the cell phone to alert the appropriate Supervisor. Wait for them to answer, and then state your problem/concern.
8. All cell phones will be returned to Dispatch after trip.

Supervisor cell numbers:

Marilyn Black	555-1234
Sam Tanenbaum	555-2345
Greg Hernandez	555-3456
Irene P. Ortega	555-9876
Carlene Smith	555-6543

N. BUS "idle" RULE

Due to anti-idling laws, buses are not to be started and left unattended prior to departure, nor are they to be allowed to run for excessive times beyond what is necessary to complete the pre-trip.

1. **Upon arrival at campus or other designation**, engines are to be turned off (this includes field trip locations) with the exception of special needs buses. Engines shall always be turned off when students are loading and unloading at a campus or other group boarding location (not a bus stop on a route) to reduce the exposure of students to unnecessary exhaust emissions.
2. **Upon return to the terminal**, the bus may be idled only long enough for the driver to complete the post-trip inside bus inspection that is required to discover the presence of any remaining children or lost articles.
3. **Cold weather exception**: When the temperature at AM route departure time is below freezing, and upon approval by the Director or Vehicle/Shop Foreman, drivers may still start buses and allow them to warm up and address "no start" issues prior to route departure.

O. HIGH POINT/ABC STIPEND

Drivers assigned to transport more than three students to High Point or ABC will receive a stipend of $400.00 per semester. (NOTE: Assignment must be for an entire semester in order for a driver to be eligible for the stipend).

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P. ALCOHOL, NARCOTICS, SMOKING ,PROFANITY or GAMBLING

1. Drug and alcohol testing is required of all CDL drivers. You may not refuse testing. Refusal is grounds for termination. If you are required to test, you may not leave the facility until you have provided a sample.
2. Employees will not consume alcoholic beverages a minimum of eight (8) hours prior to reporting to work. Anyone reporting to work under the influence of alcohol is subject to disciplinary action including termination.
3. Anyone suspected of being under the influence of drugs or alcohol may be requested to take a drug/alcohol urinalysis test. Refusal to take the test may be considered insubordination and may constitute grounds for termination.
4. Employees will not use any controlled substance. Anyone found using or distributing any controlled substance (illegal drugs, as defined by Texas law) may be subjected to disciplinary action, including termination.
5. All drivers must notify their doctor(s) that they are a school bus driver and ask their doctor(s) whether the medication or prescription drugs will impair their driving ability. Report this to your supervisor.
6. Smoking is not permitted on/in South Park property (includes vehicles and buses).
7. Profanity is not allowed while in the presence of students or on District property.
8. Gambling of any type is not allowed on school property.

Q. DRIVER/AIDE ASSIGNMENTS

All routes will be open for assignment to employees based on total absence hours adjusted for years of service in that position at the start of the school year. (Note assignment period is August through May (one school year) (See Appendix "J"). **Note:** Substitute employees with a CDL license will be given assignments based on their license ahead of unlicensed substitute employees.

R. TURN DOWNS- REFUSALS

Substitute drivers will receive sub-drivers pay ($10.06) for any job function that the Department requires them to perform, whether it be driving, attending, or learning routes. However, any CDL licensed employee, whether it be full time or substitute, that turns down a driving opportunity and chooses an attendant opportunity instead, will receive attendant pay for that function.

S. CITATIONS

Drivers are required to notify the Director of Transportation or the Asst. to the Director/ Safety Coordinator if they are issued a citation for a moving violation on duty or off duty. This notification must be in writing and identifies what the citation is for.

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T. RUDENESS

Definition: offensive in manner or action, discourteous, coarse, vulgar, ignorance or indifference to good form. The following progressive discipline procedure has been established for employees who are rude or discourteous to students, parents, the public, district employees and fellow employees:

1. The supervisor shall investigate any signed written complaint of rudeness filed against an employee. As part of the investigation, the employee, the offended party/parties and any witnesses to the incident will be interviewed individually and will be requested to submit written statements. A non-employee complaint report to a supervisor by telephone will be documented and investigated. If a written complaint is filed against an employee and due to lack of evidence the complaint is questionable, the employee will receive a written warning with no disciplinary action. The supervisor shall investigate any signed written complaint of rudeness documented on an Employee Report. In the event there are two (2) written complaints filed against the employee without the presence of witnesses, this would be considered a violation of the Rudeness Policy and the employee would be disciplined according to policy. If it is determined that the employee was rude, the employee will be placed on probation for twelve (12) months. A letter of apology will be generated. If the incident involves a district employee or a fellow employee, the employee will be asked to extend an apology to the offended employee.
2. An employee's refusal to apologize will result in one (1) day suspension.
3. A second offense of rudeness within a twelve (12) month period will be investigated for immediate dismissal from service.
4. A first offense of sufficient severity will be investigated for immediate dismissal from service.

U. PERSONAL CELLULAR PHONE USAGE

Drivers are not permitted to use their cellular phones while the bus is in motion, stopped at a stop sign or traffic signal, or while loading or unloading students. This includes the use of cellular phone headsets. If you need to make an emergency phone call, you must pull the bus safely out of traffic and set the parking brake while using the cellular phone. Cellular phones are to be turned off while fueling the bus. They have been known to cause a spark, which could lead to fire. Attendants are not to use cellular phones during the route while students are on board unless conducting Transportation business.

V. ABANDONED EMPLOYMENT

An employee that walks off the job or absent without notice for a period of three (3) working days will be considered to have abandoned his or her job. An investigation will be conducted to determine what, if any action will be taken.

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W. LOSS OF ISSUED ITEMS

Employees will be responsible for all items issued to them. If you lose any of these items, you may be required to reimburse the department the cost of that item. These items include, but are not limited to: Keys, vest, cellular phones, gate openers, and identification door cards.

X. SUB-ATTENDANT

Applicants may be hired as a sub-attendant while they are studying to receive their CDL. They will be allowed six weeks study time to pass the written test at DPS. They will then be allowed an additional six weeks to complete their driver training and pass the driving test at DPS and receive their CDL. If these time lines are not met, the employee will be put on an "on-call" status while they complete these requirements. They will only be utilized for work opportunities if there is a need in the department for their services. **Applicants who already have a CDL will be given priority.**

If an employee fails the driving test twice, or if the trainers deem that this employee does not meet South Park I.S.D.'s requirements as a safe driver, the employee might be considered for continued employment as a sub-attendant. Employees in this situation will be considered on a case-by-case basis. Applicants who have a medical reason for not getting their CDL will receive consideration to be hired as a sub-attendant

Y. PERSONNEL-MANAGEMENT RELATIONS:

1. Contacting Staff Members After Hours

Please remember that staff members are available to assist you during work hours, but they need personal time off to take care of home and family, the same as all other employees do. Limit telephone call to them after hours to emergencies only.

Contact the appropriate staff member after hours if:

- There is an accident or breakdown in a district vehicle
- Your assigned trip is cancelled or altered
- There is an emergency with the group that you are transporting
- There is an emergency at the Transportation Facility
- You will not be in attendance for work the next day
- Emergency information that cannot wait until the next working day

Do not contact staff members after hours:

- Due to receiving a driving citation
- To complain on a fellow employee or staff member
- To inquire about route/trip hours
- To inquire about full-time status in the district or department
- For matters that can wait until the next working day

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2. **Employee Complaints**

An employee may exercise his/her right to complain to his immediate supervisor and proceed up the chain if they are not satisfied with the outcome. The formal grievance procedure is outlined in the following District Policy **DGBA (LOCAL): NOTE**: You should request an appointment to see the next level supervisor unless your complaint is against that supervisor.

3. **General Provisions**

Complaints shall be heard in informal administrative conferences. All complaints arising out of an event or related series of events must be addressed in one complaint. An employee is precluded from bringing separate or serial complaints concerning events about which the employee has previously complained. The party incurring them shall pay cost of any complaint. All complaints shall be in writing.

In resolving complaints, time is of the essence. All time limits shall be strictly complied with, unless extended by mutual consent. All references are to calendar days.

The appropriate administrator at each level shall respond to the employee within seven days of a complaint conference. Written complaints shall receive a written response. The employee has seven days after receiving a response to appeal to the next level. The complaint shall be considered concluded if the employee does not appeal within that limit, and the employee waives any right to process the complaint further.

Employees shall be entitled to administrative review conferences as outlined in Level One and Level Two sections below and to a written presentation of the complaint to the Board as specified in Level Three section.

Announcing a decision in the employee's presence constitutes communication of the decision.

LEVEL TWO

If the outcome of the conference at Level One is not to the employee's satisfaction, the employee may appeal to the Superintendent in writing within seven days after receiving a response. The Superintendent may designate another person to hear the complaint. The Superintendent or designee shall meet with the employee to discuss the complaint, and develop a written record, which will serve as the record for any subsequent appeal. All written or oral information, which the employee wishes to have considered, must be presented at Level Two, or such further presentation is waived.

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LEVEL THREE PRESENTATION

If the outcome at Level Two is not to the employee's satisfaction, the employee may appeal in writing (Level Three) to the Board. At Level Three, all written and oral (audio tape recording) information presented at Level Two, along with the Level Two response, shall be submitted to the Board by the administration-hearing officer at Level Two. The presentation of evidence or oral argument is not permitted. At Level Three, the employee shall present the record developed at Level Two to the Board at subsequent board meeting, but not more than 45 days from the date of appeal to Level Three by the employee. The lack of official action by the Board upholds the administrative decision at Level Two.

The Board shall consider the written record at subsequent meetings, and may render a decision on the complaint or grievance if it so chooses. However, the Board is not required to render a formal decision. It is only required to stop, look, and listen to the complaint or grievance. The Board, if any, will make the decision, in open session at the Board meeting at which the Board considers the complaint or grievance. The Board will provide the employee with notice of any action or lack of action taken by the Board.

At its sole discretion, the Board reserves the right to allow oral presentations by both the administration and the employee based on the record developed at lower administrative levels. These oral presentations are subject to time limitations established by the Board, and will be granted by the Board only in unusual cases.

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SOUTH PARK INDEPENDENT SCHOOL DISTRICT

EMPLOYEE GRIEVANCE FORM: LEVEL ONE

Any employee who wishes to file a grievance must fill out this form completely and turn it in to the employee's principal or immediate supervisor. All grievances will be processed according to DGBA and DGBA (LOCAL).

1. Name: _____

2. Position/Campus: _____

3. Please state date of the event or events causing the grievance:

   _____

   _____

4. Please state your grievance, including any violations of law the individual harm alleged:

   _____

   _____

5. Please state specific facts of which you are aware to support your grievance (list in detail – please use back of this sheet if necessary).

   _____

   _____

6. Please specify what remedy you are seeking:

   _____

   _____

7. If you are making complaints or charges against any specific individuals, please identify each of those individuals by name and position:

   _____

   _____

8. If you will be represented in presenting your complaint, please identify the name, address and telephone number of that individual or organization:

   Name: _____

   Address: _____

   Telephone: _____

Signature: _____ Date Submitted: _____

grivform.doc **Adopted: 8-9-05**

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UNIT II. SAFETY PROGRAM

A. PURPOSE

1. It is the policy of South Park Independent School District to provide and maintain a safe and healthy working environment and to manage its affairs in such a way that injuries or illnesses are kept to minimum.
2. Accidents resulting in personal injury, impairment of health, property damage or disruption to the educational process are costly to the South Park Independent School District and affect the well-being of its employees. Many accidents are preventable and usually represent failure to properly predict and control circumstances leading to their occurrence.
3. In the interest of accident prevention, The South Park Independent School District supports a formal safety program that will actively reduce injuries. All employees share the responsibility for a successful safety program.
4. The key to safety is proper attitude, knowledge and skills. Your proficiency must be developed through pre-employment training and continual in-service activities.

B. PRACTICING SAFETY

1. Unsafe conditions may contribute to some accidents; however, six of every seven "on the job" accidents are a result of an unsafe act. The prevention of injury to yourself and to your fellow employee is a responsibility, which you accept when you enter the employment of the District. Your best personal protection against injury is your continuous concentration on safe procedures while performing your job.
2. Safety consciousness will help you avoid injury more so than any tool, device or safety directive. The District expects you to be observant, to identify hazards, and to avoid injury to yourself and your fellow worker.
3. If you are called upon to perform work that you consider hazardous and not properly protected, immediately bring the matter to the attention of your supervisor.
4. **When employees' children are on the premises it is the parent's responsibility that their children behave appropriately at all times.** Children should not be in the parking lot unless escorted by an adult. If a child behaves inappropriately, a supervisor will speak to the employee. If the behavior problem persists, the child will not be allowed to return to the Transportation Facility. (See appendix Y)
5. A driver involved in an accident will share his experience with others by meeting with the accident review committee as soon as possible after an accident.

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6. An injured employee is to report to the dispatcher or immediate supervisor as soon as possible to complete the Employee's First Report of Injury form. If the employee wishes to go to a doctor the employee must contact the Risk Management Office to obtain instructions. The Risk Management Office is located in the HRS Annex. The emergency cell phone # is 281-555-0065, Fax # 832-555-1451.
7. Employees on workers compensation must report to the Risk Management office when released to return to work. Note: You are not released to return to work until cleared by the Risk Management Director.
8. Drivers are responsible for ensuring that their bus is not overloaded. You have the authority to request an additional bus if you see that your bus will be overloaded on your regular route or extra run. If necessary, make two trips, if there are no replacement buses available or in an emergency, contact dispatcher for instructions. Maximum load capacity on a large bus is 70 students from pre-k to 4th grade or 60 students 5th grade to 8th and 55 students 9th through 12th.
9. Drivers will comply with the Texas Education Code provision stating: "A school bus driver may not require or allow a child to stand on a school bus that is in motion."

C. SAFETY MEETINGS

All drivers, attendants, technicians, and CDL licensed office staff are required to attend one safety meeting per month unless prior arrangements have been made in writing before the meeting with your supervisor. If you miss all scheduled meetings you **will not be allowed** to work until you attend a make-up safety meeting. The meetings will be held on 3 different days at 3 different times to make scheduling for employees easier.

The first 2 meetings are the primary meetings.

The last (3rd.) meeting is considered a make-up meeting.

If an employee is not available for the primary safety meetings, they must contact dispatch to schedule off of any other functions so that they will be able to attend the make-up meeting.

D. CPR TRAINING

C.P.R. training is required on a yearly basis. Advance notice of classes is given. Anyone not able to attend at their scheduled class must give written notice to their supervisor, or the safety training coordinator.

E. IN-TRANSIT OPERATION

1. All South Park Independent School District bus drivers and attendants are required to wear seat belts when the bus is in motion, if the bus is equipped with seatbelts.

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2. Be alert and careful at all times.
3. Maximum speed inside the bus yard and any school campus is 5 M.P.H.
4. Bus doors will remain closed while in transit.
5. No student shall be allowed to stand while bus is in motion.
6. Students are not allowed to operate any mechanical device on the bus. There will be no exceptions to this rule.
7. Students are not allowed to get off the bus **except at their regular bus stop,** unless that student has written permission from the principal.
8. Students are not allowed to ride any bus except the bus to which he/she has been assigned.
9. It is your responsibility as a bus driver to transport students to and from school. Discipline problems will arise. **Under NO circumstances is it permissible to remove a student from the bus for discipline reasons in the middle of a route.** If a student becomes unruly, call Dispatch for instructions and/or assistance. If necessary, Dispatch may direct you to return to the campus or stop the bus if it is unsafe to continue.
10. Do not pick up unauthorized persons. Due to insurance coverage, only South Park I.S.D. students or employees are authorized to ride in South Park Independent School District buses.
11. The bus horn will not be used to alert students that the bus has arrived.
12. Frequently check all gauges. Gauges will indicate proper functioning of the bus. Call the Dispatcher if your gauges or warning lights indicate a problem.
13. Buses will not be driven on private property (business, private driveways, etc.) unless authorized in writing by the Director of Transportation or if the Dispatcher in case of an emergency grants permission.
14. Buses will not be taken home or stopped unattended at a residence. Layover time shall be spent at schools, not at convenience stores. You are responsible for your bus from the time you leave the transportation facility until you return. If it is necessary to leave your bus at the school or at a field trip location, advise your sponsor and Dispatch of your destination and estimated return time.
15. If it is necessary to leave your bus at the school, follow these procedures:
    a. Apply parking brakes
    b. Place gear lever in neutral position/park
    c. Turn off all lights and accessories
    d. Shut off engine after 3 minute cool down
    e. Remove key from ignition
    f. Lock the doors of your bus any time it is unattended

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16. Never back a bus unless it is absolutely necessary, and then only by following these steps.
    a. Get off the bus, or walk to rear of bus, and check the area behind bus before backing.
    b. Utilize side and overhead mirrors to check bus position on road.
    c. Backing on school grounds is prohibited unless an adult is available to assist.
    d. Look around blind spots created by side mirrors. Honk your horn, then proceed backing with caution. If possible, have another driver or aide watch for obstructions when backing.
    e. If necessary to back some distance, stop part way and check progress.
    f. If possible, have another adult stand in a safe place and guide the driver by signaling.
17. Vehicles coming towards a bus with flashing red lights (loading or unloading students) must come to a complete stop unless the roadway is separated by a median. If approaching the rear of a bus with flashing red lights (loading or unloading students) stop approximately ½ bus length behind the bus, as far to the right side of the roadway as possible.
18. Loading and Unloading students:
    a. Turn on amber loading lights at proper distance. (300 ft.)
    b. Stop at <u>least ten (10) feet</u> from students.
    c. Apply parking brake.
    d. Place gear shift lever in neutral/park position.
    e. Open door to activate red loading lights.
    f. Load or unload students.
    g. **Load**: (If students are across roadway, check mirrors then motion for students to cross. Make sure all students are on bus and seated before you close door).
    h. **Unload**: [Have students walk <u>10 feet away from the side of the bus (or) 5 giant steps</u> then to a distance where they can see driver (15 feet in front of the bus (or) 8 giant steps in front of the bus), check mirrors, then motion students across leaving door open until students are completely across roadway]. Students should watch driver for further instruction.
    i. Check all mirrors to assure that no students are in the danger zone around the bus.
    j. Check the rearview mirror to assure that all students are seated.
    k. Close door.
    l. Release the parking brake

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m. Do not permit a student to get off your bus and ride with another person unless you have written instructions to do so from a campus administrator.

n. Do not release a student anywhere except at his own bus stop or at the appropriate school.

o. At the end of each run, drivers will walk through of the interior of the bus assuring that there are no students remaining on the bus. The "empty" school bus placard will be placed in the rear door of the bus after the driver has performed this check. This bus placard will be removed prior to the next students entering the bus.

p. Note: Leaving a student unattended on a school bus is a serious violation that could lead to termination of employment.

19. On foggy and/or wet days reduce speed accordingly.

20. It is not permissible to transport glass containers on school buses.

21. At all railroad crossings, buses will stop 15 to 50 feet from tracks, no exceptions! (If a train is sighted, do not try to cross, and do not go around the barrier arms). During inclement weather, (rain, fog, etc.) open the door to view tracks, close door before crossing tracks. If the railroad crossing lights or barrier arms are malfunctioning, report this to dispatch. They will contact the railroad to report the malfunction. Do not go around the arms or through the lights unless instructed to do so by a railroad worker or police officer.

F. THE DRIVER AND THE COMMUNITY

Every business and industry is constantly concerned about its "public image." Any company that paints the name of the firm on the side of its vehicles must realize that the company's image is created in the minds of thousands of motorist on the highways each day. The same applies to a school bus.

A school bus is a yellow and black sign, thirty-five (35) feet long and eight (8) feet wide moving through the community each morning and evening.

Some citizens in our community have no contact with the school district except the school buses they see each day. The driver, the vehicle, and the students on that particular bus route are their only means of judging the school system. The driver should create a favorable image for the school district. This image may be attained by being aware of the following policies as you drive our buses:

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1. Be a careful and alert driver.
2. Never take unnecessary chances.
3. Be courteous at all times.
4. Always observe speed limits and abide by them.
5. Doors of buses must be closed anytime students are aboard and/or bus is in motion.

G. SUPERVISORS/OFFICE STAFF

1. Supervisors and office staff serve as role models for employees and are expected to present a positive influence.
2. No staff member shall engage in behavior that could damage or destroy the trust required for a cooperative working relationship. You must be a positive role model for employees.

H. TEACHERS AND DISTRICT EMPLOYEES THAT HOLD CDL'S

Any district employee that holds a CDL and wishes to drive a school bus must go through a yearly refresher training that will consist of:

1. Defensive driving techniques and laws regarding school buses (1 hour)
2. Evacuation methods (15 minutes)
3. Instructions for varying styles of buses (30 minutes)
4. Pre & post trip training (45 minutes)
5. Parallel parking and backing (30 minutes)
6. Refresher driving and driving evaluation with a trainer (1 hour)

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UNIT III. BUS DRIVERS

All school bus drivers for the South Park Independent School District must be properly licensed and certified according to state law and local policy.

