

# Canon-McMillan School District



## School Driver's Manual

August 2022

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# Section 1

## District Policies

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All policies can be found online at:

<https://go.boarddocs.com/pa/cnmc/Board.nsf/Public>



Book	Policy Manual
Section	800 Operations
Title	Drug/Alcohol Testing - Covered Drivers
Number	810.1
Status	Active
Adopted	August 20, 2007

### **Authority**

This policy is adopted to comply with federal regulatory mandates and to establish programs and practices designed to help prevent accidents and injuries resulting from the misuse of alcohol or controlled substances by school bus drivers.[\[1\]](#)[\[2\]](#)

The authority granted to Boards by law permits the Board to adopt reasonable rules and regulations regarding the management of school district affairs and the conduct and deportment of district employees during the time they are engaged in the performance of their duties.[\[1\]](#)

In accordance with its authority and responsibility, the Board adopts this policy to comply with federal regulatory mandates and to establish programs and practices designed to help prevent accidents and injuries resulting from misuse of drugs and alcohol by covered drivers employed by the district.[\[1\]](#)[\[2\]](#)

The Board also establishes that transportation companies contracted by the Board shall provide a program of drug and alcohol testing for covered drivers. A statement ensuring such program shall be included in the contracted agreement.[\[1\]](#)[\[2\]](#)

### **Definition**

A **covered driver** shall mean any district employee who drives or operates a motor vehicle with a gross vehicle weight rating of 26,001 or more pounds or is designed to transport sixteen (16) or more passengers, including the driver; or any other district employee who is regularly assigned to drive a school district vehicle of any size or kind.

The phrase includes drivers and mechanics who operate such vehicles, including full-time, regularly employed individuals; casual, intermittent or occasional individuals; and leased drivers and independent owner-operator contractors who are either directly employed by or under lease to the district or who operate a vehicle owned or leased by the district.

### **Guidelines** \_

#### **Employee Prohibitions**

1. No covered school bus driver shall report for duty or remain on duty while:
  - a. Having an alcohol concentration of 0.02 or greater.
  - b. While possessing alcohol.

- c. While using alcohol.
  - d. Within four (4) hours after using alcohol.
2. No covered school bus driver shall report for duty or remain on duty when the driver uses any controlled substance (except when the use is pursuant to the written instructions or prescription of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate the school bus) or tests positive for controlled substances.
  3. No covered school bus driver required to take a post-accident alcohol test under this policy shall use alcohol for eight (8) hours following the accident, or until s/he undergoes a post-accident alcohol test, whichever occurs first.
  4. No covered school bus driver shall refuse to submit to a post-accident alcohol or controlled substances test required under this policy, a random alcohol or controlled substances test required under this policy, a reasonable suspicion alcohol or controlled substances test required under this policy, or a follow-up alcohol or controlled substances test required under this policy.
  5. No individual shall be hired by the school district as a school bus driver covered by this policy or transferred into a covered school bus driver position unless:
    - a. S/He has undergone and passed pre-employment testing for alcohol and controlled substances in accordance with this policy.
    - b. S/He has either certified that s/he has not been employed for the previous two (2) years or has given written consent and authorization for the school district to obtain information from the individual's employers during the preceding two (2) years pertaining to the driver's alcohol test showing concentration results of 0.02 or greater, positive controlled substances test results, and refusals to be tested, within the preceding two (2) years, which are maintained by the driver's previous employers.
    - c. The school district has received the required information from the driver's previous employer, if any. A school district vehicle driver candidate shall not be recommended for hire if the Supervisor of Transportation obtains information on the candidate's alcohol test with a concentration of 0.02 or greater, verified positive controlled substances test result, or refusal to be tested, without obtaining records of a subsequent substances abuse professional's evaluation and/or determination under the law.
  6. Any covered school district vehicle driver shall be deemed to have consented to such testing as is required of him/her by this policy. Consent is implied by agreeing to continue to drive a covered school vehicle after notification of this policy.

#### Duties of Covered School District Vehicle Drivers

1. Covered school district vehicle drivers shall comply with all mandates and prohibitions in this policy.
2. Covered school district vehicle drivers shall cooperate fully with all required testing and shall promptly report to all required testing.
3. Covered school district vehicle drivers are required to notify the Supervisor of Transportation if they are taking any therapeutic drugs and shall supply a written certification on a form provided by the district from the physician prescribing the drug(s) that the substance(s) will not adversely affect the driver's ability to safely operate a bus or motor vehicle.

#### Consequences for Driver Engaging in Substance Use-Related Conduct

1. Consistent with contractual, legal and constitutional requirements, a determination shall be

made as to the appropriate disciplinary action to be imposed upon any covered school bus driver who violates any of the prohibitions or mandates set forth in this policy. Nothing in this policy shall be construed to limit the authority of the school district to impose discipline, including discharge, as it shall determine so long as the minimums set forth in this policy are satisfied.

2. Any covered school district vehicle driver tested under this policy who is found to have an alcohol concentration of 0.02 or greater, but less than 0.04, shall be suspended without pay a minimum of three (3) days.
3. Any covered school district vehicle driver: 1) who reports or remains on duty while having an alcohol concentration of 0.02 or greater; possessing alcohol; using alcohol or having used alcohol within four (4) hours of reporting to work; or 2) who reports or remains on duty when the driver uses or has used any controlled substance (except when the use is pursuant to the written instructions or prescription of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely drive the bus and the driver has so advised the Supervisor of Transportation in accordance with this policy) or tests positive for controlled substances; or 3) who consumes alcohol in contravention of a post-accident alcohol test requirement or refuses to submit to any drug or alcohol test required under this policy; and who is not to be discharged, shall be suspended without pay a minimum of five (5) days and shall not be reinstated until after the following requirements have been met:
  - a. The driver has been advised of the resources available to the driver in evaluating and resolving problems associated with the misuse of alcohol and the use of controlled substances, including the names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs.
  - b. The driver has been evaluated by a substance abuse professional (SAP) who shall determine what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances use.
  - c. The driver has undergone a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.
  - d. If the driver has been identified as needing assistance in resolving problems associated with alcohol misuse or controlled substances use, the driver shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed.
  - e. The driver serves the length of the suspension and meets any other condition of reinstatement that may have been imposed by the district.
4. The minimum suspensions without pay under section 3 above shall be as follows. The district may impose discipline which exceeds the following minimums:
  - a. A driver with an alcohol concentration of 0.02 or greater, but less than 0.04, shall be suspended without pay a minimum of three (3) days.
5. Where alcohol testing shows a concentration of 0.10 or greater after a driver has been driving or controlled substances testing shows a positive result and the driver has not advised the district of therapeutic drug use prescribed by a physician in accordance with this policy, the matter shall be turned over to the police. The driver shall be suspended without pay pending dismissal procedures.

#### Duties of the Supervisor of Transportation

1. The Supervisor of Transportation shall take action to ensure that covered school district vehicle drivers do not violate the prohibitions and mandates set forth in this policy. If the Supervisor of

Transportation or designee has reasonable suspicion that a school district vehicle driver has violated any prohibition or mandate, the following actions shall be taken:

- a. The employee shall be promptly contacted and an informal hearing shall be conducted. The school bus driver shall be advised of the allegations and be given an opportunity to tell his/her side of the story.
- b. If the suspicion relates to the driver's alcohol concentration levels or use of alcohol during or prior to reporting to work, the driver shall be required to submit to an alcohol test in accordance with the section on Reasonable Suspicion Testing of this policy.
- c. If the suspicion related to the driver's use of controlled substances during or prior to reporting to work, the driver shall be required to submit to a controlled substances test in accordance with the section on Reasonable Suspicion Testing of this policy.
- d. If after investigation, testing as may be required, and consideration of the driver's input, it is determined by the Supervisor of Transportation that a driver violated any of his/her obligations, the matter shall be referred to the Assistant Superintendent or designee for appropriate action.

2. The Supervisor of Transportation shall ensure that the following tests are performed:

Pre-employment Testing –

Prior to recommending to the Board that any individual be hired as a school district vehicle driver, the candidate shall undergo testing for alcohol and controlled substances. No individuals shall be recommended to the Board to be hired as a school district vehicle driver who has not undergone such testing or who has not been administered such tests with a result indicating an alcohol concentration less than 0.02 and a negative controlled substances result.

Post-accident Testing –

As soon as practicable following an accident involving loss of human life or where the driver receives a citation under state or local law for a moving traffic violation arising from the accident, the covered school district vehicle driver shall be tested for alcohol and controlled substances.

A driver who is subject to post-accident testing under this policy shall remain readily available for such testing or may be deemed by the district to have refused to submit to testing.

If a post-accident alcohol test is not administered within two (2) hours following the accident, the Supervisor of Transportation or designee shall prepare and maintain a record stating the reasons the test was not promptly administered. If the test is not administered within eight (8) hours following the accident, attempts to administer the alcohol test shall cease and the Supervisor of Transportation or designee shall prepare and maintain the same record.

If a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, attempts to administer the test shall cease and the Supervisor of Transportation or designee shall prepare and maintain a record stating the reasons why the test was not administered within the required time.

A breath or blood test for the use of alcohol or a urine test for the use of controlled substances conducted by federal, state or local officials or police having authority to conduct such testing shall be considered to meet the requirements of this policy if the results of the test will be turned over to the district.