A. SCHOOL BUS DRIVER QUALIFICATION/CERTIFICATION

(As dictated by the Texas Department of Public Safety, Texas Education Agency, South Park Independent School District)

1. Possess a valid Commercial Driver's License (CDL), Class A or Class B, with airbrakes and a passenger (P) endorsement, issued by the Texas Department of Public Safety endorsed to legally operate a public school bus.
2. Each person who is licensed and certified to drive a school bus shall annually undergo a physical examination by an appropriate health professional designated and paid for by the district to provide evidence of his/her physical and mental capabilities to safely operate a school bus. Should a person fail the physical examination, he/she may appeal the doctor's decision in writing to the Commissioner of Education as described on the back of the "Release Authorization for School Bus Drivers" form provided by the Texas Medical Advisory Board. These forms are available in the office of the Director of Transportation.
3. Have, under the guideline of the school bus driver's penalty point system, an acceptable motor vehicle record with the Texas Department of Public Safety and/or its counterparts in other states. This record must be checked annually. Drivers must continually qualify under these guidelines to maintain employment. After the initial check by this school district, drivers are responsible for notifying the Director of Transportation of any violation involvement, which alters their motor vehicle record. Additional driver's license checks may be performed at the discretion of the Director.
4. Be enrolled in or have passed a state approved school bus driver certification-training course. (Region IV)
5. Must satisfactorily demonstrate required school bus driving skills during preliminary driver evaluation.
6. Attend the Department's In-service workshop each summer.
7. Must be at least eighteen (18) years of age.
8. Must submit to pre-employment drug test.
9. Must have a satisfactory criminal history check.

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10. A driver who accrues 5 or more points on their driver record during a 3-year period, will be required to attend a Defensive Driving class. There will be no compensation for this class. The district will provide this class free of charge at the beginning of the school year. If you cannot, or do not attend this class, you must supply the Asst. to the Director/Safety Coordinator a copy of a certificate of completion from a Defensive Driving class taken and completed elsewhere. You will not be reimbursed for the cost of a class taken elsewhere.

11. A driver who accrues 7 or more points during a 3-year period will be subject to losing their driving privileges or termination of their employment with South Park ISD.

    NOTE: Tables with explanations of the point system can be located in the Texas School Bus Drivers Training Certification Manual. Each driver receives a manual when attending a Certification class. A copy of this manual may be found in the Safety Coordinator's office.

B. PROBATION PERIOD FOR OUT OF DISTRICT TRIPS

1. Bus drivers that drive 24 passenger buses must be evaluated by a driver trainer to be qualified to take trips in a 71 passenger bus.
2. Bus drivers that drive 71 passenger buses must be evaluated by a driver trainer to be qualified to take extra trips in a 24 passenger bus.
3. Any driver wanting to take out of district extra trips must log 90 hours driving time in the type of bus that will be used on that trip. Those 90 hours can be acquired on regular routes or in-district trips.

NOTE: 1. All driver training practice time will not be compensated.
2. Substitute employees will not be used unless the extra trip list is exhausted, or overtime is involved.

C. TWO TYPES OF CERTIFICATION

1. Emergency Certification
   The permit is issued to new drivers and is good until the first available training class, or for six months from the date of issue. New drivers must complete the full certification course before they will be allowed to drive after their temporary certification permit expires.
2. Full Certification
   The full certification course is offered periodically by the Region IV Education Center. This course runs for twenty (20) hours. Certification cards are good for three (3) years after which time a refresher course must be taken. The refresher course lasts for eight (8) hours and once completed, the driver's certification is extended for an additional three (3) years.

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D. DRIVER REQUIREMENTS

1. Only drivers will be allowed to pick up the keys to a bus from the Dispatch office.
2. Keys will be returned to the appropriate office immediately after each route, by the driver unless instructed to do otherwise by the Dispatcher/Coordinator. **Keys may not be duplicated.**
3. No personal business is to be conducted in the bus parking lot.
4. **Under no circumstances will a driver deviate from the route without permission. Drivers will not change any route or stop without submitting a route change request in writing to the appropriate supervisor.** Changes will be made only after approval.
5. **Drivers will have an up to date copy of their assigned route on the bus at all times, do not remove the route copy from your bus.**
6. For the good of the district, a bus or route may be changed or deleted at any time without notice or explanation by the Director of Transportation.
7. On Special Education routes, students may be added or deleted at any time.
8. Special Education drivers and attendants will notify the Dispatcher and Field Coordinator of route changes in writing the same day the change occurs.
9. The driver is responsible for securing the bus. Disciplinary action may be taken when a security violation is reported.
10. **Students will be transported to school unless the driver has been notified in writing that the student has been suspended from the bus.** The driver will notify the Dispatcher/Campus Administrator if a new student is transported to school.
11. Drivers will refuel their buses: Note: Use of protective eyewear is mandatory at all times when refueling. Protective eyewear is provided on all buses, and protective face shield is provided at the Transportation Department refueling area. Personal prescription eyewear is not in compliance. You may have your own personal protective eyewear, but it must cover the front and sides of your eyes, and be categorized as safety glasses.
12. Trip Drivers and Floaters must have air brake endorsement.
13. Drivers may not have radios or CD players on for personal use while bus is in motion.

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14. Drivers will state the names of the streets at each bus stop on **all** runs to help students identify their stop. This also verifies that the driver did actually make that stop if a parent calls with a concern that the bus is not stopping at their child's designated bus stop. It will also assist the supervisors in identifying specific locations when viewing videos with student management issues.
15. Drivers will announce to the camera that the parking brake has been set each time before exiting the bus.
16. Do not take candid pictures with cameras or cell phones of fellow employees or students. If you would like to take a picture of someone ask permission first.
17. Do not wear headphones or earphones of any type while on the bus, except during layovers or down time on trips.

E. SCHOOL BUS INSPECTION DRIVERS RESPONSIBILITIES

1. Inspection of equipment- SEE APPENDIX "C"
   a. A thorough daily inspection is the essence of a planned preventive maintenance program. Daily inspections will alert the driver of the need for minor repairs and adjustments. Failure to conduct such inspections for any sustained period of time could result in more extensive repairs at a later date. Inspection therefore, is an indispensable factor in a safe school transportation system.
   b. The following outline is suggested as a model for use in developing a systematic inspection procedure.
   c. **Pre-starting inspection:**
      1) Check cold fluid levels: Oil, water/coolant, and power steering fluid and washer fluid levels.
      2) Check belts, hoses and wiring for frayed, cracked and/or deteriorated conditions.
      3) Inspect the bus for evidence of oil, fuel or water leaks.
      4) Air brake tanks should be bled when the engine is off and the parking brake is set.
   d. **Walk-around inspection:** Place the transmission in neutral and set the parking brake. Start the engine and inspect the bus from top to bottom and end to end. Check the transmission fluid level when the engine is warm and idling. Inspect for exterior damage such as dents, scratches, or vandalism.

      Check for:
      1) Tires (under inflated, flat, excessively worn or damaged).

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2) Wheels (loose or missing lug nuts, excessive corrosion, cracks or other damage).
3) Fluid leaks (evidence of wetness on inner wheels and tires or under the bus).
4) Windows (all should be clean and all cracks reported).
5) Mirrors (clean, properly adjusted and securely mounted).
6) Warning system (clean, properly working running lights, backup lights, signals and signs, reflectors, turn signals, brake lights and warning flashers).
7) Exhaust system (no sagging exhaust pipes, short or leaky tailpipes or defective mufflers). Opening of exhaust pipe should be sufficiently round, not pinched closed. Exhaust pipe should extend 2 inches beyond the back of the bus so that no fumes could enter the rear of the bus.
8) Emergency exits must be tightly sealed to prevent possible entrance of dangerous carbon monoxide fumes. Check by opening and closing to keep hinges operational and to observe functioning of warning buzzer. Check the seal of the door against the rubber gasket around the door.

e. **Inside safety check and interior equipment disposition:**
1) The passenger compartment, seats, frames, emergency exits and windows must be carefully checked.
2) Driver is to ensure that bus has an "empty" school bus placard before departing transportation facility. If placard is not present, notify dispatch: DO NOT depart without an "empty" school bus placard (see appendix C)
3) Inspect instruments and controls. With the engine operating, check the following:
a) Vacuum or air pressure gauge or hydraulic indicator lights: These should indicate adequate capacity to operate brakes. Loss of air or hydraulic pressure or vacuum indicates a braking deficiency that must be corrected immediately.
b) Oil pressure gauge: the engine should be turned off in the event of inadequate pressure and reported immediately.
c) **Warning lights:**
i. Oil pressure warning light: prolonged display of the warning light is a signal of oil pressure problems and should be reported immediately.

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ii. Service brake warning light: a light on during brake application indicates that the brake system is not operating properly.

iii. Alternator/Generator warning light: a continuous light "on" after engine is running indicates a malfunction in the charging system.

iv. Ammeter and/or voltmeter: any continuous discharge should be reported immediately.

v. Water temperature gauge or warning light: the indicator should always read "cool" or "warm." If it indicates "hot," the engine should be stopped immediately. The same action should be taken if the temperature warning light comes on.

d) Check each of the following items for proper operation, adjustments, or condition:

i. Lights and signals: turn signals, stop lights, amber and red warning lights, emergency flashers, clearance (marker) lights, headlights and interior bus lights, stop light and stop arm lights

ii. Stop arm control

iii. Windshield fan, defroster and heaters

iv. Horn

v. Service door and control

vi. (Mirrors: rearview, side view, convex and elliptical

vii. Driver's seat and seat belt

viii. Fire extinguisher

ix. First aid kit

x. Wipers/washers

xi. Check wheelchair lift and controls on wheel chair equipped buses

xii. Reflectors

xiii. Driver/Aide nameplate placed in bracket

xiv. Seats secured

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F. MANUAL AIR BRAKES TEST – Conduct the test as described below:

1. Chock wheel
2. Start engine and build air pressure to 120 psi.
3. Turn off motor, and turn key to leave electrical power on
4. Push in parking brake
5. After initial loss, watch gauge to make sure that you lose no more than 2 psi in 1 minute
6. Depress the foot brake and hold, watching the gauge to make sure that you lose no more than 3 psi in 1 minute
7. Pump foot brake until air pressure drops to 60 psi. Warning light and buzzer should come on in the range of 60 psi.
8. Continue pumping foot brake until emergency spring brakes activate at 20 to 30 psi.
9. Restart engine and build air pressure to 120 psi.

Note: Bleed air tanks daily

G. OPERATING INSPECTION: Evaluate the steering, suspension, clutch, transmission, driveline, engine and brake.

1. The parking brake: check by slowly applying pressure to the accelerator while the parking brake is engaged. Do this while the bus is in both forward and reverse ranges. The bus should not move. (In some air brake systems, the parking brake will remain applied if there is a partial or complete air pressure loss in the service brake).
2. Transmission operation: An automatic transmission should not slip and a manual transmission should allow for easy and smooth gear changes throughout the entire shifting range.
3. Clutch: the clutch should engage easily and smoothly without jerking, slipping excessively, or chattering. A properly adjusted clutch should have some free play when the pedal is fully released.
4. Service brakes: test at low speeds; bring the bus to a complete stop. It should stop in a straight line, without skidding or swerving to one side.
5. Engine: never race a cold engine. Instead, increase engine rpm slowly so that all parts may be properly lubricated.
6. Steering: report any unusual handling characteristics.
7. Suspension: report any unusual handling characteristics.

H. POST-TRIP INSPECTION:

1. After parking diesel buses, leave the motor running for 3 minutes to allow the motor to cool down.
2. Turn off all electrical equipment, including the radio.
3. Check the interior of the bus for any remaining students, vandalism, trash, loose seats, or lost articles.

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4. Check to make sure that the "empty" school bus placard is in the rear window after assuring one final time that there are no students on your bus.
5. Close all windows.
6. Sweep the bus and empty trashcan.
7. Clean windows if needed.
8. Complete the pre-trip/post-trip inspection sheet.
9. Set the parking brake.
10. Turn off engine.
11. Remove the keys.
12. Lock and secure the bus.
13. Turn in keys to the Dispatch office or place in key box.
14. Place Pre-trip/Post-trip inspection sheet in supervisor's box at the end of the day.

NOTE: Drivers are not expected to spot every problem. They should, however, make a thorough stationary and operating inspection of their bus before each trip. The inspection should become an integral part of driving and they must always be alert to any warning signal that indicates that something is wrong. This alertness will permit them to spot trouble and act accordingly before it causes serious damage or results in an accident.

I. DRIVER-STUDENT RELATIONSHIP

The relationship between bus driver and the student is a very important factor in being a school bus driver. The driver can "set the educational tone" of the day for the students. Each driver must strive constantly to achieve good student relations. The relationship between the bus driver and the student has a strong impact on maintaining proper discipline. Both must be developed. Proper behavior is learned, not inherited.

1. Earn student respect by showing respect. This will aid in proper discipline.
   a. Students should address the driver by proper name, such as Mr. Smith, Mrs. Jones, or Miss Green.
   b. Drivers should address the student by proper name.
2. Be courteous and cheerful, not belligerent.
3. Be pleasant and reserved; do not "lose your temper." (Remember they are your customers).
4. Avoid shouting and using a negative voice.
5. Greet student: "Good Morning" and "Good –bye." Use student's name also, when possible.

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6. Warning: Friendliness can be overdone. Do not become overly FAMILIAR or personal with students. Students will not respect the adult who tries to "fit in" or be "one of the gang."
7. Instruct students to read the transportation section in their student handbook concerning regulations.
8. It is your responsibility to inform students of rules posted on your bus and to administer these rules consistently.
9. Students on crutches are permitted to ride the bus if they are able to go up the stairs. Assign them to a front seat until they are no longer on crutches.
10. Listen and observe carefully, as much as possible, for potential problem situations. Report any unusual activity to the Dispatcher.
11. Preventing serious trouble is much more desirable than having to correct serious trouble. Correct conditions causing trouble as soon as possible.
12. Refrain from making derogatory remarks. Do not use abusive or vulgar language.
13. Avoid reprimanding students publicly when possible.
14. Avoid using threats; threats only antagonize students.
15. Do not talk to parents about disciplinary action that may be taken by the campus administrator.
16. Get to know your school administrators and become familiar with the procedure and/or sequence of events they use in disciplining their students. This knowledge should decrease misunderstanding. These administrators can be a tremendous help to you.
17. Never back a student into a corner.
18. Be very specific when writing a discipline referral. Take your time and always give the administrator all of the facts related to the problem. Attach any warnings to the school referral to help the school administrator. Often the administrator contacts the office to discuss the referral, therefore it is very important that you turn in the office copy as soon as you return to transportation. Your Field Coordinator maintains a bus discipline file.
19. Screaming or yelling at students is not an effective method of dealing with student behavior. Please be professional in disciplining students.
20. NEVER STRIKE A CHILD. Keep physical contact with a child to a minimum.
21. Do not judge misconduct based on how much it annoys you.
22. Never discipline the entire group. If individual students can't be identified, you should wait until you can identify them. Mass punishment is not permitted.

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23. Look for good qualities in children. They all have some.
24. Do not use students as **patrols or monitors** on your bus.
25. Utilize your experience in dealing with students.
26. Remember to use Assertive Discipline Rules, Consequences, and Positive Rewards.
27. Your goal should be that:
    a. "No child will stop me from driving my bus safely"
    b. "No child will stop the other students from having a safe and pleasant trip."
28. Students personal CD or Radios volume must be low enough so that no one else hears it. No sharing of CD player or radios

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UNIT IV. DRIVERS' RESPONSIBILITY

A. REGULAR EDUCATION DRIVERS

1. Drivers will not depart a bus stop before the "no later than arrival time" scheduled for that bus stop.
2. Drivers will be familiar with all rules, policies and procedures affecting student transportation.
3. Drivers need to maintain a good rapport with campus administrators and work to ensure effective communication.
4. Drivers will instruct students in proper behavior, general emergency and evacuation procedures.
5. Drivers will maintain order. Safe practices are to be stressed and the following procedures are to be followed:
   a. Minimize interior noise
   b. Control passenger movement
   c. Require an orderly entrance and exit
   d. Ensure all personal gear is secured prior to movement of the bus
   e. Require silence at railroad crossing
   f. Prohibit transportation of unauthorized items. (Example of unauthorized items: skates, scooters, skateboards, and weapons. Refer all such situations to Dispatch for guidance.) **DO NOT LEAVE THE CHILD AT THE BUS STOP**.
   g. Perform, "between-run" inspection of your bus prior to the next run or trip, checking for remaining students, lost articles, vandalism and trash. Note: The bus "empty" placard shall be placed in the rear emergency exit door window only after ALL students have exited the bus which includes students transported to and from the transportation facility.
   h. The "empty" bus placard shall be placed in the rear door only after assuring that ALL students have exited the bus and none remain. This also includes those students transported to and from the transportation facility. The bus placard is to be removed prior to the next students entering the bus.
   i. If students remain on the bus after the last scheduled bus stop (i.e. students to and from the transportation facility) the driver is still responsible for and MUST conduct a "between-run" inspection of the bus after each run. The inspection shall be done at the last stop immediately after the last student exits the bus or at the driver's earliest opportunity (should a hazardous situation exist).

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j. Students are not to place or retrieve the bus empty placard for the driver.

k. The parking brake is to be set on all buses prior to leaving the drivers area. Make sure to release the parking brake prior to driving the bus.

B. SPECIAL EDUCATION DRIVERS:

The driver is ultimately responsible for assuring that everything is done according to policy on the bus that they are driving.

1. The driver will only wait 3 minutes for a student in the morning. However, the driver must radio to inform the Dispatcher that he/she is leaving and how many minuets he/she has been waiting. (The 3-minute wait starts at the "No later than arrival time.").
2. Drivers or attendants will not pick up or take students back to the door or enter the student's home. (curb to curb service) (use good judgment)
3. Drivers or attendants will not knock on the door of a student's home.
4. Drivers and attendants will provide parents with the a.m. and p.m. "no later than" arrival and delivery times so parents can meet the buses at the curb.
5. Drivers are not to use the horn or leave the prescribed route except in an emergency. (Call the Dispatcher for guidance)
6. Aides will assist students on the bus by positioning themselves on the ground by the entrance door.
7. **The Driver is ultimately responsible for the safe operation of the bus.** The driver will ensure that the aide has properly secured the student before moving. The aide will follow the instructions given by the driver if an operational disagreement should occur. If the problem cannot be resolved it should be presented to the Special Education Field Coordinator for resolution.
8. Drive the school bus in the safest manner possible.
9. Keep the bus clean inside and outside and ensure necessary servicing of the bus.
10. The driver will ensure that all students and the attendant are properly secured prior to moving the bus.
11. A driver will assist the special education staff if requested to do so in the absence of an attendant.
12. Report any visible injuries to the Dispatch office via radio.
13. Ensure that all students have been delivered and the bus placard is placed in the rear door window.

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14. Notify your Field Coordinator of a requested change to your route, pick up-drop off times by parents or administrators, and any unanticipated delays.
15. Operate the lift if the bus is so equipped.
16. Assist the attendant with any discipline problem, only upon request.
17. Assist all students with any problem in the absence of the attendant.
18. Notify your Field Coordinator of any delay in schedule of more than 10 min.
19. Make recommendations and suggestions for better service to your Field Coordinator. The Transportation Department and Special Education Department will make all bus stops and any changes.
20. Driver and attendants will be notified when changes occur on their assigned bus. **Do not deviate from your prescribed route without the approval of your Field Coordinator except in an emergency.**
21. Develop an emergency evacuation plan for each route. Make sub-attendants aware of this plan. Turn a copy of plan into the Asst. to the Director/Safety Coordinator and keep a copy on the bus.
22. When securing a wheelchair at a student's pick up location, after loading the wheelchair, close all doors and activate the amber overhead lights and the hazard lights until all wheelchairs are properly secured.
23. Drivers will ask the attendant if all seat belts are secured before proceeding on the route.

C. LEFT OVER STUDENT PRODECURES

1. The Dispatcher will be notified promptly of an undelivered student.
2. Report the student name, bus number, and campus. If necessary, spell it.
3. Communication between the Transportation Department, school personnel and parents is to be taken seriously. Poor communication can result in a negative impression and cause unnecessary problems.
4. Positive action needs to be taken to prevent leftover student problems in the future.
5. The Dispatcher will document recurring left over student problems in the dispatch log. This information will be turned into the campus Administration.
6. Recurring leftover student problems will be reported to your supervisor who will notify a campus administrator.
7. An adult must meet Pre-K and Kindergarten students at the bus stop or the student will be returned to the appropriate school. If you do not recognize the adult as a person that has been approved to receive the student, do not allow the student to leave the bus. Contact Dispatch and return the student to their campus.

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8. Undeliverable Children:
If a student cannot be delivered to his/her parent(s) or legal guardian by the bus driver, the Driver will return the student to their campus. The campus will attempt to contact a parent or legal guardian to pick up the student, if they are unable to contact a parent or legal guardian then they will decide if there is custody of the student

Agency Name:	Children's Protective Services
Address:	2525 Murworth, Houston, TX 77504
Telephone:	713-555-4000

D. DISCIPLINE

1. The principal of the school in which a student is enrolled IS THE ONLY ONE who has the authority to discipline that student.
2. Bus privileges are granted by the principal, and he/she IS THE ONLY ONE who may suspend those privileges.
3. When there is a behavior problem on a school bus, the driver of that school bus is required to report it directly to the school Assistant Principal. Bus conduct reports are furnished to all bus drivers. Each driver will be given 2 or 3, upon request, by the dispatcher. The principal will investigate and take appropriate action.
4. **The Principal will determine when a student is to be deprived of bus riding privileges and will determine when he/she is again granted the privilege of riding the bus.**
5. A student is not to be threatened or put off at a stop other than at his/her regular drop off point or at the school.
6. When a student's privilege of riding the bus has been suspended, this suspension will continue until such time as all concerned (driver, student, parents, and administration) have had an opportunity to review and resolve the behavior of that student. The time of suspension is left to the principal's discretion.
7. Corporal punishment (physical force) is contrary to the policies for the District. Minimum physical force/restraint should only be used when said force is necessary to avoid or stop continued injury to student's and/ or personnel.
8. **Do not deny a student transportation to school even if you think the student has been suspended.** Report to the assistant principal that the suspended student rode the bus and let the campus administrator deal with the student.

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E. DISCIPLINE MANAGEMENT PLAN FOR BUS STUDENTS

1. Behavior expected at the bus stop:
   a. Arrive at the bus stop at least 5 minutes before the scheduled bus arrival time
   b. Wait quietly until the bus arrives
   c. Do not destroy property while you are waiting
   d. Keep hands, feet and objects to yourself
2. Behavior expected on the Bus:
   a. Board the bus quietly
   b. Find a seat and sit down facing forward
   c. Remain seated and quiet once you have boarded the bus
   d. Talk in a quiet voice
   e. Keep hands, feet and objects to yourself
3. Rewards:
   a. The trip on the bus will be safe for everyone
   b. Students will continue to have bus privileges
   c. School rewards "To be determined by the campus administration"
4. Consequences: To be determined by the campus administration.
5. School bus safety infractions and discipline policy- SEE APPENDIX "A."

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UNIT V. BUS ATTENDANTS ON REGULAR AND SPECIAL EDUCATION ROUTES

The following applies to all Regular Education and Special Education routes that have a regularly scheduled attendant on board:

- The driver and attendant will work as a **TEAM** to manage the students on the bus during the loading/unloading process and during the in-transit operations.
- The driver and attendant will work together in seating the students in such a manner to prevent misbehavior. **(i.e. seating all students up at the front of the bus and not the rear when possible).**
- The attendant will position themselves **directly behind the last students or in a seat that allows the most advantageous view of all students on the bus**. The attendant will then be in a better position to monitor the activity of all the students from the rear.
- The driver and attendant will make every reasonable effort, to verbally instruct the students on the bus to conduct themselves in an appropriate manner and adhere to all rules regarding the safe transportation of students.

Attendants are assigned to routes for the purpose of safety and student management. **If an attendant is found to be in-effective that employee may be re-assigned.**

A. INTRODUCTION

1. The purpose of this section is to recommend standard guidelines for those entrusted with the responsibility of transporting students requiring special care during the loading, unloading and transporting process. The term special education means specially and individually designed courses of instruction and related support services, sufficient in both quantity and quality to meet the unique needs of handicapped children.
2. This section is concerned with identification of the multitude of practices and procedures that apply to the transportation of handicapped students. Special attention has been given to development of general principles, identification of major characteristics of handicapped students, student needs relating to class placement, behavioral actions that can be anticipated and resulting corrective actions to be taken, types of medical concerns to be dealt with in an efficient and professional manner; development of emergency student management procedures.
3. Few of the practices and procedures are discussed in detail. The subjects have been addressed in sufficient depth to provide the driver and aide sufficient information necessary to deliver quality service.
4. Remember confidentiality laws prohibit discussing anything about a special education student with an unauthorized person.

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B. BUS ATTENDANTS' RESPONSIBILITIES

1. Inspection of equipment- must make sure that information listed on the Trip Inspection form is checked and accurately filled out upon completion of each trip. (SEE APPENDIX "D").
2. Student Management:
   a. Student management encompasses all preparation and action to meet each student's needs for comfort and safety while riding to and from school. For the handicapped student, this means a variety of adjustments to accommodate each individual's needs without compromising the safety of others or interfering with the primary role of the driver.
   b. Transportation of handicapped students is a highly personalized service, requiring a thorough assessment of and allowances for physical, social, emotional and intellectual capacities.
   c. Successful student management depends upon careful planning for each student's needs prior to placement and continued monitoring thereof throughout the school year. Good student management techniques avoid narrow, Band-Aid approaches by assessing needs and anticipating problems.
   d. Respect, communication and cooperation among drivers, parents/guardians, teachers and other District officials will help to ensure safe, reliable and comfortable transportation service. It is important to recognize that the driver and attendant often spend several hours a day with the students, thereby assuming a significant role in their lives.
   e. Transportation goals if included in the student's Individual Education Plan (IEP) should be accomplished with the help from the attendant.
3. Assist students on and off the bus when necessary. The bus attendant is required to get off the bus while loading and unloading students to provide the proper assistance. They should assist from the down position.
4. Assist the driver in securing seat belts where provided and/or shoulder straps or any other restraint as may be required for the safety of each student.
5. Sit in a position that affords the best view of the majority of students.
6. Maintain proper discipline on the bus.
7. Require students to be seated when the bus is in motion.
8. Ensure that student's hands, arms, and head are inside of the bus.
9. Keep students from making unnecessary noise on the bus.

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10. Prevent students from carrying any articles on the bus that may be dangerous.
11. Seat students in a manner that will be conducive to good behavior. A rearrangement in seating may solve a behavior problem.
12. Use a firm but kind manner in controlling the children. Raising the voice rarely produces desired results in disciplining children. If you become loud and excited, the children may react the same way.
13. Do no threaten students with suspension from the bus or other disciplinary action, which you do not have authority to carry out. **NO CORPORAL PUNISHMENT IS ALLOWED.**
14. Assist the driver in an emergency.
15. Act and speak in a polite manner to children and parents, and school administrators.
16. There will be no smoking or use of any tobacco product on the bus at any time. No eating or drinking on the bus when children are present.
17. Dress neatly and appropriately for the job.
18. Stay with the bus from the first pickup to the last. Be at the transportation center at least 30 minutes before the first pickup time.
19. Help perform the daily bus inspection with the driver.
20. Contact the Dispatcher in case of absence. A minimum of one-hour notice is required.
21. Seat belts and wheelchair tie downs will be connected and secured at all times.
22. You may use one type of wheelchair tie down on the front and another type on the back of the wheelchair.
23. Keep two replacement wheelchair tie downs on the bus in case one that you are using breaks.
24. Notify the driver of any bumps, bruises or injuries that are noticed on a student as soon as you see it. The driver must radio the Dispatcher to report this information so it can be recorded in the dispatch log.
25. No attendant either possessing or not possessing a CDL will sit in the driver's seat of a bus unless they are assigned to drive that bus, or unless they have been instructed to do so in a driver training capacity.
26. You may not use a cell phone on the bus while students are on board unless it is for transportation business.
27. Attendants are not allowed to sleep while there are students on the bus.
28. Attendants are not allowed to pick up or return bus keys without a supervisor's permission.
29. Help develop an emergency evacuation plan for each route. Make sub-drivers aware of the evacuation plan.

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30. Attendants will ask the driver if the parking brake has been set before exiting the bus.

31. Attendants must sit facing forward using seat belts if they are available. They are to tell the driver that all seats belts, including their own, are secured before the driver proceeds on the route.

32. Attendants will be held accountable in vehicle accidents if they have failed to give clear, concise directions or pertinent and accurate information that might have contributed to the accident. They are also responsible for reporting vehicle incidents/accidents as soon as possible.

C. CHARACTERISTICS OF HANDICAPPED STUDENTS:

1. The definition of disability varies from state to state. In general, the following behaviors are characteristic, though no one student is likely to manifest all of them:

   a. Learning disabled students typically have average or higher intellectual ability, but suffer from disorders that prevent them from processing or understanding information, particularly language. They may be disorganized, impulsive or possess extreme emotional behaviors that seem out of proportion to the severity of the problem. Hyperactivity is also common among these students.

   b. Emotionally disturbed students may have great difficulty controlling their behavior. Emotional disturbance is characterized by low self-esteem. The student may either withdraw or act out his/her frustration and insecurity. Seemingly inappropriate types of behavior may be observed. Desirable behavior may lack stability from day to day. There is a tendency for the student to develop physical symptoms or fears that should be dealt with by the student's teacher. A limited number of clear, consistent rules will set goals for the student to regulate his own actions. Avoid angry outburst and punishment. Never label a student bad, when he/she misbehaves. Simply remind the student of what is expected and why, and reinforce proper behavior. A lack of stability in desirable behavior practices is not willful disobedience but rather, behavior beyond their control.

   c. Mental retardation encompasses a range of impairment from mildly (decidable) retarded to trainable, to severely and profoundly handicapped. Students may have physical handicaps in addition to mental retardation. They may be afflicted by disorders involving poor motor coordination, seizures and body tremors. Students may have few self-care skills. They require aid and dressing, expressing them and boarding the bus. They may be friendly and affectionate. They need frequent reminders of bus rules because they have limited retention. Many students can understand what you can tell them (possess receptive language) but cannot speak to you. You should insist that they use every mode of communication of which they are capable to make their needs known to you.

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d. Physical handicaps include deafness, blindness, paralysis, and lack of head, trunk or back control, or erratic movement. These students may be of average or above intelligence, but are frequently behind in social and academic development due to handicaps. Those with orthopedic handicaps, leg braces, crutches, wheelchairs or other supportive equipment must be seated and secured comfortably.

1) Communication with students whose handicaps interfere with normal means of expression can pose a major challenge to the driver and attendant.

2) Visually handicapped students respond best when they are addressed by name, and when the events around them are described carefully. Remember that they cannot see facial expressions or other body language that constitute a large part of communication for others. The visually impaired can develop self-sufficiency if their environment is structured in a stable and predictable way. They can fasten their own seat belts if they can find them on the same seat in the same position each day. They cannot easily recover them if they've fallen behind the seat, or if their seat changes and the seat belt is no longer in a familiar location.

3) Deaf students use their visual skills to compensate for their hearing loss. Look at them when you talk. Speak clearly and distinctly to help them read your lips. Yelling does not help them understand. Facial expression and body language are very important, show them what you want. The driver may wish to carry a pad and pencil to write down what he/she cannot otherwise convey. Deaf children might find the noise level in their hearing aids uncomfortable and turn them off. A course in sign language is valuable to those drivers who routinely transport deaf children. Deaf students will probably be most content if there are others on the bus with whom they can communicate. Hearing-impaired children, along with visually impaired students, are unlikely to be much different from other children in terms of behavioral problems.

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4) Although the behaviors described above are characteristics of certain categories of disabling conditions, it is important to remember that each student is an individual with his/her own personality. No label can completely or adequately describe any student. It should be noted that handicapped students are people, and can be expected to behave and misbehave in a normal fashion. The driver of handicapped children needs to be more flexible, patient and creative in his/her approach to managing these students.

D. EXPLANATIONS OF HANDICAPS – SEE APPENDIX "V"

E. CLASS PLACEMENT

1. Class placement should include a routine consultation with transportation personnel to avoid bus problems that may develop into classroom problems.
   a. Some students may need to be transported in wheelchairs or specifically designed car seats or vests to provide trunk and head support. The type of vehicle required must be ascertained in advance, and lead-time may be needed to construct a device in which to transport the student.
   b. Special needs for transportation service may also be indicated on the student's IEP.
   c. The last consideration in planning is the mixture of the students in the vehicle. It may be desirable to group students by disability. In sparsely populated areas it may be impossible to do so.
2. After class assignment is determined, the Transportation Field Coordinator should research any problems associated with the student's transportation needs.
   a. A thorough inventory of a student's needs should be taken by school personnel in conjunction with the Transportation Field Coordinator. This should include aspects of the student's personality and handicaps as they relate to the bus ride. These may determine such matters as seat assignment, order of stops, equipment needed and techniques used to effectively accommodate the student. Seizures and other significant medical problems should be documented and available to the driver.

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b. Any deviation from normal schedules should be noted. Special care should be exercised to ensure that the student's medication schedule and bus schedule are not in conflict.

c. Arrangements should be made for alternate end emergency telephone numbers and drop off points within the District boundaries. These points may seem more related to operations than student management. Failing to deliver the student at his/her regular stop or at his/her regular time may create anxiety in the student and his/her parents, thereby undermining the driver's control of the situation.

d. Arrangements for each student's transportation should be communicated to all involved parties, including parents, guardians, school personnel, driver, aide and other students on the bus. Smooth bus service will make the student's first day of school a positive experience. It will instill confidence in the parent and reflect well on the entire school system.

e. It is advisable that the campus receiving special education students by bus service assign a staff member to meet all arrivals at loading and unloading zones. **Students with severe disabilities will not be left unattended outside the school.**

F. DISCIPLINE AND BEHAVIOR RESPONSIBILITIES

1. Safety of passengers and respect for property of others is required. A student cannot be allowed to behave in any manner that endangers or causes serious harm in route.

2. Leniency due to a student's handicaps is counterproductive to the development of self-sufficiency. Many students sense this attitude and manipulate it to their advantage. Students must be taught to accept responsibility for their actions. This can be accomplished if the following rules are obeyed:

   a. Let the students know what is expected of them. Define terms and rules clearly. Enforce the rules fairly, firmly, and consistently.

   b. Let the students know exactly what the consequences of their behavior will be. Always follow through on the disciplinary action you outline or the students will quickly learn that your authority is not to be taken seriously.

   c. Demonstrate what you want them to do, using as many modes as possible. Don't just tell them to fasten their restraining devices. Show them how to do it.

   d. Accentuate the positive. Continually telling the students "Don't do this." And "Don't do that," leaves them wondering what they

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can do. On long bus rides that can be a tiring experience, suggest methods of acceptable behavior.

3. Behavior modification is a technique that requires students to behave in an appropriate way before they are given a reward. This increases the likelihood they will behave as desired. To be effective, you must take into consideration the ages of the students aboard and the nature of the reward, provide a clear definition of acceptable behavior.
   a. It is generally a good policy to develop a simple reward system for acceptable behavior. As a general rule, liberal amounts of praise should be part of the system.
   b. The driver can develop a chart to keep track, on timely basis, of those who have/have not behaved well. Rewards may be given to those with satisfactory ratings. A smiling face or a gold star on the chart, a preferred seat or other tangible rewards are examples. Such practices should be acceptable to parents, guardians, and teachers.
   c. Some disruptive students respond well when given responsibility. Leading others in singing or a quiet game may channel excess energy into a more constructive activity that can be pursued safely on the bus ride.
4. Other techniques of behavior management include rearranging seating, isolating troublemakers, etc.
   a. Seating arrangements on the bus can be important in managing handicapped students. Seat students with students that get along together.
      1) The seat closest to the front of the vehicle may be used either as a reward or as a punishment, depending on the attitude of the students. Younger students often perceive sitting near the driver as a privilege, and this may be granted as a reward for good behavior. Older students are more likely to view a front seat as undesirable, and it may then be used to isolate a troublemaker.
      2) An insightful choice of seat partners can help the driver manage students. For instance, a young hyperactive student may be seated with an older, well behaved student. The older student is made to feel important by looking after the young charge, and the younger student may look up to the older and behave better to impress him. A more advanced student may be able to sit with one who is easily distracted and entertain the other by talking

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or looking at a book.

3) Very young or fragile students should be seated away from older, larger students who might harm them if they become angry or frustrated.

b. In case of serious misbehavior, temporary suspension of bus privileges may be in order. This should only be done after consultation with parent or guardian and teacher to prevent a student from being left home unsupervised or spending the day alone on the streets. Suspension from the bus is usually most appropriate when the student threatens the safety of other students.

c. Most students respond better to rules if they have a voice in their development. The driver may tell students that the bus is their bus, thereby encouraging pride in making it a clean, safe and enjoyable place. For those students who are able, the driver may have them suggest rules for the bus and the means of enforcing them. Often students will develop more strict regulations than the driver.

d. Serious misbehavior by a student who does not respond to any of the above methods may require referral to a school counselor or psychologist for development of a more personalized behavior management scheme.

e. Behavior management systems will be most effective if developed after consultation with parents, guardians and teachers. Students can be confused and frustrated if they are allowed to behave one way on the bus and another in the classroom. Cooperation of all concerned parties is the ideal way to achieve a safe bus environment.

f. Some behavior results from severe emotional, mental or physical handicaps and cannot be adequately controlled by the techniques described herein. A qualified member of the special education staff must diagnose such behavior. It is recommended that when the behavior is identified, the following actions be taken:

1) Older and higher functioning students can be routed and added as passengers on a bus to assist younger and lower functioning students. A buddy system can be developed with reinforcements for cooperative behavior. The most successful systems are those recognized and supported by the school.

2) Hyperactive children can be retained in their seats by the

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use of appropriate restraining devices.

3) The Transportation Director may contact the school administrator to determine the feasibility of assigning an additional attendant to the bus. The attendant can monitor the students and engage them in a quiet activity during the bus ride.

4) The bus is modified to control behavior resulting from students responding to outside influences. Windows may be tinted to reduce light and heat. The seating system can be compartmentalized. All equipment modifications must comply with state and federal regulations.

g. The driver of the bus or attendant may improve his/her skills at controlling student behavior by periodically visiting their student's classrooms.

1) By observation, the driver may learn the need of students and the responses and techniques practiced by teachers. Uniformity in behavior management techniques between classroom and bus can be developed.

2) Seeing the driver in the classroom strengthens the association between the driver and the teacher. The driver's presence and the bus ride may be seen as an extension of the classroom where quiet behavior is required.

G. MEDICAL CONCERNS

1. Some handicapped students are susceptible to illness. They are often on medication for their disability. A driver should never administer this medication. It is strongly recommended that the drivers of handicapped students enroll in a first-aid course in preparation for medical emergencies that may arise. If problems with a child's medication occur, please consult the school nurse.

2. A change in dosage of medication can dramatically alter a student's behavior. Sudden personality changes should be reported to the parent, guardian and teacher at the earliest possible time. Reporting must be documented in writing.

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3. There are medical problems that occur routinely on a bus for which a driver should be prepared.
   a. Some handicapped children are subject to convulsive disorders and seizures. These can vary in intensity and length. A petite mal seizure, lasting a few seconds, is often not noticeable. A grand mal seizure, involving arm thrashing and body rigidity, is of longer duration. Normally, seizures are self-limiting. The driver's role is to see that the student does not harm him/herself, or others and rest comfortably afterward. Nothing should be placed in the student's mouth, nor should limbs be restrained in any manner. Extended seizures (lasting longer than 5 minutes) constitute a medical emergency and medical help should be summoned.
   b. Some students may have respiratory difficulties. They may choke on their own saliva or foreign objects. The method of dealing with these problems should be discussed with the parent, guardian, teacher and medical personnel. Some students may become nauseated during the ride. It is recommended that clean up materials be kept on the bus. Placing the child in a front seat so that they can see where they are going sometimes alleviates "Car Sickness".
   c. Most medical incidents on the bus ride, while requiring special attention of the driver or attendant, will not necessitate calling professional assistance. Extended seizures and other serious medical matters may require either diverting the bus to a medical facility or calling an ambulance. In any event, all medically related incidents should be reported to the school and parents or guardians as soon as possible. It is recommended that the reporting be documented in writing.
4. If requested by a parent to transport medicine to school, the driver will take the medicine to the student's teacher.

H. STUDENT MANAGEMENT DURING EMERGENCIES

1. It may be useful to educate those students who are capable of comprehending and retaining information about emergency measures. It is possible that the driver may be incapacitated in an accident and a student may have to take over.
2. In emergencies where the driver is not injured, it is important to assure students that the situation is under control.

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3. The most important preparation for student management during emergencies is planning.
   a. Assess the abilities and handicaps of each student to determine each student's needs in an emergency.
   b. Plan how to evacuate each student if this becomes necessary. Determine what special attention might be needed after evacuation (e.g., providing reassurance to normally tense and insecure students). The appearance of confidence on the part of the driver will help calm the student.
   c. Develop and maintain a clearly visible seating chart that identifies the special needs of student passengers in the event of emergency evacuation. This chart is useful to emergency personnel who may respond, especially when the driver is incapacitated.
4. Evacuation drills involving the driver and students shall be conducted at least twice each year. Handicapped students shall practice evacuation procedures within their capabilities.

I. PARENTS' RESPONSIBILITIES (For Employee Information Only)

1. Deliver the students to the bus on schedule.
2. Receive the student from the bus in the afternoon on schedule.
3. Notify the Dispatcher when a student will not ride.
4. Supply the driver, attendant and the school with pertinent medical information concerning the child, which might affect the child's safety or wellbeing.
5. In the case of severely handicapped students who are transported from home to school to home, parents or guardians are responsible for moving the child from the house to the curb site where the bus attendant or driver will then place the child on the bus. Upon delivery home in the afternoon parents or guardians will be at the curb to accept the child. Drivers and attendants will not carry children from the front door to the bus or vice versa.
6. Drivers and attendants will not argue with parents, but refer them to the Special Education Field Coordinator.

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UNIT VI. EMERGENCY PROCEDURES

A. SEVERE THUNDERSTORM

1. Lightning occurs in association with a thunderstorm, immediately proceeding and during the heavy rain.
2. The safest place to be during a thunderstorm is in a building or a motor vehicle.
3. Normally, schools will not dismiss students during a severe thunderstorm.
4. Procedures to be followed if a severe thunderstorm is encountered while in-route with students aboard.
   a. If visibility is reduced to the point that safe driving cannot be maintained, pull as far as possible to the right side of the road and stop.
   b. Turn on the hazard flasher lights and headlights.
   c. Set the parking brake and shift transmission to neutral.
   d. Notify Dispatch office by radio.
   e. Keep the students seated.
   f. As soon as it is safe to drive, proceed.
5. Procedure to be followed if a severe thunderstorm occurs as you arrive at a bus stop returning students home:
   a. Keep all students in the bus and in their seats.
   b. Set the parking brake and shift transmission to neutral
   c. Notify Dispatch office by radio
   d. Release the students only after the lightning has stopped
6. The bus will provide protection from lightning except for a direct hit, which is extremely rare. The effect of lightning, directly striking a motor vehicle is completely unpredictable.