Random Testing –



Random alcohol and controlled substances testing shall be conducted on that percentage of drivers as mandated from time to time by the federal government. The selection of drivers for random testing shall be by a scientifically valid method so that each driver shall have an equal chance of being tested each time selections are made. These tests shall be unannounced and the tests shall be spread reasonably throughout the year.

Each driver who is notified of selection for random testing shall proceed to the test site immediately.

Random alcohol testing may be conducted only just before the driver is to begin driving a school bus or just after the driver has finished driving a school bus.

#### Reasonable Suspicion Testing –

A driver shall be required to submit to an alcohol and/or controlled substances test when the Supervisor of Transportation or designee(s) has reasonable suspicion that the driver is using or has used alcohol or controlled substances in violation of the prohibitions or mandates of this policy. Notwithstanding anything to the contrary, such suspicion may be formed after an accident.

The determination that reasonable suspicion exists to require a driver to undergo testing must be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech or body odors of the driver. The observations may include indications of the chronic and withdrawal effects of controlled substances. Reasonable suspicion as to alcohol use may be based only on observations made while the driver is driving or just before the driver begins driving or just after the driver has ceased driving.

The Supervisor of Transportation and supervisors s/he designates shall obtain necessary training that covers the physical, behavioral, speech and performance indicators of probable alcohol misuse and use of controlled substances. Only those so trained are permitted to make the determination that can lead to reasonable suspicion testing.

Reasonable suspicion testing may not be performed by the individual who made the determination that there was reasonable suspicion for the testing.

A written record shall be prepared and maintained setting for the basis and observations for the reasonable suspicion leading to the testing. With respect to suspicion related to controlled substances, such records shall be made and signed by the supervisor who made the observations within twenty-four (24) hours of the observed behavior or before the results of the controlled substances test are released, whichever is earlier.

Reasonable suspicion alcohol testing shall be required while the driver is driving, just before the driver is to drive, or just after the driver has ceased driving. If an alcohol test is not administered within two (2) hours following the determination that reasonable suspicion exists, the Supervisor of Transportation shall prepare and maintain a record stating the reasons the test was not promptly administered.

If the test is not administered within eight (8) hours following the accident, attempts to administer the alcohol test shall cease and the Supervisor of Transportation shall prepare and maintain the same record. Notwithstanding the absence of a reasonable suspicion alcohol test, where there was reasonable suspicion of alcohol use, the driver shall not be permitted to drive until: 1) an alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or 2) twenty-four (24) hours have elapsed following the determination of reasonable suspicion.

#### Return-To-Duty Testing –

No school district vehicle driver may return to work after engaging in conduct prohibited by this policy until after s/he has, as appropriate, undergone an alcohol test with a result indicating an alcohol concentration of less than 0.02 or a controlled substances test with a result indicating a verified negative result for controlled substances use.

#### Follow-up Testing –

Any driver who is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances shall be subject to unannounced follow-up testing as directed by a substance abuse professional. Follow-up alcohol testing shall be conducted only when the driver is driving, just before the driver is to drive, or just after the driver has stopped driving.

3. The Supervisor of Transportation shall be the district's representative for purposes of receiving and handling alcohol and drug test results. Those results shall be handled by the Supervisor of Transportation in a confidential manner in accordance with applicable federal, state and local law and regulations.
4. The Supervisor of Transportation shall advise a driver of the results of random, reasonable suspicion and post-accident tests if the test results show an alcohol concentration in excess of 0.02 or are verified as positive in the case of controlled substances. The driver shall be advised which controlled substance or substances were verified as positive. The Supervisor of Transportation shall: 1) make reasonable efforts to contact and request each driver who submitted a specimen under this policy, regardless of the driver's employment status, to contact and discuss the results of the controlled substances test with a medical review officer who has been unable to contact the driver; and 2) notify within twenty-four (24) hours the medical review officer that the driver has been notified to contact the medical review officer.
5. The Supervisor of Transportation shall develop and implement procedures for the preparation, maintenance, retention and disclosure of records as required by law.
6. The Supervisor of Transportation shall recommend the actions necessary to ensure that the school district can perform the testing described in this policy and has the services of a qualified medical review officer, a qualified substance abuse professional, and a certified laboratory.
7. The Supervisor of Transportation shall develop and provide educational materials that explain the requirements of this policy and the school district's policies and procedures with respect to meeting said requirements. Materials in compliance with law shall be distributed to each driver prior to the start of the school district's testing under this policy and to each driver subsequently hired or transferred into a school bus driving position. A copy shall also be provided to the employee's bargaining representative.

Each driver shall be required to sign a statement certifying that s/he has received a copy of the material and the Supervisor of Transportation shall maintain the original copy of the signed certification.

8. The Supervisor of Transportation shall ensure that access is provided to all school district facilities utilized in complying with the requirements of the Federal Highway Administration, the Secretary of Transportation, any Department of Transportation agency, or any state or local official with regulatory authority over the school district or any of its drivers.

#### Miscellaneous

It is not intended that this policy create any practices and the district expressly adopts this policy on an experimental basis. The Board directs the administration of the district to evaluate the effects of this policy after it has been in operation for two (2) full years and to advise the Board of the effects of this policy in general. As part of this report, the Board shall be advised about the effects with respect to:

1. Employee compliance rates.
2. Cost.
3. Incidents of discipline.
4. Improvement of driver performance.

This policy shall not be construed to limit the authority of the district to conduct drug or alcohol testing on individuals not covered by this policy or to conduct such testing on individuals covered by this policy at times other than stated in this policy.

Legal                [1. 24 P.S. 510](#)  
                          [2. 49 CFR Part 382](#)



Book	Policy Manual
Section	300 Employees
Title	Drug and Substance Abuse
Number	351
Status	Active
Adopted	August 20, 2007

### **Purpose**

The Board recognizes that the misuse of drugs by administrative, professional and support employees is a serious problem with legal, physical and social implications for the whole school community and is concerned about the problems that may be caused by drug use by district employees, especially as the use relates to an employee's safety, efficiency and productivity.

The primary purpose and justification for any district action will be for the protection of the health, safety and welfare of students, staff and school property.

### **Definitions**

**Drugs** - shall be defined as those outlined in the Controlled Substance, Drug, Device and Cosmetic Act.[\[1\]](#)

**Conviction** - a finding of guilt, including a plea of nolo contendere, imposition of sentence, or both by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statute.

**Criminal Drug Statute** - a federal or nonfederal criminal statute involving the manufacture, distribution, dispensing, use or possession of any controlled substance.

**Drug-free Workplace** - the site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance.

### **Authority**

The Board requires that each administrative, professional and support employee be given notification that, as a condition of employment, the employee will abide by the terms of this policy and notify the district of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction.[\[3\]](#)

Any employee convicted of delivery of or possession of a controlled substance with the intent to deliver shall be terminated from his/her employment with the district.[\[4\]](#)

### **Delegation of Responsibility**

A statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the employee's workplace shall be provided by the

Superintendent or designee and shall specify the actions that will be taken against the employee for violation of this policy, up to and including termination and referral for prosecution.[3][5]

Within ten (10) days after receiving notice of the conviction of a district employee, the district shall notify any federal agency or department that is the grantor of funds to the district.[3]

The district shall take appropriate personnel action within thirty (30) days of receiving notice against any convicted employee, up to and including termination, or require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.[3][5]

In establishing a drug-free awareness program, the Superintendent or designee shall inform employees about:[3]

1. Dangers of drug abuse in the workplace.
2. Board's policy of maintaining a drug-free workplace.
3. Availability of drug counseling, drug rehabilitation, and employee assistance programs.
4. Penalties that may be imposed for drug abuse violations occurring in the workplace.

The district shall make a good faith effort to continue to maintain a drug-free workplace through implementation of this policy.[3]

Legal                    [1. 35 P.S. 780-101](#)  
                              3. 41 U.S.C. 702  
                              [4. 24 P.S. 527](#)  
                              5. 41 U.S.C. 703  
                              Pol. 317



Book	Policy Manual
Section	300 Employees
Title	Tobacco Use
Number	323
Status	Active
Adopted	August 20, 2007

### **Purpose**

The Board recognizes that tobacco use during school hours and on school property presents a health and safety hazard that can have serious consequences for the user and the nonuser and the safety of the schools.

### **Definition**

For purposes of this policy, **tobacco use** shall mean all use of tobacco, including cigars, cigarettes, pipes and smokeless tobacco.[\[1\]](#)

### **Authority**

The Board prohibits tobacco use by administrative, professional and support employees in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.[\[1\]](#)[\[2\]](#)

The Board prohibits tobacco use by district employees at school-sponsored activities that are held off school property.

The district shall annually notify employees about the Board's tobacco use policy by distributing it through handbooks, newsletters, posted notices, and other efficient methods.