B. FALLEN ELECTRICAL TRANSMISSION LINES

1. A severe storm can cause electrical transmission lines to break loose from their towers and fall across or hang low over streets.
2. In the event that fallen or low hanging wires are encountered, stop the bus short of the area and examine the situation before proceeding.
3. The fact that wires are not arcing does not mean that they are not deadly.
4. If wires are lying on the road and the bus can clear them at least by 15 feet, carefully drive around them.
5. Do not drive under wires hanging low over the road until you have examined the situation and are certain that the bus will not touch the wires as you drive under, and that there is no possibility of the wires falling on the bus.

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6. In the event that electrical lines fall on the bus while it is stopped, drive carefully out from under them. If traffic is snarled or the bus is stalled and you are unable to move, keep the students in their seats and the windows closed. Keep the door closed and locked. The rubber tires insulate the bus from the ground, so no current is flowing through the bus. Persons in the bus will not be in danger as long as they remain inside. The danger of electrocution exists if someone steps off the bus and touches the bus and the ground at the same time.

C. FLOODING

1. Do not drive in a body of water if there is any doubt about its depth.
2. Do not drive into water more than one foot deep or if you cannot see the markings on the road.
3. Do not drive into rapidly flowing water.
4. In the event the bus stalls while crossing a flooded area and cannot be started, call the Dispatcher on the radio and give location and details.
5. Keep all students on the bus and in their seats.
6. Wait for help to arrive from the transportation center. Do not try to evacuate the students unless the water is rising rapidly and a dangerous situation is developing.
7. In the event that students must be evacuated immediately, obtain as much help as you need from people in the area.
8. Do not unload students at their home if the area is flooded. Contact Dispatch for instructions.

D. TORNADO

1. Move away from the tornado driving to the left or right of its path.
2. If you cannot escape the path of the tornado, go to a low area such as a ditch or culvert. Evacuate the students towards the tornado into the ditch or culvert and instruct them to lay face down as close to the bottom of the ditch as possible. (Evacuate towards the tornado to avoid the bus being dropped on top of the students.)
3. According to the area you are in, you might chose to evacuate the students into a large brick building such as a school, hospital or bank. If this is necessary, have the students move towards the back of the building away from any windows and protect themselves from flying glass behind large objects.
4. Account for all students after the danger is past, and check for injuries. Do not move any students that might have suffered neck or back injuries.
5. Do not park under a freeway overpass during a tornado!

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UNIT VII. SCHOOL BUS EVACUATION

The following emergency procedures are general guidelines. It is understood that specific procedures cannot be formulated to cover all possible situations. The most important ingredient in an emergency situation is a cool head and common sense:

A. The driver should develop a plan of action to follow in an emergency or accident situation.

1. Stop the bus.
   a. How to stop
   b. Where to stop
   c. Should the engine be shut off?
   d. Set the parking brake
2. Check for possibilities of fire.
   a. Look for smoke
   b. Engine fire
   c. Electrical or control panel fire
   d. Leaking fuel line
   e. Hot tires
3. Should the students be evacuated from the bus?
   a. Will students be safer on the bus?
   b. Is there a safe place to take the students?
   c. Is the weather too adverse for the students?
   d. Will students be in danger during the evacuation?
   e. Are there injured students and do they require medical attention?
   f. Are bus captains present?
   g. Do you have control of the students?
4. How can you evacuate the bus?
   a. By the service door
   b. By the emergency door
   c. By the window (knockout windows are rubber mounted)
   d. By the emergency exit window
   e. Roof hatch (if equipped)
5. Get the student's attention.
   a. Remain calm
   b. Stand facing the students
   c. Reassure the students
   d. Talk firmly but do not shout
   e. Tell the students what you want them to do

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6. Notify the dispatcher.
7. Make sure all students are accounted for after evacuation.
    a. Make sure all students are out of the bus
    b. Ask students if anyone is missing
8. Check for injuries and administer first aid.
    a. To yourself
    b. To the students
    c. Quickly decide if an ambulance and other assistance are needed
    d. Reassure injured students
    e. Tell the students what you want them to do
9. Protect scene of accident.
    a. Set out safety equipment (reflectors)
    b. Use bus lights
    c. Protect road marks as evidence in accident cases
        1) Keep traffic from running over evidence
        2) Keep people from moving or destroying evidence
10. Send for help
    a. Have students been trained in evacuation methods?
    b. Are the trained students aboard the bus?
    c. Ask assistance from passerby
    d. If your radio is not working give assisting person the telephone number to contact the dispatcher.
    e. List exact location, nature of emergency, and assistance needed.
11. Should the bus be moved?
    a. Is it possible to move the bus under its own power?
    b. Will assistance be needed to move the bus?
    c. Is it safe where it is now?
    d. If it's on a freeway, and is drivable, move it to a safe location off of the freeway or into the emergency lane

B. Driver and student.

1. Selection of bus captains. Bus captains should be chosen within the first two weeks of school.
    a. Number of bus captains needed:
        1) Assign 2 front captains. They should be assigned to the second seat from the front of the bus.
        2) Assign 2 back captains. They should be assigned to the back seat at all times. They should be larger students.

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3) Assign 2 middle captains. They should be assigned to the 6th seat, middle of the bus.
4) Bus captains should be assigned to all AM, MIDDAY, PM, VOCATIONAL, and any other assigned route.

b. Two bus captains should be girls.
1) Girls can be great help in controlling and reassuring younger students
2) Girls can be good first aid helpers

c. Obtain written permission from parents. These forms must be turned in to the Safety Coordinator by the second week of school.
1) Parents may not want their children assuming this responsibility
2) Parents should be informed what the students will be doing

d. Select students that are willing to help and follow instructions.
1) Do not force any student to be a bus captain
2) Look for the dependable student

e. Students that tend to be leaders.
1) Students tend to follow a natural leader
2) Student control can be handled easier by this type of student
3) Athletic type of students.
4) They may need to run when going for assistance
5) They need strength in helping students out of the bus
6) If bus is upset, muscular students will be needed for evacuation

2. Training the bus captains.

a. Explain the reason for the evacuation program.
1) Safety to all students
2) Quick reaction to an emergency situation

b. Explain their duties.
1) Captains act under the direction of the driver
2) Captains should be taught what action to take in case the driver is incapacitated
a) Stop the bus by use of foot pedal/or parking brake
b) Turn off the ignition switch
c) Set parking brake or put bus in park
d) How to operate fire extinguisher
e) Opening emergency door and helping students out

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f) Helping students out service door
g) Leading students to a point of safety
h) Student control
i) Assist the driver when requested
j) Acquaint students with location and proper use of first aid kit, reflectors and fire extinguishers

3. Train all captains in each area of captain responsibility. Supply each captain with a bus captain-training outline.
4. Assign captains
5. To a particular area of responsibility.
   a. Each captain should be assigned a specific duty
   b. Each captain should be assigned an alternate responsibility to help in other areas when a helper is absent
   c. Each captain should be assigned a specific seat
6. Explain, demonstrate and practice area of responsibility.
7. If a bus captain moves, or is assigned to a different bus, obtain another bus captain as a replacement as soon as possible.

NOTE: See bus captain training sheet- Appendix L (Page 63)

C. Emergency evacuation of school buses in the interest of safety. All drivers will conduct an emergency evacuation drill during the first 2 or 3 weeks of each semester.

1. Front door evacuations of school buses.
   a. Stop the bus, set the parking brake and turn off the engine.
   b. The driver will stand, open the door, face the students and get their attention.
   c. The driver will give the command: "EMERGENCY DRILL, REMAIN SEATED, FRONT EVACUATION" If driver is incapacitated the bus captain will assume responsibility.
   d. Advise bus captain to guide passengers to a place for safety.
   e. A second bus captain will stand outside of the bus by the front door to count and assist passengers as they evacuate.
   f. Standing between the first occupied seats, the driver will then turn and face the front of the bus:
      1) Starting at the right hand seat, the driver taps the shoulder of the person nearest the aisle to indicate that those occupants shall move out.
      2) The driver will place his arm in front of the occupants of the left hand seat, preventing them from leaving until told to do so.

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g. When the students of the dismissed right hand seat have moved forward enough to clear the aisle, the driver dismisses the occupants of the left hand seat.

h. The evacuation continues as described, right hand and left hand seats alternately, until the bus is empty.

i. When the last seat is empty, the driver walks to the front of the bus, checking to see that all are out.

1) A check must be made from the rear of the bus forward.
2) Be certain to check between and under seats.

j. As the driver leaves the bus, they remove the fire extinguisher, first aid kit, and markers and take them with them or assign this duty to a reliable student.

k. The driver shall conduct a count of the students to assure that all are accounted for.

2. Rear emergency door evacuation is used when front door is not accessible:

a. Appoint two responsible students on each load who are among the first to board the bus to sit by the rear door, one on each side of the aisle.

b. The bus captain in the left hand seat shall have two responsibilities:

1) See that nobody touches the door latch.
2) Open the door on command of the driver or, if the driver is unable to give such command, open it when they see that a rear evacuation is necessary.

c. The bus driver gives command “EMERGENCY DRILL, REMAIN SEATED, REAR EVACUATION”

d. Both captains, the one who opens the door and the other from the right hand seat then jump to the ground and aid others in the evacuation, beginning with the rear seats, alternating right and left until the bus is empty.

e. The driver keeps the children under control, and makes sure that the bus is empty as he follows the last student out the rear door, removing the fire extinguisher. <u>The front bus captains will carry the first aid kit and the reflectors off of the bus.</u>

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UNIT VIII. DISPATCHER RESPONSIBILITIES

A. Notifies the Field Coordinator and/or the Shop Foreman which bus drivers or attendants that are absent and who was used as a replacement.

B. Maintains the employee absence log, records the reason for absence and replacement used.

C. Post to the absence report all information as to employee's status. (late, sick, vacation, etc.)

D. Monitors the school bus keyboard. Issues incident report if school bus keys are not turned in.

E. Monitor bus driver/bus attendant time.

F. Assign substitute bus drivers and substitute attendants and/or other personnel to replace absent employees.

G. Issues load sheets to the bus driver.

H. Receives calls from parents as to pick up or not pick up their children. Notifies the appropriate Field Coordinators and bus drivers.

I. Maintains driver total hours roster, assigns extra work opportunities, identifies drivers, buses and prints the trips schedule. Prints and distributes trip tickets and extracurricular billing documents.

J. Deals tactfully with the drivers, attendants, parents and administrators. Informs the appropriate Field Coordinator of problems encountered with any of the above.

K. The Dispatcher will be familiar with all routes in order to accommodate special situations.

L. When a replacement driver is required, the following priorities will be used:

1. Floaters
2. Full-time aid/sub driver
3. Substitute drivers
4. Trip Drivers
5. Technicians
6. Office Staff

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M. The Dispatcher or Assistant will be in the office at all times except in case of an emergency. Dispatcher will prepare the written schedule by 9:00 a.m. for the midday and p.m. vacant routes.

N. Dispatcher will relay any information recorded in the logbook before leaving his/her post to the Field Coordinators.

O. Dispatcher will make sure that all routes are covered at the appropriate time.

P. Dispatcher will maintain the key board and ensure that all keys are accounted for.

Q. Dispatcher will check extra-run schedules daily to eliminate missed assignments and unnecessary overtime.

R. Ensure that no one enters the Dispatch office unless on the authorized list.

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UNIT IX. AUTOMOTIVE SHOP OPERATION

A. The repair facility is responsible for the preventive maintenance and repair of all district vehicles to include grounds maintenance equipment that utilize combustible engines. These functions are accomplished utilizing auto Technicians, and craft helpers.

B. The shop foreman is responsible for the smooth and safe operation of the shop. His/her main objective is to keep all equipment operational and downtime to a minimum.

C. Shop rules are as follows:

1. Maintenance Technicians will assist mechanics when requested.
2. Wear proper safety equipment when required
3. No unauthorized personnel are allowed in the shop area.
4. Technicians will not use the office telephone for personal calls. Technicians wishing to use the telephone will do so during their break or lunch hour. The telephone may be used in an emergency.
5. All tools must be secured in your toolbox prior to leaving shop area.
6. Smoking and tobacco use is not permitted on school district property. This includes the Transportation facility and all district vehicles.
7. Technicians will maintain a clean and orderly work place at all times. All compressor hoses, water hoses and electric cords will be rolled up and stored unless in use.
8. Technicians will perform driving and/or attendant duties when requested.
9. Technicians driving buses will perform the required pre-trip inspections.
10. (Technician not coming to work) will call the Shop Foreman at home or cell phone one hour before reporting time.
11. Technicians will assist drivers in any way possible to preclude buses being late for a route. (i.e. moving buses and lifting the hood).
12. Technicians will remain in their assigned areas in the morning and afternoon until all buses have departed on their routes. (This will enable the Dispatcher to locate you if needed).
13. Technicians will secure the doors and gates before leaving the facility.
14. Each Technician is responsible for his assigned tool set. The contents will be inventoried every 90 days.

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D. Fueling Buses

1. Buses require at least ½ tank of fuel at all times.
2. Bus refueling procedures:
   a. 1. No smoking
   b. 2. Turn key off
   c. 3. Set emergency brake
   d. Use of the protective shield or protective eyewear is mandatory
   e. Do not use cell phone while fueling
3. No extra time will be allowed for fueling buses; it is included in your route time. It is your responsibility to fuel during your scheduled route time. Do not back up to gas pump. There will be no cutting in front of other buses unless authorized by the Dispatcher.

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UNIT X. EXTRA WORK OPPORTUNITIES

A. Priority for extra work assignment:
   1. Full time trip drivers
   2. Full time drivers and qualified aides on the extra work opportunity roster based on accrued hours that week
   3. Eight (8) hour drivers, unless overtime is involved
   4. Substitute employees that are cleared to drive extra work opportunities
   5. Technicians that are cleared to drive extra work opportunities
   6. Office personnel that are cleared to drive extra work opportunities

B. The following criteria are used in selecting a bus driver for an extra work opportunity:
   1. Extra work cannot interfere with your regular route unless it is an overnight trip and the driver is signed up for it, or the driver assigned will cause the least amount of disruption to regular scheduled routes.
   2. Eight hour employees will be used when adequate number of drivers are not available.
   3. Short notice limited duration runs (2 hours or less) will be assigned based only on driver availability.
   4. Notify the dispatcher 72 hours (3 days) in advance in writing if you do not wish to be assigned an extra-run on a given day, and you will be skipped for that rotation and it will not be counted as a turndown. Note: You will be allowed one 72-hour notice per semester.
   5. Drivers will not take relatives or friends on a trip (arrangements should be made to meet them at the destination). Should this happen, disciplinary action will be taken.
   6. You will report to the Transportation facility at least 45 minutes prior to the time shown on the extra run ticket. Failure to do so will result in docking of time or disciplinary action. (Be at your pick-up location no later than 15 minutes prior to the time on your ticket).
   7. When you are ready to leave the facility, report to the Dispatcher your bus number and destination.
   8. Should there be any change in requirements or a problem with your trip ticket, please notify the Dispatcher.
   9. When the person in charge or the sponsor of a trip gives instructions regarding a pick up time or place for the next day, you must pass it on to the Dispatcher.
   10. Selection of drivers for extra work opportunities is left to the discretion of the Transportation Department Director.

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C. Do not start on a trip without a ticket or specific instructions from the Transportation department Dispatcher. (If no ticket is available, record pertinent information on a piece of paper. Note: Turn in your trip ticket the next day after your trip. **No Ticket – No Pay**.)

1. In the event of a bus breakdown or mechanical problems, follow these procedures:
   a. Call Transportation Department by radio
   b. Call Transportation Department by phone at 832-555-2720
   c. If after hours, contact the Dispatcher, Shop Foreman or a Coordinator
   d. Call the Shop Foreman at home, or by cell phone
   e. Call the Dispatcher at home, or by cell phone
   f. Call your Route Coordinator at home, or by cell phone
   g. Call the other Route Coordinator or Asst. to the Director/Safety Coordinator at home or by cell phone
2. A campus may not request a specific driver to take a trip.
3. If your assigned trip is cancelled by the organization requesting the bus, the rotation will continue until your name comes up again.
4. If there is more than (1) bus at a pick-up location and (1) or more buses are cancelled, the driver with the most hours will be released first. [Released drivers will be paid a maximum of (2) hours].
5. The driver will notify the Dispatcher if the scheduled completion time is to be exceeded, or if the scheduled departure time is delayed more than 10 minutes.
6. The driver will notify the coach, chaperone, or teacher if the driver has to leave the area to perform a scheduled route.
7. The driver is responsible for supplying the coach, teacher, or sponsor with a copy of the SPONSOR INFORMATION sheet. Have the sponsor sign the sheet. Give the sponsor the white copy and turn the yellow copy in to Dispatch.
8. Overnight assignments:
   a. Full-time trip drivers will be utilized first on all overnight trips.
   b. Eight hour employees are not eligible for overnight trips, or extra trips, except when extra drivers are not available.
   c. The amount of compensation offered for an overnight trip will be stated in writing prior to assignment. If the employee refuses the amount of compensation, the trip will be offered to the next employee on the list.

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9. DRIVERS WILL NOT LEAVE THE BUS WITHOUT PERMISSION FOR MORE THAN ½ HOUR. Drivers will inform the sponsors of their whereabouts at all times.
10. If a driver or aide is absent from work for any reason the number of hours allocated to their route will be calculated for that day.
11. Extra work opportunities during Thanksgiving, Christmas, and Spring Break holidays will be assigned (from a "holiday signup sheet") based on seniority. Extra work will be assigned based on accrued hours at all other times.
12. See Appendix "H" for sign up and trip assignment procedures.
13. Drivers are responsible for checking the tie downs on instruments and band equipment being transported in the band truck.
14. Drivers are not to expect, nor request sponsors to supply meals on trips unless instructed by Dispatch that a meal would be provided

D. **OUT OF TOWN TRIPS**

1. **Out of town, 1-day requirements that require 4 hours or more of driving time one direction:**
   a. Relief driver.
   b. 15 minute break every 100 miles or 2 hours, whichever comes first.
   c. No a.m. trip route the following day, without allowing at least an 8 hour break from clock out until clock in time.
2. **Out of town requirement that will return the following day, after at least an 8 hour break from service.**
   a. 15 minute break every 100 miles or 2 hours, whichever comes first.
   b. No a.m. trip route the following day, without allowing at least an 8-hour break from clock out time until clock in time.
3. **Requirement that require 4 hours of driving time or less:**
   a. Drivers will not be assigned more than one trip per day unless the available drivers list has been exhausted.
   b. Drivers will have no more than two trips in a row that are projected to return after 10:00 p.m.

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APPENDIX "A"

SCHOOL BUS SAFETY INFRACTIONS AND DISCIPLINE POLICY

LEVEL 1 INFRACTIONS: Requires driver to conference with student regarding Safety Infractions, document this on a Safety Infractions warning form, and turn this document in to a campus Administrator. The Campus Administrator will contact parents in an attempt to preclude further incidents. Minor Infractions include, but are not limited to:

- Excessive loud talking and/or yelling
- Throwing paper on the bus
- Littering the bus stop
- Late to the bus stop
- Not sitting properly on the seat (facing forward with feet and knees out of the aisle)
- Eating or drinking on the bus
- Having pens, pencils, rulers, etc. exposed on the bus. These items should be secured in a backpack, purse or similar object.
- Grabbing leaves off trees while the bus is in motion
- Improper dress, such as no shirt on males, midriff shirt or tube shirt on females, no shoes, etc.
- Not staying seated while the bus is in motion
- Turning on a device with an external speaker such as a radio, cassette player, c.d. player etc. while the bus is in motion. (Personal headset styles are allowed on trips with the sponsors permission).

Discipline for 1st offense:
Conference with student and parent contact

Discipline for 2nd offense:
Isolation, D-hall or removal from the bus not to exceed 2 days and parent contact

Discipline for 3rd offense:
*Removal from the bus not the exceed 3 days and parent contact

Any further offenses will be elevated to an automatic Level 2 category.
Level 2 Infractions: Requires the driver to complete a referral slip and turn in as soon as possible to a Campus Administrator for appropriate disciplinary action. These infractions are actions that distract the driver's attention from the safe operation of the bus, and include, but are not limited to:

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- Having received maximum allowed Level I offenses
- Not following drivers or attendants directions
- Impertinent or argumentative to the driver or attendant
- Walking or standing on the seats
- Body parts out the window
- Horseplay such as pushing, pulling or tripping others on the bus or at the bus stop
- Screaming on the bus
- Making rude or offensive remarks
- Refusing to allow another student to sit in the seat with them
- Standing and yelling out of bus windows at other vehicles or pedestrians
- Spitting
- Refusing to wear a seat belt when directed to do so
- Matches or lighters on the bus, or at the bus stop

Discipline for 1st offense:
*Removal from the bus not to exceed 5 days and parent contact

Discipline for 2nd offense:
*Removal from the bus for 5 to 10 days and parent contact

Discipline for 3rd offense:
*Removal from the bus for 10 to 30 days and parent contact

Any further offenses will be elevated to an automatic Level 3 category.
Level 3 Infractions: Requires the driver to complete a referral slip and turn in as soon as possible to a Campus Administrator for immediate and more severe disciplinary action. These infractions are actions that seriously distract the driver's attention from the safe operation of the bus putting all passengers in danger, and include, but are not limited to:

- Having received maximum allowed Level 2 offenses
- Chasing the bus at the campus
- Exiting the bus from the back door, unless directed to do so by the driver
- Throwing hard or solid objects in the bus or out the windows of the bus
- Playing with emergency equipment including back door, emergency exit window, or roof hatch
- Fighting on the bus or at the bus stop
- Vandalism of the bus, its equipment, or the property where the bus stop is located
- Use of curse words, vulgar or obscene language, discussion, gestures or materials of such nature on the bus or at the bus stop
- Threats of violence on the bus or at the bus stop

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- Smoking on the bus or at the bus stop
- Lit match or lighter on the bus or at the bus stop
- Impeding the normal route process as determined by the Transportation Department and Campus Administrator

Discipline for Level 3 Infractions may include one or more of the following options and may be used in conjunction with *removal from the bus: ISS, CFS, citation from a law enforcement official, suspension

The following Infractions require automatic alternative education placement.