Incidents of possession, use and sale of tobacco by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year.[\[3\]](#)

Legal

- [1. 35 P.S. 1223.5](#)
- [2. 20 U.S.C. 7181 et seq](#)
- [3. 24 P.S. 1303-A](#)
- [20 U.S.C. 7114](#)
- [22 PA Code 403.1](#)



Book	Policy Manual
Section	100 Programs
Title	Nondiscrimination/Discriminatory Harassment - Employment Practices
Code	104
Status	Active
Adopted	March 19, 2007
Last Revised	January 17, 2019

### **Authority**

The Board declares it to be the policy of this district to provide to all persons equal access to all categories of employment in this district, regardless of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)

The Board encourages employees and third parties who believe they or others have been subject to discrimination to promptly report such incidents to designated employees.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

### **Confidentiality**

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint, and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

### **Retaliation**

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

### **Definitions**

#### **Discriminatory Harassment**

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf. [\[8\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)

For purposes of this policy, **harassment** shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's work performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive work environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

For purposes of this policy, **sexual harassment** shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, electronic, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an employee's status; or
2. Submission to or rejection of such conduct is used as the basis for employment-related decisions affecting an employee; or
3. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance at work or otherwise creates an intimidating, hostile, or offensive working environment such that it alters the complainant's working conditions.

### **Delegation of Responsibility**

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Director of Human Resources as the district's Compliance Officer. All nondiscrimination notices or information shall include the position, office address, telephone number and email address of the Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.

The Compliance Officer shall be responsible to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of nondiscrimination procedures in the following areas:

1. Review - Review of personnel practices and actions for discriminatory bias and compliance with laws against discrimination to include monitoring and recommending corrective measures when appropriate to written position qualifications, job descriptions and essential job functions; recruitment materials and practices; procedures for screening applicants; application and interviewing practices for hiring and promotions; district designed performance evaluations; review of planned employee demotions, non-renewal of contracts, and proposed employee disciplinary actions up to and including termination.



2. Training - Provision of training for supervisors and staff to prevent, identify and alleviate problems of employment discrimination.
3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure such as making reports to the police, available assistance from domestic violence or rape crisis programs, and community health resources including counseling resources.
4. Complaints - Monitor and provide technical assistance to building principals or designees in processing complaints.

The building principal or supervisor shall be responsible to promptly complete the following duties upon receipt of a report of discrimination or retaliation from employees or third parties:

1. If the building principal or supervisor is the subject of the complaint, refer the complainant to the Compliance Officer to carry out these responsibilities.
2. Inform the employee or third party about this policy including the right to an investigation of both verbal and written complaints of discrimination.
3. Provide relevant information on resources available in addition to the school complaint procedure such as making reports to the police, available assistance from domestic violence and rape crisis programs, and community health resources including counseling resources.
4. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual.
5. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation.

## **Guidelines**

### Complaint Procedure – Employee/Third Party

#### **Step 1 – Reporting**

An employee or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the matter to the building principal or supervisor. Any person with knowledge of conduct which may violate this policy, is encouraged to immediately report the matter to the building principal or supervisor.

If the building principal or supervisor is the subject of a complaint, the employee or third party shall report the incident directly to the Compliance Officer. The complainant or reporting employee may be encouraged to use the district's report form, available from the building principal, supervisor or Compliance Officer, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

#### **Step 2 – Investigation**

The Compliance Officer shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.

Where an attorney is not used to conduct an investigation into a discrimination complaint, only individuals who have received basic training on the applicable law, this policy and how to conduct a discrimination investigation shall be authorized to conduct an investigation of a complaint made pursuant to this policy.

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place outside of school or school-sponsored activities, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person reporting the alleged discrimination, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.[13][20][21]

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

### **Step 3 – Investigative Report**

The investigator shall prepare and submit a written report to the Compliance Officer within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and any other violation of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the accused shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, including the recommended disposition within a reasonable time of the submission of the written report. The accused shall not be notified of the individual remedies offered or provided to the complainant.

#### **Step 4 – District Action**

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different law or Board policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

#### Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent.
2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The person handling the appeal shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

## Legal

1. 20 U.S.C. 1681 et seq
2. 29 U.S.C. 206
3. 29 U.S.C. 621 et seq
4. 29 U.S.C. 794
5. 42 U.S.C. 12101 et seq
6. 42 U.S.C. 1981 et seq
7. 42 U.S.C. 2000e et seq
8. 42 U.S.C. 2000ff et seq
9. 43 P.S. 336.3
10. 43 P.S. 951 et seq
11. U.S. Const. Amend. XIV, Equal Protection Clause
12. Pol. 317
13. Pol. 806
14. Pol. 824
15. 29 CFR 1604.11
16. 29 CFR 1606.8
17. EEOC Enforcement Guidance on Harris v. Forklift Sys., Inc., November 9, 1993
18. EEOC Enforcement Guidance on Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 18, 1999
19. EEOC Policy Guidance on Current Issues of Sexual Harassment, March 19, 1990
- 16 PA Code 44.1 et seq
- 28 CFR 35.140
- 28 CFR Part 41
- 29 CFR Parts 1600-1691
20. 18 Pa. C.S.A. 2709
21. Pol. 815

104 Attach-Report Form Complaints.doc (29 KB)

**REPORT FORM FOR COMPLAINTS OF  
DISCRIMINATION/DISCRIMINATORY HARASSMENT**

Complainant: \_\_\_\_\_

Home Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

School Building: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Alleged discrimination/discriminatory harassment was based on: \_\_\_\_\_

Name of person you believe violated the district's discrimination/discriminatory harassment policy: \_\_\_\_\_

If the alleged discrimination/discriminatory harassment was directed against another person, identify the other person: \_\_\_\_\_

Describe the incident(s) as clearly as possible, including any graphic, written, electronic, verbal or nonverbal acts (i.e., offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct). Attach additional pages if necessary: \_\_\_\_\_

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

When and where the alleged incident(s) occurred: \_\_\_\_\_

List any witnesses who were present: \_\_\_\_\_

\_\_\_\_\_

This complaint is based on my honest belief that \_\_\_\_\_ has discriminated against me or another person. I certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge. I understand that any false information provided herein is subject to penalties contained in 18 Pa. C.S.A. Sec. 4904, relating to unsworn falsification to authorities.

\_\_\_\_\_  
Complainant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received By

\_\_\_\_\_  
Date



Book	Policy Manual
Section	300 Employees
Title	Dress and Grooming
Number	325
Status	Active
Adopted	August 20, 2007

### **Authority**

Administrative, professional and support employees set an example in dress and grooming for students and the school community. Employees' dress should reflect their professional status and encourage respect for authority in order to have a positive influence on the district's programs and operations.

The Board has the authority to specify reasonable dress and grooming requirements, within law, for all district employees to prevent an adverse impact on the educational programs and district operations. [\[1\]](#)

When assigned to district duties, employees shall be physically clean, neat, well-groomed and dressed in a manner consistent with assigned job responsibilities.

Employees shall be groomed so that their hair style does not cause a safety or health hazard. Support employees may be required to wear a designated work uniform.

### **Delegation of Responsibility**

If an employee feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request should be made to the immediate supervisor.

Legal [1. 24 P.S. 510](#)



Book	Policy Manual
Section	300 Employees
Title	Conduct/Disciplinary Procedures
Number	317
Status	Active
Adopted	May 19, 2016
Last Revised	June 23, 2016

### **Authority**

All administrative, professional and support employees are expected to conduct themselves in a manner consistent with appropriate and orderly behavior. Effective operation of district schools requires the cooperation of all employees working together and complying with a system of Board policies, administrative regulations, rules and procedures, applied fairly and consistently.

The Board requires employees to maintain professional, moral and ethical relationships with students at all times.[\[1\]](#)[\[2\]](#)

The Board directs that all district employees shall be informed of conduct that is required and is prohibited during work hours and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.[\[3\]](#)[\[4\]](#)

When demotion or dismissal charges are filed against a certificated administrative or professional employee, a hearing shall be provided as required by applicable law. Noncertificated administrative and support employees may be entitled to a Local Agency Law hearing, at the employee's request.[\[5\]](#)[\[6\]](#)[\[7\]](#) [\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)

### **Delegation of Responsibility**

All district employees shall: comply with state and federal laws and regulations, Board policies, administrative regulations, rules and procedures; attempt to maintain order; perform assigned job functions; and carry out directives issued by supervisors.[\[3\]](#)

When engaged in assigned duties, district employees shall not participate in activities that include but are not limited to the following:

1. Physical or verbal abuse, or threat of harm, to anyone.
2. Causing intentional damage to district property, facilities or equipment.
3. Forceful or unauthorized entry to or occupation of district facilities, buildings or grounds.
4. Use, possession, distribution, or sale of alcohol, drugs or other illegal substances.[\[13\]](#)
5. Use of profane or abusive language.
6. Failure to comply with directives of district officials, security officers, or law enforcement officers.[\[6\]](#)

7. Carrying onto or possessing a weapon on school grounds without authorization from the appropriate school administrator.
8. Violation of Board policies, administrative regulations, rules or procedures.[\[6\]](#)
9. Violation of federal, state, or applicable municipal laws or regulations.[\[6\]](#)
10. Conduct that may obstruct, disrupt, or interfere with teaching, research, service, operations, administrative or disciplinary functions of the district, or any activity sponsored or approved by the Board.
11. Nonprofessional relationships with students.[\[2\]](#)
12. Breach of confidential information.