- Illegal drugs, alcohol or tobacco products on the bus or at the bus stop
- Weapons of any kind on the bus or at the bus stop
- Indications of gang affiliation by either physical signs, verbal communications, or clothing apparel

*Note on removal from the bus: Suspension from the bus will result in a loss of all riding privileges for the duration of the suspension.

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APPENDIX "C"

SOUTH PARK INDEPENDENT SCHOOL DISTRICT
DRIVERS SCHOOL BUS INSPECTION GUIDE

Drivers are responsible for the inspection of their assigned bus. All damage or malfunctions must be reported promptly on a Work Order. The following items must be checked on a daily basis:

OUTSIDE INSPECTION:

Windshield & Windows: should be clean and unbroken

Mirrors: should be clean, unbroken, and firmly attached

Tires, wheels: inflated, not damaged, lugs tight and in place, no-leaks from the axle oil seal

Belts and Hoses: in good condition, not frayed or cracked or hanging loose

Muffler, Exhaust Pipe, Drive Shaft, Hangers: no rust holes, attached firmly, hangers in place, exhaust pipe open and extended pipe open and extended past rear of the bus

Cold Fluids: oil, radiator, power steering, washer fluid: adequately filled

Warm Fluid: transmission: adequately filled, some transmissions have cold reading on the dipstick also.

All clear under the bus: no sign of fluid leaks, nothing obstructing under the bus, no sign of anything hanging

General Appearance: record and report immediately any bus damage as scratches or dents.

Note that bus needs to be washed.

INSIDE INSPECTION:

Handrail: securely attached

all emergency equipment secured in correct place, full and accessible and including:

Fire Extinguisher: tagged and date not expired, plastic tie on pin, pin in place, needle in green

First Aid Kit and Body Fluid Kit: properly stocked with supplies

Reflectors: 3 unbroken, kit easy to open, box secured to floor and easily accessible

Insurance card and accident form: not expired, in vinyl pouch

Seats: bottoms attached to frames, frame attached to floor, check for rips, vandalism, sufficient padding across top of seat to cover metal frame

Emergency Exit Doors and Windows: opens completely, easily, buzzer sounds

Housekeeping: bus should be free of trash, dust and dirt, and trash can emptied

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Driver's Seat Belt: in good condition, attached securely, holds firmly

Strap cutter: attached within drivers reach

Visor: clean and unbroken

Gauges: working properly

Side Panel Switches: all working properly, including: dome light, step well light, defroster (check all vents), heater, fan, washers, wipers

Lights: headlights, bright lights, hazards, turning indicators, clearance lamps, overhead ambers and reds, brake lights, backup lights, tail lights, stop arm activates and lights work, no broken light covers, no missing reflectors

Horn: works easily and sounds sufficiently loud

Mirrors: all mirrors adjusted properly for optimum viewing, reducing blind spot areas as much as possible. Be mindful of the Danger Zone.

Fuel: adequately full, refuel at ½ tank

Air pressure: reaches 120 psi in 3 minutes or less

Air Brake Test: build air pressure to 120 psi, turn off engine, turn on electrical current, depress hand brake, wait 1 minute assuring that you do not lose more than 2 psi in 1 minute, apply foot brake and hold down firmly, assuring that you do not lose more than 3 psi in 1 minute, pump foot brake until air pressure reaches 60 psi, assuring that warning light and buzzer activate, then continue pumping foot brake until air reaches 20 to 30 psi, assuring that spring brakes activate at that time.

Radio: working properly

Route Sheet: in binder and updated, any changes reported to Supervisor and Dispatch

School Bus Placard: in the back door when empty, in the vinyl pouch when students on board.

Pre-trip Sheet: filled out completely, including mileage

Trash Can: secured to floor, kept empty

SPECIAL NEEDS BUSES (also check for the following):

Student Seat Belts Wheelchair Tie downs or Car Seats (if applicable): in good condition, attached securely, holds firmly, buckles fastened together when not in use, no loose ends left out that could be tripped over.

Strap Cutter: in vinyl pouch, accessible by attendant

Emergency Information on Special Needs students complete and in place

Wheelchair buses should have a gurney on board

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APPENDIX "D"

DRIVER SCHOOL BUS INSPECTION FORM

DRIVER _____ BUS # _____ DATE_____

1st DAILY RUN

OUTSIDE CHECK:

- ❒ Cold Fluids: Oil, Radiator, Power Steering, and Washer
- ❒ Lights, Reflectors, Stop Arm
- ❒ Belts, Hose
- ❒ Tires
- ❒ Muffler, Exhaust Pipe, Drive Shaft, Hangers
- ❒ Windshield, Windows
- ❒ Warm Fluid: Transmission
- ❒ All clear under bus

INSIDE CHECK:

- ❒ Safety Equipment: Fire Extinguisher, First Aid Kit, Body Fluid Kit, and Reflectors
- ❒ Seats, Seat Belts, Wheelchair Tie Downs
- ❒ Emergency Exits, Wheelchair Door
- ❒ Air Brakes
- ❒ Horn, Radio
- ❒ Dome Lights, Step well Lights
- ❒ Defroster, Washers, Wipers
- ❒ Bus Sign, Insurance Card, Accident Form
- ❒ Mirror Adjustment
- ❒ Gauges, Fuel
- ❒ Camera Check
- ❒ Housekeeping

AS YOU MOVE:

- ❒ Brakes stop, hold, no pulling
- ❒ Steering straight, no unusual noises
  - Students must be seated at all times when the bus is in motion
  - Apply handbrake, or put bus in park when loading or unloading

2ND DAILY RUN:

- ❒ Camera Check
- ❒ Lights
- ❒ Tires
- ❒ All Clear Under Bus
- ❒ Walk Around Complete (Initial)
- ❒ Modified Air Brakes Test
- ❒ Bus Sign

3RD DAILY RUN:

- ❒ Camera Check
- ❒ Lights
- ❒ Tires
- ❒ All Clear Under Bus
- ❒ Walk Around Complete (Initial)
- ❒ Modified Air Brakes Test
- ❒ Bus Sign

EXTRA RUN:

- ❒ Camera Check
- ❒ Lights
- ❒ Tires
- ❒ All Clear Under Bus
- ❒ Walk Around Complete (Initial)
- ❒ Modified Air Brakes Test
- ❒ Bus Sign

NOTE: A pre-trip inspection must be performed once a day prior to using a bus. A walk around must be performed on all other departures. Drivers must perform a complete pre-trip inspection on each bus assigned to them that day.

MILEAGE: **POST TRIP:** (Initial Each)

Depart	Return			
_____ AM	_____ AM	_____ Bus Sign Placed _____ Radio off	_____ No left over students _____ Lights off	_____ Bus Secured _____ Air Brakes set
_____ MD	_____ MD	_____ Bus Sign Placed _____ Radio off	_____ No left over students _____ Lights off	_____ Bus Secured _____ Air Brakes set
_____ PM	_____ PM	_____ Bus Sign Placed _____ Radio off	_____ No left over students _____ Lights off	_____ Bus Secured _____ Air Brakes set
_____ TR	_____ TR	_____ Bus Sign Placed _____ Radio off	_____ No left over students _____ Lights off	_____ Bus Secured _____ Air Brakes set

SIGNATURE: _____ **DATE:**_____

DRIVER NOTES:_____

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APPENDIX "E"

ATTENDANT SCHOOL BUS INSPECTION FORM

ATTEDANT _____ BUS # _____ DATE_____

1st DAILY RUN AM _____ MD _____ PM _____

OUTSIDE CHECK:

- ❒ Assist the driver in checking to assure that all lights are working
- ❒ Assist the driver in adjusting all mirrors

INSIDE CHECK:

- ❒ Safety Equipment: Fire Extinguisher, Reflectors, Strap Cutter
- ❒ First Aid Kit and Body Fluid Kit properly supplied, and secured
- ❒ Emergency Evacuation Plan in vinyl pouch
- ❒ Seats secured, adequate padding around frame
- ❒ Wheelchair Tie Downs in good working condition
- ❒ Spare Wheelchair Tie Down secured and out of the way
- ❒ Shoulder Straps and Seat Belts secured
- ❒ Emergency Exits open easily, and the warning buzzer works
- ❒ Wheelchair Door securely closed
- ❒ Gurney secured and out of the way
- ❒ Bus Sign in place
- ❒ No Vandalism
- ❒ Waste Basket secured and empty
- ❒ Camera check
- ❒ Paper towels secured
- ❒ Housekeeping, bus clean and aisle dry

BEFORE YOU MOVE:

- ❒ If seat belts are available, are the students and attendant secured properly

2ND DAILY RUN: MD❒ PM❒

- ❒ Lights
- ❒ Seat belts, shoulder straps, and wheelchair tie downs secured
- ❒ Bus sign
- ❒ Camera check
- ❒ Aisle dry

3rd DAILY RUN: MD❒ PM❒

- ❒ Lights
- ❒ Seat belts, shoulder straps, and wheelchair tie downs secured
- ❒ Bus sign
- ❒ Camera check
- ❒ Aisle dry

EXTRA RUN:

- ❒ Lights
- ❒ Seat belts, shoulder straps, and wheelchair tie downs secured
- ❒ Bus sign
- ❒ Camera check
- ❒ Aisle dry

NOTE: Complete Pre-trip Inspection must be performed once a day prior to using that bus. Attendants must perform a complete Pre-trip Inspection on each bus assigned to them that day.

POST TRIP: (Initial Each)

1ST DAILY RUN:

- ❒ Bus Sign placed
- ❒ No left over students
- ❒ Bus Secured
- ❒ Empty Trash Can
- ❒ No lost articles
- ❒ Seat belts, shoulder straps, wheelchair tie downs secured

2ND DAILY RUN:

- ❒ Bus Sign placed
- ❒ No left over students
- ❒ Bus Secured
- ❒ Empty Trash Can
- ❒ No lost articles
- ❒ Seat belts, shoulder straps, wheelchair tie downs secured

3RD DAILY RUN:

- ❒ Bus Sign placed
- ❒ No left over students
- ❒ Bus Secured
- ❒ Empty Trash Can
- ❒ No lost articles
- ❒ Seat belts, shoulder straps, wheelchair tie downs secured

EXTRA RUN:

- ❒ Bus Sign placed
- ❒ No left over students
- ❒ Bus Secured
- ❒ Empty Trash Can
- ❒ No lost articles
- ❒ Seat belts, shoulder straps, wheelchair tie downs secured

SIGNATURE: _____ **DATE:**_____

ATTENDANT NOTES:_____

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APPENDIX "F"

"DON'T LOSE YOUR RIDING PRIVILEGE!"
FOLLOW THESE RULES

1. Observe same conduct as in the classroom.
2. Be courteous; use no profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean.
5. Cooperate with the driver.
6. Do not smoke.
7. Do not be destructive.
8. Stay in your seat.
9. Keep head, hands, and feet inside the bus.
10. Bus driver is authorized to assign seats.

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APPENDIX "G"

INCLEMENT WEATHER POLICY

In case of severe weather, drivers should stay posted by watching television or listening to the radio. The following stations are listed here.

Radio Stations		Television Stations	
KILT	610 AM	KTRK	CHANNEL 13
KPRC	950 AM	KPRC	CHANNEL 2
KIKK	96 FM	KHOU	CHANNEL 11
KTRH	740 AM	KRIV	CHANNEL 26
KRBE	104 FM	KNWS	CHANNEL 51
KKBQ	92.5 FM	KXLN	CHANNEL 45
KSEV	700 AM		

These stations will be notified if the weather is too severe to open schools for attendance on that day.

In case weather conditions will not allow the buses to run, the transportation dispatcher will call all drivers and let them know. If you are not notified and you do not hear it on the radio or television, you will be expected to show up for work. If the weather conditions in your part of town are bad and it is not safe for you to come to work, you must notify the transportation dispatcher at the Transportation Office by 6:00 A.M. The phone number is 832-555-2820.

SCHOOL CLOSING PROCEDURE

I. Order of Responsibility

A.	Dr. Henry Smith, Superintendent	555-4015
B.	David Jones, Assistant Superintendent for Support Services	555-5160
C.	Dr. Angie Wade, Asst Superintendent School/Community Relations	555-8922
D.	Kirk Hill, Deputy Superintendent for Educational Services	555-8730
E.	Michael Calcote, Chief Operations Officer	555-9827
F.	Karen Hernandez, Asst Superintendent Curr Design/Alignment	555-1890
G.	Lt. Thurman Clements, Director of Security	555-4255
H.	Stacie Stubblefield, Director of Communications	555-0076

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II. Determination should be made as soon as possible as to whether school should be called off or dismissed early as a result of bad weather. Consideration should be given in this order:

A. Safety First:

1. Are weather conditions safe enough to bring children to school?
2. Even if students can be safely brought to school, will later developments allow them to be safely taken home?
3. If children are already at school, can they be safely transported home and will they be properly supervised?

B. Weather Forecasts: If there is the possibility of bad weather in the areas, those involved in the decision to close school will monitor local weather forecasts and stay in contact with the Emergency Management Team.

C. Early Closing:

1. If students are at school and parents wish to pick them up, they will be released to them.
2. In the event of an early closing and students are not picked up by parents or do not ride the bus, the principal will keep the building open until such time as students can be properly released to family or friends.

D. Calling Off School:

1. By 5:30 a.m. the Superintendent, Assistant Superintendent for Support Services, and Director of Transportation, will determine the feasibility of having school that day. If the decision is made to close school, the Director of Communications will notify the media and an announcement will be made by 6:00 A.M.
2. Once a decision is reached to cancel school, the Superintendent or the next person in line of responsibility shall initiate the Emergency Network Chain.

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APPENDIX "H"

A. EXTRA WORK OPPORTUNTIY ASSIGNMENT PROCEDURES

1. At the beginning of the school year, drivers and qualified aides who want to participate in extra work opportunities will submit their names to the Transportation Dispatcher.
2. Drivers and aides that want to participate will have their name added to a computer database by years of service in that classification and will be assigned extra work according to accrued hours that week. The only exception is if someone is up for extra work and the departure time interferes with his or her regular route. Note: Full time Trip Drivers will be used first for out of town/long duration trips.
3. Those drivers who do not wish to be on the Primary List will be placed on the Stand-by List. Those drivers will only be used when the Primary List is exhausted. (A driver on the Stand-by List will be required to participate in extra work assignments if no other driver is available).
4. The Dispatcher is responsible for entering the daily-accrued hours for all drivers and aides listed in the database.
5. The Dispatcher makes assignments based on the least number of accrued hours. Each day the Dispatcher updates the list with the daily route hours and any extra hours an employee may have made. The employee with the least amount of hours will be at the top of the list, the dispatcher assigns the trips from that list. The Dispatcher will not assign a trip to an employee if it results in overtime except in an emergency. Trips may be contracted out at the discretion of the Transportation Director.
6. Three (3) turndowns or one refusal may result in your name being removed from the Primary Extra Work List for the remainder of that semester. The only exception is the appropriate 72-hour notice allowed each semester.

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7. A driver will be notified of extra work the day before when possible and given the trip ticket the morning of the trip. The Transportation Department retains the discretion to select all drivers for extra work opportunities. The driver will report to the designated school (15) minutes prior to the scheduled time of departure if possible. The driver will check with sponsor to verify the destination. The driver will then take the closest and safest route to the destination. The driver will stay with the group until time to bring them back, unless they have different instructions from the Transportation Dispatcher. If the group wants to eat out, you may take them even if it is not noted on the ticket, although you are not allowed to take them to a restaurant that is out of the way.
8. The teacher/chaperon is required to know their destination. If there is more than one bus going, all buses will stay together. Each driver will be responsible for the bus behind them. The reason for this is, if a bus breaks down, the students may be transferred to one of the other buses and proceed to the destination.
9. When you are on a trip, record on your trip ticket both reporting and ending times.
10. When you go on a trip you are required to put your starting mileage on your trip ticket and when you return to the transportation facility you will record your return mileage.
11. Drivers will not leave the school on an out of district trip without at least one sponsor on the bus. The sponsor should be an employee of the school district. Other sponsors may go that are not employees of the school district.
12. Drivers on overnight trips will be given consideration for being away from home. The amount of compensation will be stated in the memorandum of agreement.
13. Assignment to extra work or opportunities is a privilege, not a right. A driver may be removed from the extra work opportunity list at the discretion of the Director of Transportation.

B. DAILY SIGN UP SHEET

1. The daily signup sheet will be used to assign unscheduled requirements.
2. The hours performed in this category will not be counted on the extra work opportunity accrued hours list unless it exceeds 2 hours.

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APPENDIX "I"

FULL TIME EMPLOYEES

Full time driver/aide: Although you do not necessarily work and 8 hour day, your entitlements are as follows:

1. Reasonable assurance of continued employment (179 days) during the school year
2. Minimum of 4 hours pay per workday
3. Minimum of 2 hours pay per call back
4. Same benefits as full time 40 hour employees
5. Paid sick leave (10 days* maximum). 1 day per month of full time employment
6. Paid annual physical
7. Paid training **(in-service, certification, recertification, and CPR)
8. Considered for extracurricular trips and summer employment
9. Voluntary change from one classification to another will result in the employee going to the bottom of the assignment list for that job classification

*Sick leave is not accrued during the summer months nor may it be claimed.
**Certification, Recertification, CPR, Safety Meetings, and In-service training will be scheduled so that overtime will be kept to a minimum.

SUBSTITUTE EMPLOYEES

Substitute employees with a CDL license will receive first consideration for full time employment. If there are extra full time positions available after all CDL licensed employees have been promoted, then substitute attendants who have been employed with Transportation for 3 years or longer will be considered for those remaining positions. When promoting a substitute employee to a full time position, the following criteria will be considered: CDL licensed, attendance, attitude, and job performance. In order to make fair assessment of these areas, there will be a 3 month probationary period for newly hired employees. An employee that has been skipped over for full time employment due to poor evaluations in any areas will be reconsidered for full time employment at the end of an additional 3 month period.

*Note: Substitute employees are required to attend all mandatory meetings and classes.

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APPENDIX "J"

ROUTE ASSIGNMENT PROCEDURES

A list of all routes with description and **projected** hours along with Department seniority list adjusted for the total absence hours will be provided to each full time employee on or about July 15 of each year. Note: Total absence hours are counted regardless of the reason for the absence.

The route assignment procedure will begin with the senior drivers making selections followed by the senior aides on special education routes. Note: Relatives will not be allowed to work on the same route.

Any full time employee that is absent from the route selection process will end up with the remaining assignments.

If routes remain unfilled after all eligible full time drivers have made their selection, the senior qualified aide/sub driver with the least absences will be allowed to select the open assignment.

The assignment duration for a route is one school year. In the event that an employee resigns or leaves during a school year, the route would open to employees making at least 30 minutes less each day.

That route would not be open for someone making the same or more hours per day without special permission granted by the Director of Transportation.

The Department reserves the right to change any assignment for the good of the District.

Departmental Seniority for assignment purposes is based on the data you were classified as a full time driver or aide. NOTE: You cannot hold seniority in both classifications.

A. If there is more than one employee with the same hire date the tie-breaking process is as follows:
    1. Service to this District (full time)
    2. Service to this District (substitute)
    3. CDL license date if applicable
    4. Alphabetical (last name)
    5. Coin Toss
B. Seniority in a position is based on continuous service in that classification.
C. If you leave the department and return later your seniority for assignment purposes would be placed at the bottom of that job classification seniority list.

Note: The attendance adjustment chart on the following page is based on years of service and attendance. This chart will be used for route bidding purposes, your attendance during the 2003-2004 school year will determine position on the route selection roster for the 2004-2005 school year.