The Superintendent or designee shall develop and disseminate disciplinary rules for violations of Board policies, administrative regulations, rules and procedures that provide progressive penalties, including but not limited to verbal warning, written warning, reprimand, suspension, demotion, dismissal, pursuit of civil and criminal sanctions.[\[6\]](#)[\[14\]](#)

#### Arrest or Conviction Reporting Requirements

Employees shall use the designated form to report to the Superintendent or designee, within seventy-two (72) hours of the occurrence, an arrest or conviction required to be reported by law.[\[15\]](#)[\[16\]](#)

Employees shall also report to the Superintendent or designee, in writing, within seventy-two (72) hours of notification, that the employee has been named as a perpetrator in a founded or indicated report pursuant to the Child Protective Services Law.[\[17\]](#)

An employee shall be required to submit new criminal history background checks if the Superintendent or designee has a reasonable belief that the employee was arrested or has been convicted of an offense required to be reported by law, and the employee has not notified the Superintendent or designee. [\[15\]](#)

An employee shall be required immediately to submit a new child abuse history certification if the Superintendent or designee has a reasonable belief that the employee was named as a perpetrator in a founded or indicated report or has provided written notice of such occurrence.[\[17\]](#)

Failure to accurately report such occurrences, arrests and convictions may subject the employee to disciplinary action up to and including termination and criminal prosecution.[\[15\]](#)[\[17\]](#)



## Legal

- [1. 22 PA Code 235.10](#)
2. Pol. 824
- [3. 24 P.S. 510](#)
- [4. 24 P.S. 514](#)
- [5. 24 P.S. 1121](#)
- [6. 24 P.S. 1122](#)
- [7. 24 P.S. 1126](#)
- [8. 24 P.S. 1127](#)
- [9. 24 P.S. 1128](#)
- [10. 24 P.S. 1129](#)
- [11. 24 P.S. 1130](#)
- [12. 2 Pa. C.S.A. 551 et seq](#)
13. Pol. 351
- [14. 24 P.S. 1151](#)
- [15. 24 P.S. 111](#)
- [16. 24 P.S. 2070.9a](#)
- [17. 23 Pa. C.S.A. 6344.3](#)
- [22 PA Code 235.1 et seq](#)
- [23 Pa. C.S.A. 6301 et seq](#)
- [24 P.S. 2070.1a et seq](#)



Book	Policy Manual
Section	300 Employees
Title	Freedom of Speech in Nonschool Settings
Number	320
Status	Active
Adopted	August 20, 2007

### **Authority**

The Board acknowledges the right of administrative, professional and support employees as citizens in a democratic society to speak out on issues of public concern. When those issues are related to the school district and its programs, however, the employee's freedom of expression must be balanced against the interests of this district.

The Board adopts this policy to clarify situations in which an employee's expression could conflict with the district's interests.[\[1\]](#)

In situations in which a district employee is not engaged in the performance of assigned duties, s/he shall:

1. Refrain from comments that would interfere with the maintenance of student discipline.
2. Refrain from making public statements about the district known to be false or made without regard for truth or accuracy.
3. Refrain from making threats against co-workers, supervisors or district officials. Violations of this policy may constitute cause for disciplinary action.[\[2\]](#)

- Legal
- [1. 24 P.S. 510](#)
  2. Pol. 317



Book	Policy Manual
Section	300 Employees
Title	Sick Leave
Number	334
Status	Active
Adopted	August 20, 2007

### **Authority**

Board policy for certificated administrative and professional employees shall ensure that eligible employees receive paid sick leave days annually, in accordance with law, administrative compensation plan, individual contract, collective bargaining agreement, or Board resolution. Unused leave shall be cumulative.[\[1\]](#)

Board policy for noncertificated administrative and support employees shall ensure that eligible employees receive paid sick leave days annually, in accordance with the administrative compensation plan, individual contract, collective bargaining agreement or Board resolution. Unused leave shall be cumulative.

The Board reserves the right to require any employee claiming sick leave pay to submit sufficient proof, including a physician's certification, of the employee's illness or disability.[\[2\]](#)[\[1\]](#)

Misuse of sick leave shall be considered a serious infraction subject to disciplinary action.[\[3\]](#) The

Board shall consider the application of any eligible employee for an extension of sick leave, pursuant to law where applicable, when the employee's own accumulated sick leave is exhausted.[\[2\]](#)[\[1\]](#)

### **Delegation of Responsibility**

The Superintendent shall report to the Board the names of employees absent for noncompensable cause or whose claim for sick leave pay cannot be justified.

### **Guidelines**

A sick leave shall commence when the employee, or agent if the employee is sufficiently disabled, reports the absence. A sick leave day, once commenced, may be reinstated as a working day only with the approval of the Superintendent or designee.

Whatever the claims of disability, no day of absence shall be considered a sick leave day if the employee has engaged in or prepared for other gainful employment, or has engaged in any activity that would raise doubts regarding the validity of the sick leave request.

### **Proof of Disability**

An employee absent on sick leave may be required to submit a physician's written statement certifying his/her disability.[\[2\]](#)[\[1\]](#)

A physician's statement may not be presumed to conclusively establish the employee's disability.

### Records

The district's personnel records shall show the attendance of each employee; and the days absent shall be recorded, with the reason for such absence noted.[\[2\]\[1\]](#)

A record shall be made of the unused sick leave days accumulated by each district employee, which shall be reported to the employee.[\[2\]\[1\]](#)

The Board shall pay a specified amount for each unused sick leave day, up to a designated number of days, upon the retirement of an employee, as provided in the administrative compensation plan, individual contract, collective bargaining agreement or Board resolution.

Legal                    [1. 24 P.S. 1154](#)  
                              [2. 24 P.S. 510](#)  
                              3. Pol. 317



Book	Policy Manual
Section	300 Employees
Title	Personal Necessity Leave
Number	336
Status	Active
Adopted	August 20, 2007
Last Revised	January 26, 2017

### **Authority**

This policy shall provide for absences for defined personal necessity leave by administrative, professional and support employees.

The Board has the authority to specify reasonable conditions under which personal necessity leave may be granted, the type of situations in which such leave will be permitted, and the total number of days that may be used by an employee in any school year for such leave. [\[1\]](#)[\[2\]](#)

### **Guidelines**

#### **Personal Leave**

Personal leave days with pay shall be granted to district employees in accordance with applicable provisions of the administrative compensation plan, individual contract, collective bargaining agreement or Board resolution.

#### **Bereavement Leave**

When an administrative or professional employee is absent from duty because of a death in the immediate family, there shall be no deduction in salary for an absence of three (3) school days. The Board may extend the period of absence, at its discretion. **Immediate family** shall be defined as father, mother, brother, sister, son, daughter, husband, wife, parent-in-law, near relative who resides in the same household, or any person with whom the employee has made his/her home. [\[2\]](#)

When an administrative or professional employee is absent from duty because of the death of a near relative, there shall be no deduction in salary for absence on the day of the funeral. The Board may extend the period of absence, at its discretion. **Near relative** shall be defined as first cousin, grandfather, grandmother, grandchild, aunt, uncle, niece, nephew, son-in-law, daughter-in-law, brother-in-law or sister-in-law. [\[2\]](#)

When a support employee is absent from duty because of a death in the immediate family, there shall be no deduction in salary for an absence not in excess of three (3) working days. The intent is to protect the employee's income during the period of bereavement, and not to ensure a three-day leave. Funeral arrangements on Friday through Monday or during vacation or holidays will reduce the days of absence from the maximum of three (3) days. The Board may extend the period of absence, at its discretion. **Immediate family** shall be defined as father, mother, brother, sister, son, daughter,

husband, wife, parent-in-law, grandparent, grandchild, or near relative who resides in the same household as the employee.

When a support employee is absent from duty because of the death of a near relative, there shall be no deduction in salary for absence on the day of the funeral. The Board may extend the period of absence, at its discretion. **Near relative** shall be defined as first cousin, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, son-in-law, or daughter-in-law.

Legal

[1. 24 P.S. 510](#)

[2. 24 P.S. 1154](#)



Book	Policy Manual
Section	300 Employees
Title	Family and Medical Leaves
Number	335
Status	Active
Adopted	August 20, 2007
Last Revised	May 19, 2014

### **Authority**

The Board adopts this policy to address leaves of absence for specific family and medical issues for administrative, professional and support employees, in compliance with the Family Medical Leave Act, hereinafter referred to as FMLA. [\[1\]](#)[\[2\]](#)

### **Guidelines**

#### Eligibility, Qualifying Reasons and Leave Duration

Any district employee who has been employed for at least twelve (12) months and had at least 1,250 hours of service with the district during the 12-month period immediately preceding the date leave is to commence shall be eligible for 12 workweeks of FMLA leave during any 12-month period for any one of the following reasons:

1. The birth or placement of a child for adoption or foster care.
2. To care for the employee's spouse, son, daughter or parent with a serious health condition.
3. Because of a serious health condition that makes the employee unable to perform the functions of his/her job. For the birth of a son or daughter or placement of a child with an employee for adoption or foster care, eligibility for said leave shall expire at the end of the 12-month period beginning on the date of such birth or placement.

Eligible employees may take up to twenty six (26) weeks of leave in a single 12-month period to care for a spouse, son, daughter, parent or next of kin (nearest blood relative) who is recovering from a serious injury or illness sustained in the line of active duty military service. An eligible employee is entitled to a combined total of twenty six (26) weeks of all types of FMLA Leave. [\[3\]](#)

Eligible employees may take up to twelve (12) weeks of leave in a 12-month period because of any qualified exigency arising out of the fact a spouse, son, daughter or parent of the employee is called to active military duty in support of a contingency operation. [\[3\]](#)

#### Notification Requirements

All requests for FMLA leave shall be made in writing and shall contain sufficient information to determine whether the leave qualifies as an FMLA leave.

Medical certification shall be required whenever allowed or authorized by provision of the FMLA.

Employees shall be required to provide a fitness-for-duty certificate upon returning from an FMLA leave when the leave was taken because of the employee's own serious health condition.

### Concurrency With Other Leaves

For an employee's own illness or the birth of a son or daughter the Board requires that all available sick and accrued sick time be used in concurrence with an approved Family Medical Leave, unless otherwise stated by the employee's labor contract, compensation plan or individual agreement.

For the adoption or placement of a child, illness of an employee's spouse, parent or child, or other qualified exigency leave, sick leave will be administered concurrently with FMLA and in coordination with the employee's available personal, compensatory and vacation days per the terms of the applicable labor contract, compensation plan, or individual agreement.

### Leave When Both Spouses are Employed by the District

When both spouses are employed by the district, they will only be permitted to take a combined total of twelve (12) weeks of FMLA leave, for the birth of a son or daughter, the daughter, the placement with the employee of a son or daughter for adoption or foster care may be limited to a total of twelve (12) weeks. However, personal illness or that of a son, daughter, spouse or parent would not be similarly limited in this situation.[\[3\]](#)[\[4\]](#)

### Continuation of Benefits

During the period of Family and Medical Leave, the school district, at its expense, shall continue to maintain the employee's coverage under the applicable group health care, dental, vision and life insurance benefit plans, at the same levels and under the same conditions at which coverage would be have been provided if the employee had not taken leave. Except in situations of medical emergency, the employee must make arrangements with the district prior to the beginning of his/her

leave for payment of the employee's share of health insurance costs. Seniority shall accrue for all purposes during FMLA leaves, and credit shall be given during FMLA leaves for accruals for other leaves.

### Intermittent and Reduced Schedule Leaves

Intermittent Leave and reduced schedule leave shall be permitted only in connection with a serious health condition of the employee or his/her spouse, parent or child, or to allow an employee to care for a covered service member who is the employee's spouse, child or parent, only if there is a medical need for the leave and such medical leave can be best accommodated through an intermittent or reduced leave schedule, OR due to a qualifying exigency. Subject to the approval of the employee or family member's medical provider, the employee shall make reasonable efforts to schedule leave time and/or medical treatments so as to minimize disruption of School District operations.

Requests for intermittent and/or reduced schedule leave shall be assessed on a case by case basis; in an effort to strike a balance between the employee's needs and the District's operations; the District reserves the right to grant intermittent or reduced schedule leaves on the following conditions:

- That the employee take leave for periods of a particular duration not to exceed the duration of the planned medical treatment, or;
- That the employee temporarily transfer to an available, alternative position offered by the district for which the employee is qualified and which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee's regular position, or;
- That, in the absence of required notice by the employee of foreseeable, intermittent or reduced schedule Family Medical Leave, the district may grant leave in accordance with a combination of the above terms or require the leave to be delayed until the notice provisions are met, providing



the any such term is consistent with the employee's bargaining agreement, compensation plan or individual contract.

### No Outside Employment

Employees shall only be permitted to engage in outside employment during FMLA Leave to the extent that (a) the same work would be permitted if the employee were in active service and (b) the duties of the outside employment are not inconsistent with the basis for the FMLA Leave with the district. Such an inconsistency will be deemed by the district as proof of fraud by the employee, in connection with either the initial submission of medical certification or the employee's continued use of FMLA without notifying the district of such a change in medical circumstances that would render the employee ineligible for benefits.

### Falsification of Records

An employee who fraudulently obtains, continues or otherwise uses FMLA Leave in the district is not protected by the FMLA's job restoration or maintenance of health benefits provisions. In addition, submission by an employee to the district of a certification or any other information known by the employee to be false, or failure by the employee to correct the same, or any other type of fraud in connection with obtaining, continuing or otherwise using FMLA Leave, is a violation of Board Policy and will result in discipline up to and including termination. Falsification and fraud includes, but is not limited to, a scenario in which an employee knows the circumstances under which he/she is approved under FMLA have changed, but fails to notify the district and continues to fraudulently use FMLA.

### Return From FMLA

Prior to returning from FMLA, the employee shall notify the district of the date he/she plans to return to work. Upon return, the employee shall present to the district a medical certification of fitness for duty.

An employee returning from a Family Medical leave of absence shall be restored to the position he/she held on the date leave commenced or to a position of with equivalent pay and benefits.

Instructional Employees may be required to continue FMLA leave to the beginning of a grading period or term if conditions of leave are those specified by law

- Legal
- [1. 29 U.S.C. 2601 et seq](#)
  - [2. 29 CFR Part 825](#)
  - [3. 29 U.S.C. 2612](#)
  - [4. 29 CFR 825.202](#)



Book	Policy Manual
Section	300 Employees
Title	Uncompensated Leave
Number	339
Status	Active
Adopted	August 20, 2007
Last Revised	May 19, 2014

### **Authority**

The Board recognizes that in certain situations an administrative, professional or support employee may request extended leave for personal reasons, and the district could benefit from the return of the employee. This policy establishes parameters for granting uncompensated leaves of absence.

The Superintendent or designee reserves the right to specify the conditions under which uncompensated leave may be taken, and shall review requests on a case by case basis. Approvals will be based upon the nature of the request and any applicable terms within the employee's labor agreement, compensation plan, individual contract or Board Resolution.[\[1\]](#)

Uncompensated leave shall be granted in accordance with provisions of the administrative compensation plan, individual contract, collective bargaining agreement or Board resolution.

### **Guidelines**

#### **Application**

Requests for uncompensated leave shall be made to the Superintendent in advance of the requested beginning date. Special consideration will be given to emergencies.

#### **Commitment of Employee**

The employee granted an uncompensated leave of absence shall inform the Board of his/her intentions prior to the scheduled return date.

If notification is not received, it shall be assumed that the employee has terminated employment with the district.

#### **Commitment of Employer**

At the expiration of uncompensated leave, the employee shall be offered the same position previously held or a like position to that previously held.

Time on uncompensated leave shall not count as time on the job, and fringe benefits shall not be provided unless the employee provides payment for benefits.

Maternity/Childbearing/Childrearing Leave

Eligible employees shall be granted maternity/childbearing/childrearing leave in accordance with provisions of the administrative compensation plan, individual contract, collective bargaining agreement or Board resolution.

Legal [1. 24 P.S. 1154](#)

[24 P.S. 1182](#)



Book	Policy Manual
Section	700 Property
Title	Cellular Telephones
Code	717
Status	Active
Adopted	May 21, 2007
Last Revised	March 17, 2014

### **Purpose**

The Board recognizes that the use of cellular telephones by district employees may be appropriate and necessary to provide for the effective and efficient operation of the district. In addition, the use of cellular telephones can help to ensure the safety and security of district property, staff, students and others while on district property or engaged in district-sponsored activities.

### **Authority**

The Board authorizes the purchase and employee use of cellular telephones.

Cellular telephones provided to employees by the district shall be used for authorized district business purposes. District-provided cellular telephones may be used for personal use provided the employee pays the agreed upon fee.[1]

### **Guidelines**

Use of cellular telephones by employees in violation of Board policy, administrative regulations, and/or federal or state laws shall result in discipline, as appropriate.[2]

District employees are strictly prohibited from using a district issued or personal cell phone while operating or driving a district vehicle. In the event the employee must use a cell phone, the employee must do so according to the following guidelines:

1. Use the cell phone/device only when the vehicle is not moving.
2. Pull off the roadway and stop the vehicle in a safe area.

**Delegation of Responsibility**

The Superintendent or designee shall determine which employees receive district-provided cellular telephones for business purposes.

The Superintendent or designee shall develop administrative regulations to implement this policy, including a uniform and controlled system for identifying employee cellular telephone needs, monitoring employee use, and reimbursement.

The Superintendent or designee shall develop administrative regulations for staff use of privately owned cellular telephones for authorized district business.

Legal	1. Pol. 624
	2. Pol. 317



Book	Policy Manual
Section	800 Operations
Title	Child Abuse
Code	806
Status	Active
Adopted	May 21, 2007
Last Revised	January 17, 2019

### **Authority**

The Board requires district employees, independent contractors and volunteers to comply with identification and reporting requirements for suspected child abuse, as well as the training requirement for recognition and reporting of child abuse in order to comply with the Child Protective Services Law and the School Code. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

### **Definitions**

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

**Bodily injury** - impairment of physical condition or substantial pain. [\[5\]](#)

**Child** - an individual under eighteen (18) years of age. [\[5\]](#)

**Child abuse** - intentionally, knowingly or recklessly doing any of the following: [\[5\]](#)

1. Causing bodily injury to a child through any recent act or failure to act.
2. Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act.
3. Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act.
4. Causing sexual abuse or exploitation of a child through any act or failure to act.
5. Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act.
6. Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act.
7. Causing serious physical neglect of a child.