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APPENDIX "K"

TRANSPORTATION DEPARTMENT

Attendance Adjustment Chart
For Route Selection Purposes

SCHOOL YEARS OF HIRE	YEARS HIRED	ALLOTTED HOURS
75-76	30	120
76-77	29	120
77-78	28	120
78-79	27	120
79-80	26	120
80-81	25	120
81-82	24	120
82-83	23	120
83-84	22	120
84-85	21	120
85-86	20	120
86-87	19	88
87-88	18	84
88-89	17	80
89-90	16	76
90-91	15	72
91-92	14	68
92-93	13	64
93-94	12	60
94-95	11	56
95-96	10	52
96-97	9	48
97-98	8	44
98-99	7	40
99-00	6	36
00-01	5	30
01-02	4	28
02-03	3	24
03-04	2	20
04-05	1	12

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APPENDIX "L"

BUS CAPTAIN TRAINING

FRONT CAPTAINS – Assign to second seats

Responsibilities:

1. First Aid kit duties
2. Reflector duty
3. During back door evacuation, look for students remaining on the bus, and report this to the driver or other adult
4. Give First Aid kit to adult outside of bus
5. Set up reflectors, but have an adult put them in the street
6. Steer and stop the bus if the driver is unconscious, or unable to drive

BACK DOOR CAPTAINS – Assign to back seats

Responsibilities:

1. Be first off of bus in a back door evacuation
2. Hold back door open
3. Help all students out of the back door
4. Direct students to a safe area
5. During front door evacuations, look for students remaining on the bus, and report this to the driver or other adult

MIDDLE CAPTAINS – Assign to middle seats by the red tape

Responsibilities:

I. Replace front or back door captains when they are absent
II. Remind all students to remain calm and orderly during evacuations
III. During split evacuations, these Captains go in opposite directions and look for any students remaining on the bus

All Captains should know how to steer and stop the bus if the driver is unconscious.

1. One Captain should grasp the steering wheel, while pushing the driver to the side, if possible
2. Steer the bus as straight as possible
3. The other Captain should sit on the floor and secure themselves by putting one foot against the motor wall and brace themselves, while pushing the drivers foot off of the accelerator and trying to push gently on the brake
4. Reach for the keys and turn the bus off
5. Pull the barking brake
6. Use the radio to call for help, giving location, bus number, school name, and any other helpful information

NOTE: Drivers do not use bus captains for student management unless you are involved in an accident or conducting a practice bus evacuation.

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APPENDIX "M"

TRANSPORTATION CRISIS MANAGEMENT PLAN

I. Vehicular Accident

A. Dispatcher:

1. Collect information regarding injuries, location of accident, and severity of accident
2. Call 911, request law enforcement officials to the scene of the accident, request ambulance if needed
3. Contact G.P.I.S.D. Communications Dept.
4. Monitor radio, advise other drivers to limit use of radio to emergencies only.
5. If students are involved, inform their school of the accident, and condition of the students.
6. Dispatch a backup driver to transport students (if any) from the scene of the accident once the law enforcement official has released them.
7. If unable to contact Director of Transportation, or Directors Secretary, then contact Assistant Superintendent for Support Services and Superintendent.

B. Assistant Dispatchers:

1. Contact Director of Transportation and/or Directors Secretary
2. Contact Special Ed. and Regular Ed. Coordinators and Asst. to the Director/Safety and
3. Training Coordinator.
4. Contact Risk Manager
5. Assist Dispatcher as needed
6. Assume responsibilities of Dispatcher if Dispatcher is not present

C. Special Ed. Coordinator:

1. Pick up accident investigation kit # 3, and in an available Transportation truck go to the scene of the accident with the Asst. to the Director/Safety Coordinator or Regular Ed. Coordinator.
2. Communicate with the driver and the law enforcement officials at the scene.
3. Assist with preparation of accident report and investigation.
4. Assist with students, if there are any. Ascertain if there are any injuries. Obtain students names, addresses, and phone numbers.

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5. Take photographs of the vehicles involved in the accident, the area surrounding the scene, approaching the scene, of anything that could have contributed to the accident, skid marks at the scene etc.
6. Obtain names, addresses, and phone numbers of witnesses at the scene of the accident. Ask for written statements from witnesses.

D. Regular Ed. Coordinator:

1. Pick up accident investigation kit # 2, and in an available Transportation truck go to the scene of the accident with the Asst. to the Director/Safety Coordinator or Special Ed. Coordinator.
2. Communicate with the driver and the law enforcement officials at the scene.
3. Assist with preparation of accident report and investigation.
4. Assist with students, if there are any. Ascertain if there are any injuries. Obtain students names, addresses, and phone numbers.
5. Take photographs of the vehicles involved in the accident, the area surrounding the scene, of anything that could have contributed to the accident, skid marks at the scene, etc.
6. Obtain names, addresses, and phone numbers of witnesses at the scene of the accident. Ask for written statements from the witnesses.

E. Assistant to the Director/Safety and Training Coordinator:

1. Pick up accident investigation kit # 1, and in an available Transportation truck go to the scene of the accident with a Route Coordinator, or Shop Foreman, or Dispatcher.
2. Communicate with the driver and the law enforcement officials at the scene.
3. Assist with preparation of accident report and investigation
4. Assist with students, if there are any. Ascertain if there are any injuries.
5. Take photographs of the vehicles involved in the accident, the area surrounding the scene, approaching the scene, of anything that could have contributed to the accident, skid marks at the scene etc.
6. Obtain names, addresses, and phone numbers of witnesses at the scene of the accident. Ask for written statements from witnesses.
7. Collect all information and insert in the accident book

F. Transportation Directors Secretary:

1. Contact Director of Transportation
2. If Director is unavailable, contact, Assistant Superintendent for Support Services, and Superintendent.

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G. Director:

1. Contact Assistant Superintendent for Support Services and Superintendent
2. Direct the staff in the investigation of the accident, according to the severity of the incident
3. Go to the accident scene if necessary

H. Shop Foreman:

1. Assess damage to the bus
2. Send wrecker, and/or spare bus if needed
3. Assist in dispatch if needed
4. Assist in the accident investigation if necessary

I. Assistant Safety/Trainer

1. Assist Dispatch if needed
2. Assist in the accident investigation if necessary

J. If there is a 2nd accident involving district vehicles, the following procedures will be followed:

1. Appropriate Coordinator and Assistant to the Director/Safety Coordinator will investigate the first accident.
2. Remaining Coordinator and Shop Foreman will investigate the second accident.
3. Directors Secretary will assist Dispatch if needed.
4. Wrecker will be dispatched if needed.
5. Backup vehicles will be dispatched, if needed.
6. Floaters will be dispatched to continue route, if needed.

K. If there is a 3rd accident involving district vehicles, the following procedures will be followed:

1. Appropriate Coordinator and Assistant to the Director/Safety Coordinator will investigate the first accident.
2. Remaining Coordinator and Shop Foreman will investigate the second accident.
3. Dispatcher and Directors Secretary will investigate the third accident.
4. Assistant Dispatcher will supervise Dispatch during Dispatchers absence.
5. Wrecker will be dispatched, if needed.
6. Backup vehicles will be dispatched, if needed.
7. Floaters will be dispatched to continue route, if needed.

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II. School Closing/Emergency (Fire, Chemical Leaks, Threats of Violence, etc.).

A. Dispatcher:

1. Collect information regarding the closing: which campus, and time that students are to depart that campus.
2. Contact Director of Transportation and/or Directors Secretary.
3. Direct Coordinators to begin contacting drivers who can come in immediately to cover needed routes.
4. Contact other drivers, such as technicians or teachers with CDL's if necessary to assist with these routes.
5. Communicate over the radio with Emergency Codes if the situation requires confidentiality.

B. Director:

1. Contact Assistant Superintendent for Support Services and Superintendent.
2. Ascertain the seriousness of the situation.
3. Direct the staff in the method of evacuation, according to the circumstances of the situation.
4. Go to the campus if necessary.

C. Assistant Dispatchers and Dispatch Clerk:

1. Direct Assistant to the Director/Safety Coordinator to proceed to the appropriate campus.
2. Contact Director's Secretary, and Shop Foreman to assist in contacting drivers, attendants and parents.
3. Assist in making calls to drivers, attendants and parents.

D. Regular Education Coordinator:

1. Divide phone list for contacting employees in a timely manner, and give those list to all office staff for assistance.
2. Assign buses as drivers arrive, and disseminate information regarding campus and loading location.
3. Obtain Emergency Evacuation Box and Power Horn and proceed to the appropriate campus, if needed.

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E. Special Education Coordinator:

1. Divide phone list for contacting employees in a timely manner, and give those list to all office staff for assistance.
2. Assign buses as drivers arrive, and disseminate information regarding campus and loading location.
3. Get assistance from office staff in contacting parents of special needs children in informing them that their child will be arriving home at an earlier time.
4. Match drivers with attendants to best cover special education routes, explain routes if needed.
5. Obtain Emergency Evacuation Box and Power Horn and proceed to the appropriate campus, if needed.

F. Assistant to the Director/Safety and Training Coordinator:

1. Obtain Emergency Evacuation Box and Power Horn and proceed to the appropriate campus.
2. Dispense area routes to drivers as they arrive.
3. Prepare schedule sheet with bus number and drivers' names according to route assigned.
4. Assist in routing students to the correct bus and in maintaining order.

G. Secretary to the Director and Shop Foreman:

1. Assist in contacting drivers, attendants, and parents.
2. Assist Route Coordinators in any other manner needed.

III. School Closing/Non-Emergency (Weather, Facility Maintenance Difficulties, etc.)

A. Dispatcher:

1. Collect information regarding the closing: which campus, and time that students are to depart that campus.
2. Contact Director of Transportation and/or Director's Secretary.
3. Assist Route Coordinators in contacting drivers who can come in immediately to cover needed routes.
4. As Route Coordinators assign routes to available drivers, prepare a list of which drivers will be driving which route.
5. Communicate over the radio with Emergency Codes if the situation requires confidentiality.

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B. Director:

1. Contact Assistant Superintendent for Support Services and Superintendent.
2. Ascertain the seriousness of the situation.
3. Direct the staff in the method of the evacuation, according to the circumstances of the situation.
4. Go to the campus if necessary.

C. Assistant Dispatchers:

1. Contact Director's Secretary, Assistant to the Director/Safety Coordinator, and Shop Foreman to assist in contacting drivers, attendants, and parents.
2. Run off copies of regular education routes to be given to drivers that are not familiar with that route.
3. Remove laminated bus numbers from the Emergency Evacuation Box and assist the Route Coordinators.
4. Assist in making calls to drivers, attendants, and parents.

D. Regular Ed. Coordinator:

1. Ascertain which regular education buses and drivers service that campus.
2. Divide phone list for contacting employees in a timely manner and give phone list to all office staff for assistance.
3. Contact other drivers if necessary to assist with these routes.
4. Give list of routes to Assistant Dispatcher.
5. Direct drivers on which route they are to run and explain routes to drivers that are unfamiliar to them.
6. Give drivers laminated bus numbers and tape so that the students will be able to identify which buses to load.

E. Special Ed. Coordinator:

1. Ascertain which special education buses, drivers, and attendants service that campus.
2. Divide phone list for contacting employees in a timely manner and give phone list to all office staff for assistance.
3. Contact other drivers if necessary to assist with these routes.
4. Get assistance from other staff in contacting parents of special needs children in informing them that their child will be arriving home at an earlier time.
5. Match drivers with attendants to best cover special education routes, explain routes if needed.
6. Give drivers laminated bus numbers and tape so that the students will be able to identify which bus to load onto.

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F. Assistant to the Director/Safety and Training Coordinator:

1. Obtain laminated numbers out of Emergency Evacuation Box and Power Horn and proceed to the appropriate campus.
2. Give laminated bus numbers to any driver who does not have one to help the students identify which bus to load.
3. Assist in routing students to the correct bus and in maintaining order.

G. Assistant Dispatchers, Assistant Safety/Trainer, Parts Clerk, Secretary to the Director, Shop Foreman:

1. Assist in contacting drivers, attendants, and parents.
2. Assist Route Coordinators in any other manner needed.

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APPENDIX "N"

TRANSPORTATION SERVICES VEHICLE MAINTANENCE POLICY AND PROCEDURES

GOAL: To provide safe and reliable transportation to the students of the South Park Independent School District.

The vehicle maintenance personnel are to repair every bus/vehicle according to state or OEM specifications and not allow an unsafe bus/vehicle to be put into service.

Scheduled maintenance and preventative maintenance (every 3, 000 miles, + 1-5%).

A. Service vehicles and buses

1. Change oil and filter
2. Inspect air filter
3. Lube chassis, front end and u-joints
4. Check radiator water level and add antifreeze as needed
5. Clean battery connections
6. Check transmission oil level

B. Brake inspection

1. Inspect brakes for pad/shoe wear (40% or less replace pads/shoes)
2. Check brake adjustment and correct

C. Inspect belts and hoses

1. Worn or cracked belts
2. Hoses for soft spots, swelling, hardness and leaks
3. Change as necessary

D. Inspect tires

1. Wear, cupping, weather cracks, and cuts
2. Change if necessary (if tread wear is down to 4/32 of an inch)

E. Inspect steering, suspension and drive train

1. Tie rod ends, ball pins, drag links, king pins and power steering
2. Suspension
   a. Spring hangers and springs
   b. Tie bolts
3. Drive train
   a. U-joints
   b. Rear end, axle grease seals and transmission leaks

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F. Unscheduled Maintenance

1. Driver prepares a vehicle repair order.
2. Technician prepares vehicle repair order.
3. Immediate problem
   a. Driver reports problem and prepares a repair order.
   b. Shop Foreman schedules repair ASAP

G. Parts Inventory

1. Parts will be issued to and signed for by the mechanic working on that vehicle, the parts will be charged to vehicle being repaired.
2. Parts Clerk will adjust the inventory accordingly. Parts deemed to be appropriate stock items will be recorded and placed back in stock
3. The Parts Clerk will inventory special tools and parts every 6 months.

H. Repair Parts

1. If repair parts are in stock, check the part out of parts room charge to vehicle being repaired.
2. Purchases from parts supply house will be charged to vehicle being repaired.

I. Completed repairs and preventative maintenance

1. Mechanic will fill out work request with parts, hours of labor, type of repair, performed, mileage of vehicle, sign and date request and turn in to Shop Foreman.
2. Preventative maintenance checklist will be completed within 2 working days of assignment.
   a. Checklist will be signed, dated and mileage recorded when maintenance has been completed.
   b. Turn in completed checklist to Shop Foreman

J. Bus/Vehicle retrieval in case of break down

1. During regular work hours Maintenance helpers will retrieve the bus/vehicle and Dispatcher will issue the driver another vehicle.
2. After hours the Mechanic on call will take a spare bus to the driver and retrieve the inoperative one

K. Washing buses: All buses should be cleaned inside and out. The Shop Foreman will establish the bus-washing schedule.

L. Shop Clean Up: Each Mechanic will clean and pick up the tools in the work area 15 minutes prior to going off duty.

M. Special Tools: Sign out tools from parts room and return them when the job is completed or at the end of the work day if the job is not completed.

N. Inventory of Tools

1. Mechanics will inventory tools issued to them every 3 months.
2. Shop Foreman will randomly check toolboxes according to Mechanics inventory report.

O. Bus Parking: Shop Foreman will assign parking for all buses**.**

P. Bus Assignment: The Shop Foreman will assign buses according to: mileage, demand and type of bus required.

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APPENDIX "O"

Bus Load Capacity Policy

High School Student Load Capacity – 55

Middle School Student Load Capacity – 60

Elementary School Student Load Capacity – 70*

*Involves Pre-K – 5th grade students (Driver should make sure every student has a seat before bus is in motion)

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APPENDIX "P"

SOUTH PARK ISD
TRANSPORTATION DEPARTMENT
ACCIDENT REVIEW POLICY

I. Accident Review Board

A. The purpose of the Accident Review Board is to assist the Director in fair and uniform administration of disciplinary procedures to an employee involved in a vehicle accident or related incident. The objective is to reduce or eliminate repeat actions by drivers. The board shall review all accidents involving Transportation Department vehicles to determine the cause of the accident and the level of compliance with laws and Department procedures. Based on a quorum vote by Board members, a recommendation will be made to the Director who will then make a recommendation to the assistant Superintendent for Support Services.

B. The Accident Review Board definition of an accident is any event involving a Transportation Department vehicle that results in bodily injury, vehicle property damage, and/or equipment damage.

II. Should the accident result in no damage to property and/or bodily injury, the accident will be reported on Accident Report Form; however, it will be handled by the supervisor and not be referred to the Accident Review Board. The supervisor may refer a driver to the Accident Review Board for repeated non-damage accidents.

A. Composition of the Board

The board shall consist of a chairman, two department supervisors, one maintenance worker and six bus drivers.

B. Responsibilities of Chairman

The Safety Coordinator will review each accident report and will convene the board to review the accident. The Safety Coordinator will present the facts regarding, the accident to the board. The chairman will conduct the meetings and count a vote on disciplinary action. In the event of the absence of the chairman, the senior ranking transportation department supervisor shall serve as chairman. The chairman does not vote.

C. Responsibilities of the Board

It shall be the responsibility of the Accident Review Board to meet at the call of the Safety Coordinator to review all accidents and/or related incidents reported to the board. The Accident Guideline Code shall be used as a guide to determine the action to be recommended.

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SOUTH PARK INDEPENDENT SCHOOL DISTRICT
ACCIDENT/INCIDENT REVIEW BOARD GUIDELINE
SCHOOL BUS DRIVER

Violations Committed While Driving a District Vehicle	First Occurrence	Succeeding Occurrence*
• Moving violation conviction • Collision with fixed object: gates, fences, poles, parked unoccupied vehicles, signs • Collision with a vehicle (s) • Failure to report an accident / incident while at the scene (reporting it late) • Complete failure to report an accident / incident • Improper judgment operating a vehicle • Disregard for signals at railroad crossing • Passing a school bus with loading lights activated • Failure to set parking brake when loading or unloading students • Failure to set parking brake when parked • Failure to check bus for left over students • Failure to perform duty as trained (or directed in handbook) which leads to or contributes to an injury to a student, self or others • Any other violation not listed	• Letter in file • In-house retraining • In-house defensive driving • Suspension • Probation • Termination • Route change	• Letter in file • Defensive driving course • Suspension • Probation • Termination • Route change • Demotion
Termination Violations	**First Occurrence**	**Succeeding Occurrence***
• Under influence of drugs/alcohol- Any 10 Point conviction • Failure to check bus resulting in student being left on bus unattended (exception: student authorized to be on school bus unattended by teacher, sponsor, etc.) • Inflicting injury or harm to a child	• Termination	• N/A

*Probation.
**Defensive Driving Course at employee's expense or appropriate non-paid re-certification with the department trainer.
***Suspension/defensive driving/re-certification shall be without pay.
****Other accidents/incidents within a three-year period will be considered when rendering a recommendation.

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SOUTH PARK INDEPENDENT SCHOOL DISTRICT
ACCIDENT/INCIDENT REVIEW BOARD GUIDELINE ATTENDANTS

Attendant Violations	First Occurrence	Succeeding Occurrence*
• Failure to report an accident, incident, or unsafe driving by a G.P.I.S.D. driver upon return to facility (reporting it late) • Complete failure to report an accident, incident, or unsafe driving by a G.P.I.S.D. driver • Failure to check bus for left over students • Failure to use seat belts for student or self when available • Failure to perform duty as trained (or directed in handbook) which leads to or contributes to an injury to a student, self or others • Failure to give concise directions to driver while backing which contributes to an accident or incident • Any other violation not listed	• Letter in file • In-house retraining • Suspension • Probation • Termination • Route change	• Letter in file • Suspension • Probation • Termination

Termination Violations	First Occurrence	Succeeding Occurrence***
• Failure to check bus resulting in student being left on bus unattended (exception: student authorized to be on school bus unattended by teacher, sponsor, etc.) • Inflicting injury or harm to a child	• Termination	• N/A

*Probation.
**Suspension shall be without pay.
***Other incidents within a three-year period will be considered when rendering a recommendation.

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APPENDIX "Q"

SOUTH PARK TRANSPORTATION DEPARTMENT MEMORIAL SCHOLARSHIP

ANNOUNCEMENT

The South Park ISD Transportation Department Memorial Scholarship Fund will offer two scholarships in memory of former Department employees. Two Scholarships will be available beginning the fall semester. Recipients will be chosen by a Selection Committee that is not related (kin) to or directly associated with any scholarship applicant or to the family of the applicant. Each scholarship will be for one year (two semesters) and will be based on information submitted, not by personal interview or verbal recommendation.

SCHOLARSHIP AMOUNTS

$1,000.00 per year ($500.00 per semester) if attending a four-year university.

$500.00 per year ($250.00 per semester) if attending an accredited community or technical college. Scholarship will be paid directly to the college or university each semester upon proof of enrollment. Payment for second semester requires proof of enrollment as well as proof of GPA (transcript).

A limit of two scholarships per applicant will be permitted.

ELIGIBILITY REQUIREMENTS

You must be:

- A child or grandchild of an active (full time), or retired Transportation Department employee.
- A graduating senior with a minimum grade point average of 2.5 or already enrolled in an accredited university or college with a minimum GPA of 2.5.

You must provide with your application:

- Handwritten (150 words or less) synopsis as to why you desire this scholarship.
- Three letters of recommendation from the staff or faculty of the high school.

*Note: See Department Secretary for application.

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APPENDIX "R"

SUNSHINE CLUB

In the case of death of a participating employee or immediate family member, the Sunshine Club will give flowers or plant, or cash if that is the need. Participating employees who are hospitalized or at home with an extended illness will receive a plant/flowers or a food basket and a card.

CLUB BENEFITS:

For death of Employee or Immediate Family

Immediate family include:

- Spouse
- Children (including foster, step-children, etc.)
- Parent
- Parent-in-law
- Grandparents
- Brothers and sisters

For extended illness or hospitalization (3 or more days), including out-patient surgery:

- Employee only

QUALIFICATIONS:

Amount allowed per occurrence is $35.00.

Cost to be a member is $10.00 per school year (or $5.00 per semester).

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Sunshine Club
Membership Application

The purpose of the committee is to promote a friendly spirit among the members, to assure each member that they are an important asset to the department and are cared for in their time of need. Our goal is to create warmth and friendliness and make each employee feel welcome.

We encourage everyone to join the Sunshine Club. For further assistance, contact Bill Sanchez at 832-555-2723.

Name_____

Continuous Membership
12 Full Months
September 1-August 31

_____ New Membership $10.00
_____ First Semester $5.00
_____ Second Semester $5.00

_____ Renewal Membership $10.00
_____ First Semester $5.00
_____ Second Semester $5.00

Make checks payable to: South Park ISD Transportation

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APPENDIX "S"

I. SEXUAL HARASSMENT

A. DEFINITION

Sexual harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an employee because of his/her gender and that:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working environment;
2. Has the purpose of effect of unreasonably interfering with an individual's work performance;
3. Otherwise adversely affects an individual's employment opportunities.
4. Harassing conduct includes (1) apathies, slurs, negative stereotyping or threatening, intimidating, or hostile acts that relate to gender and (2) written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of gender and that is placed on walls, bulletin boards, or elsewhere on District premises, or is circulated in the workplace.

II. PROHIBTED CONDUCT

Employees shall not engage in conduct constituting sexual harassment. District officials or their agents shall investigate all allegations of sexual harassment and officials shall take prompt and appropriate disciplinary action against employees found to engage in conduct constituting sexual harassment.

A. TRANSPORTATION DEPARTMENT EMPLOYEES WILL NOT ALLOW A STUDENT TO BE HARASSED BY ANOTHER STUDENT. IT MUST BE REPORTED TO THE CAMPUS ADMINISTRATOR AND YOUR IMMEDIATE SUPERVISOR.

B. ALL EMPLOYEES HAVE THE RIGHT TO WORK IN A NON-HOSTILE ENVIRONMENT. WE ENCOURAGE YOU TO EXERCISE YOUR RIGHT BY ALERTING US TO ANY HARASSMENT.

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APPENDIX "T"

SCHOOL BUS DRIVERS' DRIVING RECORD EVALUATION

The provisions of Vernon's Civil Statues, Article 6687b, Section 5 (a), recodified as the Texas Transportation Code Annoted 521.022 (Vernon's 1996) and the Texas Education Code Annoted 34.007 (Vernon's 1996) require that a driver record check be made with the Texas Department of Public Safety (DPS) on all school bus drivers prior to employment. Their driving records must be acceptable according to standards developed by the Texas Department of Public Safety rule (Title 37, Texas Administrative Code, 14.14) as *minimum* requirements to be met by each person seeking to be employed or to remain employed or to remain employed as a school bus driver to drive any motor vehicle while in use as a school bus for the transportation of pupils:

The driver's license record of each school bus driver shall be evaluated *at least annually,* with penalty points assessed for those entries which appear in the accompanying table's traffic law violations and accident involvements. Any person who has accumulated ten (10) or more penalty points shall be considered ineligible to transport pupils until such time as he/she may become qualified.

An applicant for employment as a commercial motor vehicle driver must disclose to the employer any violations of motor vehicle laws or ordinances (other than violations involving only parking) of which the applicant was convinced or forfeited bond or collateral during the three (3) years preceding the date the application is submitted and any serious traffic violations of which the applicant was convicted during the ten (10) years preceding the date the application is submitted, as well as any suspension, revocation, or cancellation of any driving privilege that resulted from the conviction. For verification purposes, it is strongly recommended that the driving records be secured for *all new* applicants that have held and out-of-state driver's license within the past seven (7) years. These records should include all convictions, which would result in mandatory suspension of a driver's license in Texas (see Table IV and V for a complete listing of entries).

On determining a person's eligibility to drive a school bus, the following standards shall apply in assessing penalty points or convictions of traffic violations and accident involvements appearing on his/her current record:

Convictions for violations included in Table I shall be assessed one (1) penalty point for each occurrence if the date of the violation is within three (3) years of the date of the driving record evaluation.

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Accident involvements included in Table II shall be assessed three (3) years of the date of the driving record evaluation. Persons disqualified because of penalty points assessed for accident involvement shall be notified of their right to a review (see Table II for review procedure).

Convictions for violations included in Table III shall be assessed three (3) penalty points for each occurrence if the date of the violation is within (3) years of the date of the driving record evaluation.

Convictions for violations included in Table IV shall be assessed ten (10) penalty points for each occurrence if the date of the violation is within seven (7) years of the date of the driving record evaluation.

Convictions for violations include in Table V shall be assessed ten (10) penalty points for each occurrence if the date of the violation is within five (5) years of the date of the driving record evaluation.

The assessment of penalty points is not required for any entry, which does not appear in the alphabetized tables listings. However, any entry that is deemed comparable to one appearing in these tables should be assessed an equivalent number of penalty points.

For assistance in determining driver eligibility, please contact the Assistant to the Director/safety/trainer for the point assessment tables published by The Department of Public Safety.

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APPENDIX "U"

TRANSPORTATION DEPARTMENT ADVISORY COMMITTEE

I. Purpose: To provide for two-way communication within the department.

II. Composition: The committee will consist of 19 members.

A. 6 members elected during in-service training.

1. 4 full time drivers
2. 1 full time attendant
3. 1 substitute employee

B. 6 members elected by the Director.

1. 3 full time drivers
2. 1 full time attendant
3. 1 substitute employee
4. 1 technician

C. Director of Transportation

D. Shop/Vehicle Foreman

E. 2 Field Coordinators

F. Dispatcher

G. Assistant to the Director/Safety and Training Coordinator

H. Secretary to the Director

Note: The Assistant Superintendent for Support Service acts as a Facilitator.

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APPENDIX "V"

TRANSPORTATION DEPARTMENT EMPLOYEES CHILD TRANSPORTATION REQUEST FORM

As an employee of South Park I.S.D. Transportation, I am requesting permission for my child, grandchild, or legal ward to be allowed to ride a bus other than their regularly assigned bus to and/or from school as indicated below. Should any changes regarding my child's transportation needs occur, I understand that it is my responsibility to notify the Dispatcher immediately to request amendments to this schedule.

Employees Name: _____ Phone: _____

Employees Address: _____

Employees Cell Phone or Pager #: _____

Emergency Contact Person: _____ Phone: _____

Child's Name: _____

Employee's Relationship to Student: _____

Grade: _____ Age: _____ Sex: _____

Attending Campus: _____

Loading Location: _____

Drop off Location: _____

Time of A.M. Loading: _____ Bus #: _____

Time of Midday Loading: _____ Bus #: _____

Time of P.M. Loading: _____ Bus #: _____

Time of Ext. Day Loading: _____ Bus #: _____

Please circle the days and times that Transportation is requested:

Monday: A.M. Midday P.M. Ext. Day

Tuesday: A.M. Midday P.M. Ext. Day

Wednesday: A.M. Midday P.M. Ext. Day

Thursday: A.M. Midday P.M. Ext. Day

Friday: A.M. Midday P.M. Ext. Day

Employee's Signature: _____ Date: _____

Coordinator's Signature: _____ Date: _____

Dispatcher's Signature: _____ Date: _____

Approved by Director of Transportation: _____ Date: _____

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APPENDIX "W"

General Characteristics of Special Needs Categories

Autism	Autism is a developmental disability that significantly affects verbal and non-verbal communication and social interaction that adversely affects a child's educational performance.
What you should know	Individuals with autism may display a wide range of intellectual and behavioral differences.
Communication problems	They may not be able to communicate effectively. They may not communicate at all. They may not respond to non-verbal communication such as a smile or glare. They often perform repetitive activities.
Routine	They may resist any change of both environment and daily routines. For example, the student may be unusually upset by a change of seating assignment or if the normal bus route has changed because of a detour.
Unusual response to stimuli	They may have abnormal reaction to environmental stimuli or have abnormal fears. For example, they may be fascinated or unusually afraid of a sound or the feel of something.
What you can do	Receive specialized training. Develop planned intervention techniques. Establish and maintain a daily routine. Use assigned seating. Use one or two word directions in a quiet, gentle and firm voice. Do not give choices. Avoid sudden, loud noises. Ignore behavior that does not pose a safety hazard.

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Deaf	Means that the child has a hearing impairment so severe that with or without amplification, the child's educational performance is adversely affected.
What you should know	Be aware of the particular communication mode used by each student. Do they use American Sign Language? Do they speech-read? Do they use a combination of American Sign Language and speech-reading?
What you should do	Know or learn enough basic sign language and finger spelling to provide safe transportation. Face the student when speaking and use a normal tone and volume. Provide paper and pencil for communication. Use assigned seats.
Deaf-Blindness	Deaf-Blindness is a combination of hearing and visual impairments, the combination of which is so severe that the child cannot be accommodated in special education programs solely for children with deafness or children with blindness.
What you should know	Students who are deaf-blind can be easily upset or distracted by sudden change.
What you can do	Plan: Children with deaf-blindness require very specialized planning by their transportation providers, including door-to-door services. Be predictable: Consistency in seating arrangements, communication, and daily routine.
Hearing impairment:	Hearing impairment means impairment in hearing whether permanent or fluctuating, that adversely affects child's educational performance, but is not included under the definition of deafness.
What you should know	Hearing may fluctuate and therefore student may not respond consistently to verbal communication. Students with hearing impairments may or may not use sign language.
What you can do	Speak slowly and clearly, always facing the child. Use a normal tone of voice. Patiently repeat missed information when necessary. Reduce unnecessary background noise. Use assigned seats.

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Mental Retardation: Mental retardation is the significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior that adversely affects a child's educational performance.

What you should know

There is a wide range of ability among students with mental retardation from mildly retarded, moderate, severe, and profoundly retarded (low functioning).

Severe and profoundly mentally retarded (low functioning) students require a higher level of supervision.

They may have limited communication skills.

What you can do

Learn about each student's capabilities.

- Ability to follow directions.
- Ability to remember and follow safety rules.
- Ability to act in an age appropriate manner.

Develop a daily routine, which considers each student's abilities and limitations.

Be patient.

Be firm, but friendly.

Speak slowly and clearly in a normal tone and volume.

Give one-part instructions using brief, simple phrases.

Use assigned seats.

Provide praise for positive behavior.

Establish safe bus riding behavior and maintain these behaviors every school day throughout the school year.

Multiple disabilities: Multiple disabilities means students with several disabilities such as mental retardation, blindness, mental retardation, orthopedic impairment, or any other combination of disabilities which leads to severe educational problems such that the student cannot be accommodated in special education programs solely for one of the impairments.

What you should know

The range and severity of disabilities can be extreme. It is essential that safety be emphasized.

Good transportation planning is essential.

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What you can do	The recommendations that are suggested under a single disability category in this unit may be applied when appropriate. A trained bus assistant may visually monitor the status of the child during the ride.
Orthopedic:	"Orthopedic impairment" means a severe orthopedic impairment that adversely affects a child's educational performance. Individuals with orthopedic impairments may have a wide range of abilities and/or disabilities. They may have developed accommodations that allow them to function without assistance or they have generally poor or no use of gross or fine motor skills. They may be able to walk or may need mobility aids.
What you need to know	Students may require specialized or modified seating. Harnesses, child car seats, wheelchairs, walkers, or canes may be needed. May require specialized physical handling under the written directions of a physical therapist. The IEP may require that a bus assistant monitor or aide who assists with special handling on the bus.
What you can do	Learn about the specific needs of child and receive appropriate skills training. Drive slowly on bumpy roads to minimize discomfort of students transported in a wheelchair. Provide space for movement with mobility aids. Use assigned seats.
Other health impaired:	Other health impaired refers to an individual who has limited strength, vitality, or alertness due to chronic or acute health problems such as heart condition, ADD, leukemia, epilepsy, asthma, diabetes, lead poisoning, or hemophilia that adversely affects a child's education performance.
What you should know	This includes a broad range of students and health issues. Students may appear no different than their peers. They may frequently be transported with their non-disabled peers.

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What you can do	Learn about each students disability and how it may require special accommodations while on the bus. Receive training that optimizes safety and reduces risk in emergencies. Receive training on special handling requirements for each health impairment condition.
Examples	For example, the safety of a student with hemophilia requires priority seating to prevent any dangerous bleeding. For the epileptic student, seat assignment, tinted windows, and climate control may be vital to reduce seizure activity. Students with lead poisoning may demonstrate mild to severe attention deficits, as well as an inability to control impulsive behavior.
Serious Emotional	This term refers to a condition exhibiting one or more of the following
Disturbance:	characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance. Inability to learn that cannot be explained by intellectual, sensory, or health problems. An inability to build or maintain satisfactory interpersonal relationships with peers or teachers, Inappropriate types of behavior or feelings under normal circumstances. Or A general pervasive mood of unhappiness or depression or a tendency to develop physical symptoms or fears associated with personal or school problems.
What you should know	Students with severe emotional disturbance can provide an extreme challenge to school bus drivers. Inappropriate behaviors exhibited by students with this disability range from mild to severe and may include hitting, spitting, name calling, destruction of property, screaming, fighting, and failure to stay seated properly. Often do not like to be touched.

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What you can do	Plan: A high level of planning needed in order to successfully implement the appropriate intervention strategies that may be required. Use a structured daily routine. If coordinated with the student's instructional program, it can greatly reinforce appropriate behavior. Receive extensive behavior management training. Be consistent. Avoid getting into a public conflict with the students. Be firm, but fair. Be positive. Use assigned seats. Avoid power struggles. Write up behavior that seriously disrupts the bus route and submit to the building principal.
Specific Learning Disability:	This student has the potential to learn at his or her own pace, but may have trouble understanding or using oral or written language. The student may have short-term memory, be easily distracted, and be able to express himself/herself at an age appropriate level, have poor hand-eye coordination or have difficulty carrying outspoken instructions.
What you should know	This disability includes dyslexia, minimal brain dysfunction, and perceptual disabilities among others. Students in this disability category frequently do not look or act differently from others and their special needs are not obvious. The majority of students with specific learning disability will ride the bus with their non-disabled peers. May have difficulty using or understanding language. Students may not be able to read the bus rules, but will be able to understand and comply if they are spoken.
What you can do	Use patience and understanding with written or oral communication. Communicate your expectations clearly. Have student repeat expectations back to you. Use assigned seats.
Speech or Language Impairment:	This is a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects the child's educational performance.

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What you should know	This student population rarely requires special transportation services except when the child has other disabilities or is an early-intervention program. Because of the emphasis on early intervention, the population is more frequently being served at a very young age.
What you can do	Use appropriate child safety seat for the child's age and weight. Give praise for verbal accomplishments. Speak slowly and distinctly. Allow sufficient time for responses. Use assigned seats.
Traumatic Brain Injury:	Injury to the brain resulting in difficulties in the ability to function intellectually, socially, or physically which adversely affects a child's educational performance.
What you should know	Students may exhibit fatigue, irritability, and problems with language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. May have difficulty focusing and maintaining attention to a task. May have difficulty with spatial understanding. The student may show extreme frustration with the changes in their physical, behavioral or intellectual abilities as a result of the injury.
What you can do	This population often requires very specialized transportation services. Provide patience, compassion, and good communication. Use assigned seats. Redirect behavior as needed.
Vision Impairment:	Visual impairment including blindness means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.
What you should know	They may or may not need special transportation services, depending on the student's ability to function independently. They may require door-to-door service with a bus assistant.

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APPENDIX "X"

ATTENDANT DUTIES

Teamwork and communication are the keys to being a great attendant!

1. Check in at your assigned time, and then proceed to your assigned bus.
2. Assist with bus pre-trip. Driver and attendant work as a team.
3. Check to make sure the door is securely closed on the wheelchair lift.
4. Secure all seat belts and wheelchair tie downs.
5. Make sure there is a spare tie down. Turn in broken tie downs. Do not mix and match tie downs. You may have one style tie down on the front and another style tie down on the back. You are not to have two different styles on the front or two different styles on the back.
6. Know location of gurney and strap cutter for emergency use.
7. Form an evacuation plan for each route with the driver. Any time that there is a substitute driver, please advise them of the evacuation plan for your route.
8. Keep the bus clean. Sweep, mop and clean seats and windows as necessary.
9. Remove the School Bus Sign before loading the first child.
10. Assist all special needs students up and down steps as needed. Position yourself below student to prevent them from falling.
11. Secure all students with a seat belt if seat belts are provided
12. Observe students' general appearance for bruises or bumps. Report any findings to the driver, Dispatch, the school or the person receiving the student.
13. Make sure that any medication brought by the student is given to the driver, and then turned over to the school or the person receiving the student at home.
14. Refer parent and school concerns or questions to the regular driver. If there is a sub-driver, the regular attendant should answer these questions, or refer them to contact the Transportation Department. Make note of this for the regular driver.
15. Discuss with the driver who will work the wheelchair lift and who will remain inside with the wheelchairs. When working the lift, make sure the outside door is hooked securely to the bus so the wind does not blow it closed on you.
16. Make sure the wheelchairs are locked before lowering or raising the lift.

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17. Lock the wheelchairs before securing them with tie downs, and recheck them occasionally to make sure the tie downs remain tight and secure. Driver and attendant should double-check each other's tie downs.

18. Sit in the seat that allows the best observation of students, usually a rear seat

19. Use your seat belt, if seat belts are available and sit in the seat properly, leaving the aisle clear.

20. Do not stand or walk around while the bus is in motion, unless you must immediately attend to a student.

21. Always assist drivers when they must back up the bus. This is to be done either outside of the bus by guiding the driver through mirror usage, or by standing in the back of the bus viewing out of the back windows for obstacles. Make sure that your commands are clear and specific. Hold on to the back seat to secure you.

22. When loading or unloading several wheelchairs at one location, load and completely tie down one wheelchair at a time, or, for unloading, remove tie downs of only one wheelchair at a time.

23. When unloading wheelchair and walk-on students, unload wheelchair students first, then walk-ons. (If there is a teacher waiting to take the walk-ons into the school, you may take the walk-ons off first.)

24. Secure all seat belts and tie downs each time a student departs the bus.

25. Check the bus at the end of each route for any undelivered students and place the school bus sign in the back door.

26. Work with the driver on the post trip inspection. Make sure the bus is clean and in order, with the seat belts and tie downs secured and the windows closed. Check one final time to verify that there are no students left on the bus. Lock the doors before you exit the bus.

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APPENDIX "Y"

Rules for Students at the Transportation Facility

Allowing the children of the Transportation employees to be on the grounds of the Transportation facility is a privilege, which can be revoked if discipline is not maintained. It is the parent's responsibility to assure that these rules are adhered to at all times to insure the safety of the students. Students will be allowed to be present at the transportation facility under the following guidelines. These are reasonable guidelines, but might not cover all situations. Additional rules can be added as necessary.

- Students must be under adult supervision at all times, from the moment of arrival at the Transportation Department until the moment of departure from the Transportation Department. They are to stay in line with their assigned driver while going to or from their bus. No running ahead or lagging behind.
- Employee's children are to adhere to the same rules on the bus as all other students. If they fail to do this, a referral form will be turned in at that student's campus.
- Students are to listen and speak respectfully to adults and other students at the facility.
- No running, jumping, hopping, climbing on or under chairs, tables, cabinets etc.
- No screaming, arguing, name calling, or bad language. Please maintain an acceptable voice level.
- No bullying, pushing, shoving, fighting, wrestling or dangerous horseplay.
- Students are to clean up after themselves and straighten tables and chairs after use.
- Students are not to use the microwaves. They should ask an adult to assist them.
- Students are not allowed in the kitchen area without adult supervision.
- Upon arrival at the facility, students may not go outside of the building unsupervised.
- Students may use the employee telephone, but must adhere to the 3-minute time limit.
- No horseplay in the bathroom. Do not throw paper towels or toilet paper around or spray water. Keep it clean.
- The television is to stay on the Nickelodeon or Disney channel only.
- Students may listen to their personal CD or MP3 players, but no music with bad language is allowed and the volume must be kept low enough that no one else can hear the music. They are not to sing along with their music. The student may store this in their parent's locker, but the student must know how to open the locker without requesting the key from Dispatch.
- A locked cabinet will be available for the students to store their snacks. All items must be labeled with the student's name.
- There will be a storage box in the refrigerator for the students. All items must be labeled with the student's name. No shaking sodas to make them spray.

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- No spitting, spraying or throwing food, paper or any other objects.
- Money can be left with Dispatch for the students to purchase snacks or drinks.

Discipline must be maintained at all times while on the premises. Parents will receive written notification of discipline problems. There will be a 3 strikes you're out rule for students who do not abide by these rules. (Except in extreme cases, where a student could be immediately removed if the director of transportation feels that it is in the best interest of the department.)

Attention: South Park ISD is not responsible for injuries that your child might incur while at the transportation facility or while being brought from a campus to the facility. School districts have been granted governmental immunity from liability for students' injuries except in cases where the district is found to have been negligent in the operation a motorized vehicle.

NOTE: Parents must make arrangements for your child to be picked up from Transportation by 5:00 p.m., or for the child to be on the parent's bus. No students are to remain at the facility without their parent's supervision after 5:00 p.m.

I, as the parent of _____, who is in grade _____, accept responsibility for my child's behavior while at the Transportation facility and while on South Park ISD school buses. I agree to the rules that are described in this document, and any other reasonable student management rules that might apply. I understand that if my child does not abide by these rules, they could lose the privilege to be at the transportation facility. I understand that South Park ISD in not responsible for any injuries that my child might incur, unless determined to have been caused by negligence in the operation of a motorized vehicle.