8. Engaging in any of the following recent acts:

- a. Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
- b. Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
- c. Forcefully shaking a child under one (1) year of age.
- d. Forcefully slapping or otherwise striking a child under one (1) year of age.
- e. Interfering with the breathing of a child.
- f. Causing a child to be present at a location while a violation of 18 Pa. C.S. § 7508.2 (relating to operation of methamphetamine laboratory) is occurring, provided that the violation is being investigated by law enforcement. [\[6\]](#)
- g. Leaving a child unsupervised with an individual, other than the child's parent, who the actor knows or reasonably should have known: Is required to register as a Tier II or Tier III sexual offender under 42 Pa. C.S. Ch. 97 Subch. H (relating to registration of sexual offenders), where the victim of the sexual offense was under eighteen (18) years of age when the crime was committed; has been determined to be a sexually violent predator under 42 Pa. C.S. § 9799.24 (relating to assessments) or any of its predecessors; or has been determined to be a sexually violent delinquent child as defined in 42 Pa. C.S. § 9799.12 (relating to definitions). [\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

9. Causing the death of the child through any act or failure to act.

10. Engaging a child in a severe form of trafficking in persons or sex trafficking, as those terms are defined in the law or an adult who engages a child in severe forms of trafficking in persons or sex trafficking, as those terms are defined in the law.

The term **child abuse** does not include physical contact with a child that is involved in normal participation in physical education, athletic, extracurricular or recreational activities. Also excluded from the meaning of the term **child abuse** is the use of reasonable force by a person responsible for the welfare of a child for purposes of supervision, control or safety, provided that the use of force:

1. Constitutes incidental, minor or reasonable physical contact in order to maintain order and control;
2. Is necessary to quell a disturbance or remove a child from the scene of a disturbance that threatens property damage or injury to persons;
3. Is necessary for self-defense or defense of another;
4. Is necessary to prevent the child from self-inflicted physical harm; or
5. Is necessary to gain possession of weapons, controlled substances or other dangerous objects that are on the person of the child or in the child's control.

**Direct contact with children** - the possibility of care, supervision, guidance or control of children or routine interaction with children. [\[1\]](#)

**Independent contractor** - an individual who provides a program, activity or service who is otherwise responsible for the care, supervision, guidance or control of children. The term does not include an individual who has no direct contact with children. [\[5\]](#)[\[11\]](#)

**Perpetrator** - a person who has committed child abuse and is a parent/guardian of the child; a spouse or former spouse of the child's parent/guardian; a paramour or former paramour of the child's parent/guardian, a person responsible for the child's welfare, an individual residing in the same home as the child, an individual fourteen (14) years of age or older who is responsible for the child's welfare or who resides in the same home as the child, or an individual eighteen (18) years of age or older who does not reside in the same home as the child but is related within the third degree of consanguinity or affinity by birth or adoption to the child. [\[5\]](#)

**Person responsible for the child's welfare** - a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training or control of a child in lieu of parental care, supervision and control. The term includes any such person who has direct or regular contact with a child through any program, activity or service sponsored by a school, for-profit organization or religious or other not-for-profit organization. [\[5\]](#)

**Program, activity or service** - a public or private educational, athletic or other pursuit in which children participate. The term includes, but is not limited to, the following: [\[5\]](#)

1. A youth camp or program.
2. A recreational camp or program.
3. A sports or athletic program.
4. An outreach program.
5. An enrichment program.
6. A troop, club or similar organization.

**Recent act or failure to act** - any act or failure to act committed within two (2) years of the date of the report to the Department of Human Services of the Commonwealth or county agency. [\[5\]](#)

**School employee** - an individual who is employed by a school or who provides a program, activity or service sponsored by a school. The term excludes an individual who has no direct contact with children. [\[5\]](#)

**Serious mental injury** - a psychological condition, as diagnosed by a physician or licensed psychologist, including the refusal of appropriate treatment, that: [\[5\]](#)

1. Renders a child chronically and severely anxious, agitated, depressed, socially withdrawn, psychotic or in reasonable fear that the child's life or safety is threatened.
2. Seriously interferes with a child's ability to accomplish age-appropriate developmental and social tasks.

**Serious physical neglect** - any of the following when committed by a perpetrator that endangers a child's life or health, threatens a child's well-being, causes bodily injury or impairs a child's health, development or functioning: [\[5\]](#)

1. A repeated, prolonged or egregious failure to supervise a child in a manner that is appropriate considering the child's developmental age and abilities.
2. The failure to provide a child with adequate essentials of life, including food, shelter or medical care.

**Sexual abuse or exploitation** - any of the following: [\[5\]](#)

1. The employment, use, persuasion, inducement, enticement or coercion of a child to engage in or assist another individual to engage in sexually explicit conduct, which includes, but is not limited to, the following:



- a. Looking at the sexual or other intimate parts of a child or another individual for the purpose of arousing or gratifying sexual desire in any individual.
- b. Participating in sexually explicit conversation either in person, by telephone, by computer or by a computer-aided device for the purpose of sexual stimulation or gratification of any individual.
- c. Actual or simulated sexual activity or nudity for the purpose of sexual stimulation or gratification of any individual.
- d. Actual or simulated sexual activity for the purpose of producing visual depiction, including photographing, videotaping, computer depicting or filming.

Paragraph 1. does not include consensual activities between a child who is fourteen (14) years of age or older and another person who is fourteen (14) years of age or older and whose age is within four (4) years of the child's age.

- 2. Any of the following offenses committed against a child: rape; statutory sexual assault; involuntary deviate sexual intercourse; sexual assault; institutional sexual assault; aggravated indecent assault; indecent assault; indecent exposure; incest; prostitution; sexual abuse; unlawful contact with a minor; or sexual exploitation.

**Student** - an individual enrolled in a district school under eighteen (18) years of age.[\[5\]](#)

**Volunteer** - an individual in an unpaid position with a program, activity or service who is individually responsible for the welfare of one or more children or has direct contact with children.[\[11\]](#)

### **Delegation of Responsibility**

In accordance with Board policy, the Superintendent or designee shall:

- 1. Require each candidate for employment to submit an official child abuse clearance statement and other background checks required by law.[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

No applicant may be hired who is named as the perpetrator in a founded report or is named as an individual responsible for injury or abuse in a founded report for a school employee. The school district has discretion whether to hire someone who has been named on an indicated report.

- 2. Require each applicant for transfer or reassignment to submit an official child abuse clearance statement unless the applicant is applying for a transfer from one position as a district employee to another position as a district employee of this district and the applicant's official child abuse clearance statement is current.[\[18\]](#)[\[19\]](#)[\[20\]](#)
- 3. Require each volunteer to submit an official child abuse clearance statement and other background checks as required by law.

School employees, independent contractors and volunteers shall obtain and submit new background checks and clearances every sixty (60) months.[\[19\]](#)

The Superintendent or designee shall annually inform students, parents/guardians, independent contractors, volunteers and staff regarding the contents of this Board policy.

The Superintendent or designee shall ensure that the poster, developed by the PA Department of Education, displaying the statewide toll-free telephone numbers for reporting suspected child abuse, neglect and school safety issues be posted in a high-traffic, public area of each school. The designated area shall be readily accessible and widely used by students.[\[38\]](#)

The Superintendent or designee shall annually notify district staff, independent contractors, and volunteers of their responsibility for reporting child abuse in accordance with Board policy and

administrative regulations.

## **Guidelines**

### Aiding and Abetting Sexual Abuse

School employees, acting in an official capacity for this district, are prohibited from assisting another school employee, contractor or agent in obtaining a new job if the school employee knows, or has probable cause to believe, that such school employee, contractor or agent engaged in sexual misconduct regarding a minor or student.[14][15][16][17][20][21][39][40][41]

This prohibition applies only to assistance that extends beyond performance of normal processing of personnel matters including routine transmission of files or other information. This prohibition shall not apply if:[39]

1. The relevant information has been properly reported to law enforcement officials and any other authority required by federal, state or local law and the matter has been officially closed or the prosecutor or law enforcement officials notified school officials that there is insufficient information to establish probable cause.
2. The school employee, contractor or agent has been acquitted or otherwise exonerated of the alleged misconduct.
3. The case or investigation remains open and no charges have been filed against, or indictment of, the school employee, contractor or agent within four (4) years of the date on which the information was reported to the law enforcement agency.

### Training

The school district, and independent contractors of the school district, shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. The training shall include, but not be limited to, the following topics:[1][3][4][21]

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct.
2. Provisions of the Educator Discipline Act, including mandatory reporting requirements.[21][22]
3. District policy related to reporting of suspected abuse and sexual misconduct.
4. Maintenance of professional and appropriate relationships with students.[41]

Employees are required to complete a minimum of three (3) hours of training every five (5) years.  
[1]

### Duty to Report

School employees, independent contractors and volunteers shall make a report of suspected child abuse if they have reasonable cause to suspect that a child is the victim of child abuse under any of the following circumstances:[11]

1. The school employee, independent contractor or volunteer comes into contact with the child in the course of employment, occupation and the practice of a profession or through a regularly scheduled program, activity or service.
2. The school employee, independent contractor or volunteer is directly responsible for the care, supervision, guidance or training of the child.
3. A person makes a specific disclosure to a school employee, independent contractor or volunteer that an identifiable child is the victim of child abuse.

4. An individual fourteen (14) years of age or older makes a specific disclosure to a school employee, independent contractor or volunteer that s/he has committed child abuse.