Print Parents Name: _____

Signature: _____ Date: _____

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APPENDIX "Z"

South Park Independent School District
Transportation Department
School Bus Driver Training Evaluation

Trainee's Name: _____ Date: _____
Trainer's Name: _____ # of Day of Training: _____

Directions: Rate each criterion using the scale below that most clearly describes the driver's performance.
Driving and Route Management: (Indicate with an "O" for good and an "X" for needs improvement.)

Observes recommended safe driving procedures

_____Turns
_____Traffic lights
_____Hand placement
_____Head movement
_____Lane usage
_____Speed
_____Drives in right lane as much as practical
_____Stops
_____Stop signs
_____Pedestrians
_____Mirror usage
_____RR crossings
_____Adheres to route
_____Space Cushion while driving
_____Space Cushion while stopped
_____Observation skills
_____Turns into & out of correct lane
_____Uses Hazard lights at RRX
_____Follows directions

Observes correct loading and unloading procedures

_____Use of ambers
_____Use of reds
_____Speed approaching bus stop
_____Counts students at bus stop upon approach
_____Stops 6 ft. from students
_____Shifts to Neutral
_____Sets parking brake
_____Checks approaching traffic before opening door
_____Counts students as they board
_____Does not proceed until all students are seated
_____Teaches students correct street crossing methods
_____Uses 7 point mirror check before proceeding
_____Assures seat belts are fastened if provided on bus

Observes student safety as their number one priority at all times

_____Reminds students to use handrail
_____Reminds students to stay seated
_____No food or drink on the bus (students)
_____Aisle clear
_____Reminds students to face forward
_____Places and removes school bus placard
_____Reminds students no body parts out of window
_____Walks bus at end of each run

Maintains student discipline in a positive manner

_____Greets students as they board
_____Assigns seats
_____Addresses students respectfully
_____Controls own temperament
_____Uses assertive discipline
_____Addresses problems promptly

Performs proper and complete daily pre-trip inspection of the bus

_____Engine check
_____Light check
_____Air brake test
_____Mirror check
_____Reports any damage to the bus
_____Under carriage check
_____Seat check
_____Driver panel check
_____Uses mirror grid
_____Reports mechanical malfunctions
_____Bus body check
_____Emergency exit check
_____Adequate fuel
_____ Keeps bus clean inside

Professionalism:

_____Punctuality
_____Maintains an acceptable attitude
_____Adheres to dress code
_____Performs duties in a manner conducive to personal safety
_____Interacts with students, parents, co-workers and administrators appropriately
_____Seeks self-improvement
_____Accepts constructive criticism
_____Prepares required paper work

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Trainers Comments: _____

_____

_____

This evaluation has been discussed with me. I have read and received a copy of this evaluation.

Employee Signature: _____

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APPENDIX "AA1"

JOB DESCRIPTION

JOB TITLE: Bus Aide
REPORTS TO: Special Education Field Coordinator
DEPT/SCHOOL: Transportation Department
WAGE/HOUR STATUS: Nonexempt

WORK DAYS: 179
PAY GRADE: MT50 (PG 1)
DATE REVISED: 7/04

PRIMARY PURPOSE:

To assist and oversee special needs students while being transported.

QUALIFICATIONS:

Minimum Education/Certification:

CPR/First Aid Certified

Special Knowledge/Skills:

In-house training in working with special needs students
Trained in securing wheelchairs (tie downs)
Working with children with all types of disabilities helpful

Minimum Experience:

None

MAJOR RESPONSIBILITIES AND DUTIES:

1. Assist special needs students while loading, riding, and unloading the school bus.
2. Assist the driver in securing wheelchair tie-downs after loading.
3. Oversee the safety and discipline management of the students while loading, riding, and unloading the school bus.
4. Verify adult supervision at point of drop off.
5. Assist bus driver in maintaining discipline on the school bus.
6. Delivers messages to and from parents and teachers.
7. Must know the route to assist substitute driver when necessary.
8. Attend all safety meetings.
9. All other duties as assigned.

EQUIPMENT USED:

Wheelchair Lift
Student Safety Vests
Wheelchair tie-down straps

WORKING CONDITIONS:

Mental Demands:

Ability to communicate effectively (verbal & written).

Physical Demands / Environmental Factors:

Occasional heavy lifting, stooping, bending or kneeling and constant sitting.
Exposure to seasonal weather changes.
Regular attendance

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The foregoing statements are intended to describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

I have read and understand what job duties are required for the position of school bus aide. I have read and understand all of the physical requirements for the position of school bus aide, and I am physically able to perform all of the described duties.

Signature: _____

Print Name: _____Date: _____

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APPENDIX "AA2"

JOB DESCRIPTION

JOB TITLE: Bus Driver

WORK DAYS: 179

REPORTS TO: Transportation Field Coordinator

PAY GRADE: MT52 (PG 3)

DEPT/SCHOOL: Transportation Department

DATE REVISED: 7/04

WAGE/HOUR STATUS: Non-Exempt

PRIMARY PURPOSE:

To transport students to and from school and on trips in a safe manner

QUALIFICATIONS:

Minimum Education/Certification:

CDL (Commercial Driver's License with air brake and passenger endorsement)
State of Texas School Bus Drivers Certification
CPR/First Aid Certified
Must be Insurable by the District

Special Knowledge/Skills:

Experience working with school age children helpful
In-house training in working with students with special needs*
Trained in securing wheelchairs (tie downs)

Minimum Experience

None

MAJOR RESPONSIBILITIES AND DUTIES:

1. Safely transport students to and from school or on trips.
2. Assist special needs students while loading, riding, and unloading school bus. NOTE: Bus Aide will assume this duty; however, the driver is responsible and is to observe and assist if necessary.
3. Oversee the safety and discipline management of the students while loading, riding, and unloading the school bus.
4. Maintain basic operations of the bus.
5. Conduct all required bus inspections in a thorough manner.
6. Complete all required forms as specified in the Department Handbook.
7. Participate in bus evacuations and supervise bus captain training.
8. Attend all safety meetings.
9 All other duties as assigned.

EQUIPMENT USED:

Wheelchair lift and bus supplied safety equipment
Student Safety Vests
Wheelchair tie-down straps

WORKING CONDITIONS:

Mental Demands:

Ability to communicate effectively (verbal and written)

Physical Demands/Environmental Factors:

Occasional heavy lifting, stooping, bending or kneeling and constant sitting
Exposure to seasonal weather changes
Regular attendance

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The foregoing statements are intended to describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

I have read and understand what job duties are required for the position of school bus driver. I have read and understand all of the physical requirements for the position of school bus driver, and I am physically able to perform all of the described duties.

Signature: _____

Print Name: _____Date: _____

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APPENDIX "BB"

TRAINING COMPENSATION GUIDE

TRAININGS THAT ARE COMPENSATED:

Attendant trainings
Student Management training
Safety Meetings
Certification class
Refresher training (unless otherwise indicated)
Driver training while on route
Car Seat Safety Training
Evacuation trainings
Route training
CPR / First Aid / AED training
Re-certification class
In-service

TRAININGS THAT ARE NOT COMPENSATED:

Driver training (after the route)
CDL written test-tutoring
Re-testing on failed written tests
DPS testing

OTHER AREAS NOT COMPENSATED:

Physical testing (Physicals are paid for by the district, but time is not compensated)

Drug testing (Drug test are paid for by the district, but time is not compensated)

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SOUTH PARK
INDEPENDENT SCHOOL DISTRICT
Procedures for Operating South Park I.S.D. Vehicles Or Personally Owned Vehicle (POV) On District Business

Purpose: To control the risk of loss inherent in the operation of vehicles used in conducting of South Park Independent School District business.

Policy: All employees who operate a motor vehicle for the benefit of the District are required to comply with the vehicle safety procedures. This protects our employees who are the District's most important asset.

The procedure applies to all employees who operate privately owned vehicles (POV) on District business, as well as drivers of, District owned, leased, or rented vehicles. It is separated into two main sections.

- General: For all drivers of vehicles on District business, and
- Specific requirements: For full-time drivers (e.g. employees who have driving as a primary job requirement.)

Definitions

1. **Company vehicle** - any vehicle that is owned, leased or rented by the District.
2. **Privately Owned Vehicle (POV)** - any vehicle that is not owned, leased, or rented by the District, but is operated for the benefit of the District, and the District is reimbursing the owner/operator for any portion of the operating expenses (e.g., driving personal vehicle and collecting mileage.)

Procedure: General Requirements for all Drivers of Vehicles on District business include:

1. Any South Park ISD driver shall have one and only one, valid Texas Driver's License for the type of vehicle being operated, issued within the requirements of the State of Texas. The driver(s) shall be physically and mentally fit, and if required, meet physical requirements set forth in the Department of Transportation (DOT) Regulations.
2. Adherence to all traffic laws is mandatory, however the driver is also expected to take reasonable defensive action, including reducing speed, when confronted with unfavorable conditions for that particular vehicle. District owned, leased or rented vehicles are to be used only for District business, for emergencies and for transportation to and from the driver's usual place of employment when it is a convenience to the District. **Personal use is not permitted without prior approval from the Superintendent of Schools.** Under no circumstances are hitchhikers permitted in District vehicles.

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3. When an employee operates a POV on District business, they will maintain personal liability insurance with at least state minimum limits. Proof of insurance shall be required. **Any damages to the employee's personal vehicle or injuries to the driver and/or passengers are the sole responsibility of the employee.**
4. Safety belts will be properly fastened and in use at all times by all occupants of District vehicles and POVs.

5. The driver of the District vehicle or POV will assume costs resulting from traffic violations or criminal charge**. The District expects all drivers to operate vehicles legally and safely.**

6. Under no circumstances will fatigue be considered a valid excuse for an accident. The District does not expect any driver to endanger life and property by working beyond their physical endurance; therefore, the responsibility to avoid an accident due to fatigue rests solely with the driver.

7. It is imperative that the District's legal obligations and those of the insurance company be met whenever an accident occurs while driving on District business. The following reporting requirements are necessary:

    a. Police Reports – It is the responsibility of the employee who was involved in an accident (no limit on dollar value) to complete any report required by law enforcement and prepare a Driver's Report of a Vehicular Accident form or its equivalent. This is to be completed within twenty-four (24) hours and submitted to the District Risk Manager.

    b. All accidents are to be reported to the driver's supervisor and the Risk Manager by telephone or radio immediately.

    c. Vehicle Accident Investigation – A thorough investigation is important to identify action necessary to prevent recurrence. Included in the investigation will be a written report, photographs and a written statement from the employee involved in the accident.

    d. Information regarding the accident is to be given only to law enforcement officials and designated District officials.

    e. Only full time employees of South Park Independent School District that are age 21 or older are allowed to operate District vehicles (any motor powered or motor driven vehicle.)

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8. Violations of District and state motor vehicle rules and procedures will result in corrective action, up to and including discharge, depending on the severity of the violation and based on the following guide.

Number of occurrences in any 12 month period	Preventable at-fault accident while operating District vehicle or POV on District business	Moving violations (as shown on driving record)
1	Written warning to the employee	Written warning to the employee
2	Mandatory 8-hour driver safety course at employee's expense	Mandatory 8-hour driver safety course at employee's expense
3 4	Termination of employment or assignment to a position prohibiting vehicle operation and written warning to the employee	Mandatory 8-hour driver safety course at employee's expense

NOTE: If an exception to the above guideline is to be made, the driver's supervisor must prepare a written statement as to why the employee should be exempted. This statement must be approved by the Superintendent and included in the employee's personnel file.

9. Any driver must advise their supervisor immediately in case of a moving violation conviction, or accident, on or off the job. Failure to advise or an attempt to conceal the information will result in corrective action, up to and including termination.

Specific Requirements for Full-Time Drivers include:

1. At the time of hire, employees that will be operating District owned vehicles are to complete the Employee Driving Record Form, or its equivalent, and a motor vehicle report (MVR) shall be conducted by the Texas Department of Public Safety. Poor driving records, i.e., two (2) moving violations and/or accidents in the past twelve (12) months or one (1) DWI/DUI in the past thirty six (36) months shall be grounds for rejection of the applicant. Applicants shall be physically and mentally fit, and if necessary, meet physical requirements set forth in the Department of Transportation (DOT) regulations.

2. Any physical impairment that impact's safe vehicle operation and would prevent an applicant from obtaining a proper driver's license is grounds for rejecting the applicant.

3. Each new driver who will operate a District vehicle will be given a copy of the District Driver's Procedure handbook and the contents will be reviewed with the employee by the supervisor to ensure complete understanding.

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4. Each supervisor of a driver will be responsible to ensure that there is an annual check of the driving record of each driver. Each driving report will be analyzed and where potential problems are noted the employee will be advised of the District's expectation of improved driving performance. Results of the checks and analysis will be forwarded to the Safety & Risk Management Office and will be included in the employee's file. Records of preventable accidents will be made a part of the driver's record.

5. It is the responsibility of the driver to ensure the vehicle is maintained in a safe and operable condition. In addition to regular maintenance, the driver will make safety checks of District vehicles periodically, with particular attention to item listed in the Driver Safety Checklist. Safety defects are to be reported immediately and the vehicle is to be ***red tagged*** until the defect is corrected.

6. District vehicles are to be operated in a manner that serves as models for courteous driving and safety. **Each vehicle, with its driver, is "The School District" in the eyes of the public and the vehicle is to be operated, at all times, in a way that will create a positive and favorable impression.**

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SOUTH PARK
INDEPENDENT SCHOOL DISTRICT
DRIVER'S HANDBOOK

ACKNOWLEDGMENT

I acknowledge receipt of the South Park Independent School District Driver's Handbook.

In accepting this handbook, I accept responsibility for following all South Park Independent School District policies and procedures as outlined in this book, the Board Policy Manual and other District guidelines.

Signature:_____ Date Signed:_____

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School Bus Safety Infractions Referral Form

Student:_____ **School:**_____ **Grade:**_____

Driver:_____ **Bus #:**_____ **Date:**_____

Level 1: These infractions require a driver/student conference. After third referral, offense will be elevated to Level 2. Level 1 Infractions include, but are not limited to:

- ❒ Excessive loud talking or yelling
- ❒ Throwing paper on bus
- ❒ Littering the bus or at bus stop
- ❒ Late to the bus stop
- ❒ Not sitting properly
- ❒ Eating or drinking on the bus
- ❒ Having pens, pencils, rulers or sharp objects exposed on the bus
- ❒ Grabbing leaves off trees through bus window
- ❒ Improper dress, such as no shirt on males, midriff or tube shirt on females, no shoes
- ❒ Not staying seated while the bus is in transit
- ❒ Turning on a device with an external speaker while the bus is in transit

Level 2: These infractions distract the driver's attention from the safe operation of the bus. After third Level 2 Referral, offense will be elevated to Level 3. Level 2 infractions include, but are not limited to:

- ❒ Having received three prior Level 1 Referrals
- ❒ Not following drivers or aide directions
- ❒ Impertinent or argumentative to driver or aide
- ❒ Walking or standing on the bus seats
- ❒ Body parts out of the window
- ❒ Unsafe play on the bus or at the bus stop, such as pushing, pulling, or tripping others
- ❒ Screaming on the bus
- ❒ Making rude or offensive remarks
- ❒ Refusing to allow another student to sit in a seat
- ❒ Standing or yelling out of bus windows
- ❒ Spitting
- ❒ Refusing to wear a seat belt when directed to
- ❒ Matches or lighters on the bus, or at the bus stop

Level 3: These infractions seriously distract the driver's attention from the safe operation of the bus, and require alternative education placement such as ISS, CFS, citation, and suspension. Level 3 Infractions include, but are not limited to:

- ❒ Having received three prior Level 2 Referrals
- ❒ Chasing the bus at the campus
- ❒ Exiting bus from the back door, unless directed to do so by driver
- ❒ Throwing hard or solid objects in the bus or out of the bus windows
- ❒ Playing with emergency equipment, including back door, emergency exit windows, or roof hatch
- ❒ Fighting on the bus or at the bus stop
- ❒ Vandalism of bus, equipment or property where bus stop is located
- ❒ Curse words, vulgar or obscene language discussion, gestures or materials of this nature on the bus or at the bus stop
- ❒ Violent threats on the bus the bus stop
- ❒ Smoking on the bus or at the bus stop
- ❒ Lit match or lighter on bus or at the bus stop
- ❒ Impeding the normal route process as determined by the Transportation Dept. and a Campus Administrator

Driver comments:_____

_____

Principal's comments:_____

_____

Principal's Signature:_____

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South Park Consolidated Independent School District
Manual Trades Performance Appraisal

Name: _____ Social Security No.: ___ ___ ___ – ___ ___ – ___ ___ ___ ___

Position/Specific Area: _____ School/Location: _____

Appraisal Period Date From: _____ Date To: _____

Directions

Rate each criterion using the scale that most clearly describes the employee's performance. Supporting comments must be entered for a rating of (U) Unsatisfactory or (CO) Clearly Outstanding in any block. Evaluator is required to suggest goals for improvement on each area rated (BE) Below Expectations.

Rating Scale

N/A	Not Applicable	
C/O	Clearly Outstanding:	Performance is consistently far superior to what is normally expected
EE	Exceeds Expectations:	Performance demonstrates increased proficiency and is consistently above expectations
ME	Meets Expectations:	Performance meets expectations and presents no significant problems
BE	Below Expectations:	Performance is consistently below expectations and significant problems exist
U	Unsatisfactory:	Performance is consistently unacceptable

Domains	Rating Scale	Performance Criteria And Statements	Comments
I. Personal Effectiveness	_____	3. **Positive Attitude:** Presents a positive role model for students and the community that supports the mission of the school district.	
	_____	4. **Cooperation:** Cooperative, supportive, helpful. Works well with supervisors, administrators, and fellow workers.	
	_____	3. **Attendance:** Reports to work on time and is absent only with good cause.	
	_____	8. **Judgment:** Exhibits good judgment in decision making and problem solving.	
	_____	9. **Initiative:** Recognizes needs of job and suggests ways to improve efficiency and productivity.	
	_____	10. **Work Skills:** Produces the maximum amount of work in relation to acquired skills.	
	_____	11. **Supervisor Support:** Accepts direction from supervisor and supports management decision.	

WHITE COPY: Human Resource Services
CANARY COPY: Supervisor
PINK COPY: Employee

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Manual Trades Performance Appraisal continued

Domains	Rating Scale	Performance Criteria And Statements	Comments
II. Professional Effectiveness	_____ _____ _____ _____ _____	**Assigned Tasks/Duties:** Using the written job descriptions, list below the primary tasks or duties required to do the job. **8.** **9.** **10.** **11.** **12.**	
III. Professional Effectiveness	_____ _____ _____ _____ _____ _____	**19. Complies with Policies and Procedures:** a. Follows district policies and procedures pertaining to the job assignment. b. Attends all required department meetings. **20. Use of Equipment, Supplies, and Chemicals:** Demonstrates proper maintenance, care, storage, and use of equipment, supplies, and chemicals. **21. Safety**: Maintains proper safety precautions to prevent unnecessary or unreasonable risk of injury to self or others. **22. Security**: Maintains proper building security to insure building safety. **23. Self-Improvement:** Seeks to improve job performance through self-assessment, skill development, training, and goal setting. **24. Appearance**: Maintains a clean appearance and appropriate dress.	

WHITE COPY: Human Resource Services
CANARY COPY: Supervisor
PINK COPY: Employee

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Manual Trades Performance Appraisal continued

Domains	Rating Scale	Performance Criteria And Statements	Comments
IV. Supervisory Effectiveness	_____ _____	**21. Supervision:** Effective in leading, guiding, and accepting responsibility for personal actions and for those of employees you supervise. **22. Management of Resources:** Anticipates work area needs for materials, equipment, and staffing and administers projects effectively.	
Recommended Goals (Employee and Supervisor):			
Comments By Employee:			
This appraisal has been discussed with me by my supervisor. I have read and received a copy of this appraisal. I understand that my signature below does not necessarily mean that I agree with the evaluation.			

Employee Signature Date

Supervisor Signature Date

WHITE COPY: Human Resource Services
CANARY COPY: Supervisor
PINK COPY: Employee

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South Park Independent School District
Safety Team Guidelines

OBJECTIVE: To recognize sustained good safety performance based on no time lost due to on the job accidents.

1. Teams are formed by natural work areas consisting of employees in each food service unit.

2. Each unit will elect a Captain who will serve for 2 years and meet a minimum of once a month to discuss and review team safety and performance. For being Captain they will receive an incentive when funds are available.

3. It is the responsibility of each member of the unit to observe and make known any unsafe practice occurring on the team.

4. Safety team awards are effective August through May of each school year. Individual safety awards are effective from the beginning of the school year to the end of the school year.

5. Individual safety awards will be presented at the end of each three-month recording period.

6. If a team member has an accident that necessitates a visit to the doctor, that employee is ineligible for an award for the period in which the accident occurred or the employee went to the doctor.

7. The safety committee decided that each team member of an accident free unit receive an incentive provided there's money in the budget to cover it.

8. Individual will not receive a safety award if they are absent more than 25% of the three month period. Subject to change as approved by the safety team.

9. The safety committee decided to award gift cards instead of cash, for tax purposes.

10. Sub cafeteria workers are not included in this safety incentive plan.

11. During any three-month period any individual who is written up three times for an infraction of the safety rules will not be eligible for a safety award.

12. Each award recipient must have taken a safety class that is approved by the district every 3 years. Approved classes should provide 10 hours or more of continuing education credit through TASN.

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