A child is not required to come before the school employee, independent contractor or volunteer in order for that individual to make a report of suspected child abuse.[\[11\]](#)

A report of suspected child abuse does not require the identification of the person responsible for the child abuse.[\[11\]](#)

Any person who, in good faith, makes a report of suspected child abuse, regardless of whether the report is required, cooperates with an investigation, testifies in a proceeding, or engages in other action authorized by law shall have immunity from civil and criminal liability related to those actions.[\[23\]](#)

Any person required to report child abuse who willfully fails to do so may be subject to disciplinary action and criminal prosecution.[\[24\]](#)

Any person who intentionally or knowingly makes a false report of child abuse or intentionally or knowingly induces a child to make a false claim of child abuse may be subject to disciplinary action and criminal prosecution.[\[25\]](#)

Any person who engages in intimidation, retaliation, or obstruction in the making of a child abuse report or the conducting of an investigation into suspected child abuse may be subject to disciplinary action and criminal prosecution.[\[26\]](#)

The district shall not discriminate or retaliate against any person for making, in good faith, a report of suspected child abuse.[\[27\]](#)

#### Reporting Procedures

School employees, independent contractors or volunteers who suspect child abuse shall immediately make a written report of suspected child abuse using electronic technologies ([www.compass.state.pa.us/cwis](http://www.compass.state.pa.us/cwis)) or an oral report via the statewide toll-free telephone number **(1-800-932-0313)**. A person making an initial oral report of suspected child abuse must also submit a written electronic report within forty-eight (48) hours after the oral report. Upon receipt of an electronic report, the electronic reporting system will automatically respond with a confirmation, providing the district with a written record of the report.[\[11\]](#)[\[28\]](#)[\[29\]](#)

A school employee, independent contractor or volunteer who makes a report of suspected child abuse shall immediately, after making the initial report, notify the school principal and if the initial report was made electronically, also provide the principal with a copy of the report confirmation. The school principal shall then immediately notify the Superintendent or designee that a child abuse report has been made and if the initial report was made electronically, also provide a copy of the report confirmation.[\[11\]](#)[\[28\]](#)[\[29\]](#)

When a report of suspected child abuse is made by a school employee, independent contractor or volunteer as required by law, the school district is not required to make more than one (1) report. An individual otherwise required to make a report who is aware that an initial report has already been made by a school employee, independent contractor or volunteer is not required to make an additional report. The person making an initial oral report is responsible for making the follow-up written electronic report within forty-eight (48) hours, and shall provide the school principal with a copy of the report confirmation promptly after the written electronic report has been filed. The principal shall in turn provide a copy of the report confirmation to the Superintendent or designee. [\[11\]](#)[\[28\]](#)[\[29\]](#)

When necessary to preserve potential evidence of suspected child abuse, a school employee may, after the initial report is made, take or cause to be taken photographs of the child who is the subject of the report. Any such photographs shall be sent to the county agency at the time the written report is sent or within forty-eight (48) hours after a report is made by electronic technologies or as soon

thereafter as possible. The school principal shall be notified whenever such photographs are taken.  
[\[30\]](#)

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Safe Schools Act, the Superintendent or designee shall inform local law enforcement, in accordance with applicable law, regulations and Board policy.[\[31\]](#)  
[\[32\]](#)[\[33\]](#)[\[34\]](#)[\[35\]](#)[\[42\]](#)

### Investigation

The school principal shall facilitate the cooperation with the Department of Human Services of the Commonwealth or the county agency investigating a report of suspected child abuse, including permitting authorized personnel to interview the child while in attendance at school.[\[11\]](#)[\[36\]](#)

Upon notification that an investigation involves suspected child abuse by a school employee, the principal shall immediately implement a plan of supervision or alternative arrangement that has been approved by the Superintendent for the school employee under investigation. The plan of supervision or alternative arrangement shall be submitted to the county agency for approval.[\[37\]](#)

### Legal

1. 24 P.S. 1205.6
2. 23 Pa. C.S.A. 6301 et seq 3.
- Pol. 333
4. Pol. 818
5. 23 Pa. C.S.A. 6303
6. 18 Pa. C.S.A. 7508.2
7. 42 Pa. C.S.A. 9799.12
8. 42 Pa. C.S.A. 9799.24
9. 42 Pa. C.S.A. 9799.55
10. 42 Pa. C.S.A. 9799.58
11. 23 Pa. C.S.A. 6311
12. 24 P.S. 111
13. 23 Pa. C.S.A. 6344
14. Pol. 302
15. Pol. 304
16. Pol. 305
17. Pol. 306
18. 23 Pa. C.S.A. 6344.3
19. 23 Pa. C.S.A. 6344.4
20. Pol. 309
21. Pol. 317.1
22. 24 P.S. 2070.1a
23. 23 Pa. C.S.A. 6318
24. 23 Pa. C.S.A. 6319
25. 18 Pa. C.S.A. 4906.1
26. 18 Pa. C.S.A. 4958
27. 23 Pa. C.S.A. 6320

28. 23 Pa. C.S.A. 6305  
29. 23 Pa. C.S.A. 6313  
30. 23 Pa. C.S.A. 6314  
31. 24 P.S. 1302.1-A  
32. 24 P.S. 1303-A  
33. 22 PA Code 10.2  
34. 22 PA Code 10.21  
35. 22 PA Code 10.22  
36. 23 Pa. C.S.A. 6346  
37. 23 Pa. C.S.A. 6368  
38. 23 Pa. C.S.A. 6332  
39. 20 U.S.C. 7926 40.  
24 P.S. 111.1  
41. Pol. 824  
42. Pol. 225  
18 Pa. C.S.A. 4304  
22 PA Code 10.1 et seq  
22 U.S.C. 7102  
24 P.S. 1301-A et seq  
24 P.S. 1527  
24 P.S. 2070.1a et seq  
Pol. 317  
Pol. 910.1



Book	Policy Manual
Section	800 Operations
Title	Transportation - Video/Audio
Number	Recording 810.2
Status	Active
Adopted	May 19, 2014
Last Revised	January 26, 2017

## **Purpose**

The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all students, staff, contractors and others being transported on district- owned, operated, or contracted school buses or school vehicles.

## **Definitions**

**School bus** means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities. [1]

**School vehicle** means a motor vehicle, except a motorcycle, designed for carrying no more than ten passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children. [1]

## **Authority**

The Board authorizes the use of video and audio recording on school buses and school vehicles.[2]

The Board prohibits the use of audio recording on any school bus or school vehicle that is not being used for a school-related purpose.[2]

## **Delegation of Responsibility**

The Board directs the Superintendent or designee to ensure that:

1. Each school bus and school vehicle that is equipped with video and audio recording equipment contains a clearly posted notice informing drivers and passengers of the potential for video and audio recording.[2]
2. This policy is posted on the district's publicly accessible website. [ 2] [ 3]

3. Each school year, this policy is included in the student handbook and in any other district publication that sets forth the comprehensive rules, procedures and standards of conduct. [3]

## **Guidelines**

The district shall comply with the provisions of federal and state law and regulations regarding student record requirements as applicable to the district's use and disclosure of recordings. Recordings considered part of a student's educational record shall be maintained in accordance with established student record procedures governing access, review and disclosure of student records.[4]

Legal

[1. 75 Pa. C.S.A. 102](#)

[2. 18 Pa. C.S.A. 5704](#)

[3. 24 P.S. 510.2](#)

4. Pol. 216

[24 P.S. 510](#)

Pol. 218

Pol. 810



Book	Policy Manual
Section	700 Property
Title	Integrated Pest Management
Number	716
Status	Active
Adopted	May 21, 2007

### **Purpose**

The school district shall utilize integrated pest management procedures to manage structural and landscape pests and the toxic chemicals used for their control in order to alleviate pest problems with the least possible hazard to people, property and the environment.

The district shall integrate IPM education into the curriculum in accordance with relevant academic standards.[\[1\]](#)[\[2\]](#)

### **Definitions**

**Integrated Pest Management (IPM)** is the coordinated use of pest and environmental information to design and implement pest control methods that are economically, environmentally and socially sound. IPM promotes prevention over remediation and advocates integration of at least two (2) or more strategies to achieve long-term solutions.

**Integrated Pest Management Plan** is a plan that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks.

### **Authority**

The Board establishes that the school district shall use pesticides only after consideration of the full range of alternatives, based on analysis of environmental effects, safety, effectiveness and costs.[\[5\]](#)[\[6\]](#)

The Board shall adopt an Integrated Pest Management Plan for district buildings and grounds that complies with policies and regulations promulgated by the Department of Agriculture.[\[4\]](#)

### **Delegation of Responsibility**

The Board shall designate the Director of Support Services to serve as IPM coordinator for the district.

The Superintendent or designee shall be responsible to annually notify parents/ guardians of the procedures for requesting notification of planned and emergency applications of pesticides in school buildings and on school grounds.[\[4\]](#)

Appropriate personnel involved in making decisions relative to pest management shall participate in update training.



## **Guidelines**

Pest management strategies may include education, exclusion, sanitation, maintenance, biological and mechanical controls, and site appropriate pesticides.

An integrated pest management decision shall consist of the following five (5) steps:

1. Identify pest species.
2. Estimate pest populations and compare to established action thresholds.
3. Select the appropriate management tactics based on current on-site information.
4. Assess effectiveness of pest management.
5. Keep appropriate records.

When pesticide applications are scheduled in school buildings and on school grounds, the district shall provide notification in accordance with law, including: [\[4\]](#)

1. Posting a pest control sign in an appropriate area.
2. Providing the pest control information sheet to all individuals working in the school building.
3. Providing required notice to all parents/guardians of students or to a list of parents/guardians who have requested notification of individual applications of pesticides.

Where pests pose an immediate threat to the health and safety of students or employees, the district may authorize an emergency pesticide application and shall notify by telephone any parent/guardian who has requested such notification. [\[4\]](#)

The district shall maintain detailed records of all chemical pest control treatments for at least three (3) years. Information regarding pest management activities shall be available to the public at the district's administrative office. [\[4\]](#)

- Legal
- [1. 22 PA Code 4.12](#)
  2. Pol. 102
  - [4. 24 P.S. 772.1](#)
  - [5. 3 P.S. 111.21 et seq](#)
  - [6. 7 PA Code 128.1 et seq](#)
  - [7 U.S.C. 136 et seq](#)



Book	Policy Manual
Section	800 Operations
Title	Suicide Awareness, Prevention and Response
Number	819
Status	Active
Adopted	May 21, 2007
Last Revised	August 20, 2015

### **Purpose**

The Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; establish methods of prevention, intervention, and response to suicide or suicide attempt; and to promote access to suicide awareness and prevention resources. [\[1\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

### **Authority**

In compliance with state law and regulations, and in support of the district's suicide prevention measures, information received in confidence from a student may be revealed to the student's parents/guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or any other person is deemed to be at risk. [\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

### **Guidelines**

The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

The district shall notify district employees, students and parents/guardians of this policy and shall post the policy on the district's website. [\[1\]](#)

## **SUICIDE AWARENESS AND PREVENTION EDUCATION [\[1\]](#)**

### **Protocols for Administration of Student Education**

Students shall receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources and refer friends for help.

Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development.

### **Protocols for Administration of Employee Education**

All district employees, including but not limited to secretaries, coaches, bus drivers, custodians and cafeteria workers, shall receive information regarding risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide prevention.

As part of the district's professional development plan, professional educators in school buildings

serving students in grades six (6) through twelve (12) shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years. [\[1\]](#)<sup>[10]</sup>

Additional professional development in risk assessment and crisis intervention shall be provided to guidance counselors, district mental health professionals and school nurses.

### Resources for Parents/Guardians

The district may provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs; and information about local behavioral/mental health resources.

## **METHODS OF PREVENTION** [\[1\]](#)

The methods of prevention utilized by the district include, but are not limited to, early identification and support for students at risk; education for students, staff and parents/guardians; and delegation of responsibility for planning and coordination of suicide prevention efforts.

### Suicide Prevention Coordinators

#### *District-Wide –*

A district-wide suicide prevention coordinator shall be designated by the Superintendent. This may be an existing district employee. The district suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.

#### *Building Level –*

Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing district employee.

### Early Identification Procedures

Early identification of individuals with one (1) or more suicidal risk factors or of individuals exhibiting warning signs, is crucial to the district's suicide prevention efforts. To promote awareness, district employees, students and parents/guardians should be educated about suicidal risk factors and warning signs.

**Risk factors** refer to personal or environmental characteristics that are associated with suicide including, but not limited to:

- Behavioral Health Issues/Disorders:
  - Depression.
  - Substance abuse or dependence.
  - Previous suicide attempts.
  - Self injury

- Personal Characteristics:

Hopelessness/Low self-esteem.

- Loneliness/Social alienation/isolation/lack of belonging.
- Poor problem-solving or coping skills.

- Impulsivity/Risk-taking/recklessness.
- Adverse/Stressful Life Circumstances:
  - Interpersonal difficulties or losses.
  - Disciplinary or legal problems.
  - Bullying (victim or perpetrator).
  - School or work issues.
  - Physical, sexual or psychological abuse.
  - Exposure to peer suicide.
- Family Characteristics:
  - Family history of suicide or suicidal behavior.
  - Family mental health problems.
  - Divorce/Death of parent/guardian.
  - Parental-Child relationship.

**Warning signs** are indications that someone may be in danger of suicide, either immediately or in the near future. Warning signs include, but are not limited to:

- Expressions such as hopelessness, rage, anger, seeking revenge, feeling trapped, anxiety, agitation, no reason to live or sense of purpose.
- Recklessness or risky behavior.
- Increased alcohol or drug use.
- Withdrawal from friends, family, or society.
- Dramatic mood changes.

### Referral Procedures

Any district employee who has identified a student with one (1) or more risk factors or who has an indication that a student may be contemplating suicide, shall refer the student for further assessment and intervention.

### Documentation

The district shall document the reasons for referral, including specific warning signs and risk factors identified as indications that the student may be at risk.

## **METHODS OF INTERVENTION**[\[1\]](#)

The methods of intervention utilized by the district include, but are not limited to, responding to suicide threats, suicide attempts in school, suicide attempts outside of school, and completed suicide. Suicide intervention procedures shall address the development of an emotional or mental health safety plan for students identified as being at increased risk of suicide.

### Procedures for Students at Risk

A district-approved suicide assessment instrument may be used by trained mental health staff such as

counselors, psychologists, social workers.

Parents/Guardians of a student identified as being at risk of suicide shall be notified by the school. If the school suspects that the student's risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services.[5]

The district shall identify mental health service providers to whom students can be referred for further assessment and assistance.

**Mental health service providers** – may include, but not be limited to, hospital emergency departments, psychiatric hospitals, community mental health centers, psychiatrists, psychologists, social workers, and primary care providers.

The district shall create an emotional or mental health safety plan to support a student and the student's family if the student has been identified as being at increased risk of suicide.

### Students With Disabilities

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.[2][11][12][14]

If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[2][11][12][14]

### Documentation

The district shall document observations, recommendations and actions conducted throughout the intervention and assessment process including verbal and written communications with students, parents/guardians and mental health service providers.

The Superintendent or designee shall develop administrative regulations providing recommended guidelines for responding to a suicide threat.

## **METHODS OF RESPONSE TO SUICIDE OR SUICIDE ATTEMPT**[\[1\]](#)

The methods of response to a suicide or a suicide attempt utilized by the district include, but are not limited to:

1. Identifying and training the school crisis response/crisis intervention team.
2. Determining the roles and responsibilities of each crisis response team member.
3. Notifying students, employees and parents/guardians.
4. Working with families.
5. Responding appropriately to the media.
6. Collaborating with community providers.

The Superintendent or designee shall develop administrative regulations with recommended guidelines for responding to a suicidal act or attempt on school grounds or during a school-sponsored event.

### Re-Entry Procedures

A student's excusal from school attendance after a mental health crisis and the student's return to school shall be consistent with state and federal laws and regulations.[11][12][15][16]

A district-employed mental health professional, the building principal or suicide prevention coordinator shall meet with the parents/guardians of a student returning to school after a mental health crisis, and, if appropriate, meet with the student to discuss re-entry and applicable next steps to ensure the student's readiness to return to school.

When authorized by the student's parent/guardian, the designated district employee shall coordinate with the appropriate outside mental health care providers.

The designated district employee will periodically check in, as needed, with the student to facilitate the transition back into the school community and address any concerns.

### **REPORT PROCEDURES**[\[1\]](#)

Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and mental health service providers.

When a district employee takes notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

As stated in this policy, district employees shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response.

The suicide prevention coordinator shall provide the Superintendent with a copy of all reports and documentation regarding the at-risk student. Information and reports shall be provided, as appropriate, to guidance counselors, district mental health professionals and school nurses.

### **SUICIDE AWARENESS AND PREVENTION RESOURCES**[\[1\]](#)

A listing of resources regarding suicide awareness and prevention shall be attached to this policy.

Legal

[1. 24 P.S. 1526](#)

3. Pol. 248

4. Pol. 249

5. Pol. 806

[6. 22 PA Code 12.12](#)

7. Pol. 207

8. Pol. 216

9. Pol. 236

10. Pol. 333

11. Pol. 113

12. Pol. 113.2

14. Pol. 114

15. Pol. 117

16. Pol. 204

Pol. 146 Pol.

805

[819-Attach.doc \(50 KB\)](#)

## Suicide Prevention Resources For Schools

\*\*\*Please note that the resources listed here are free of charge.  
There are many more excellent resources for minimal cost.

### **General Information** (many with webinar sessions)

**PA Youth Suicide Prevention Initiative**      <https://www.preventsuicidepa.org/task-force-county-init/>

**Mission** - The Pennsylvania Youth Suicide Prevention Initiative is a multi-system collaboration to reduce youth suicide.

**Vision** - Youth suicide prevention will be embraced and incorporated into the fabric of every community in Pennsylvania to address the social and emotional needs of youth at risk and survivors of suicide.

**Suicide Prevention Resource Center**      <http://www.sprc.org/>

SPRC is the nation's only federally supported resource center devoted to advancing the *National Strategy for Suicide Prevention*. They provide technical assistance, training, and materials to increase the knowledge and expertise of suicide prevention practitioners and other professionals serving people at risk for suicide. They also promote collaboration among a variety of organizations that play a role in developing the field of suicide prevention.

**Toolkit for High Schools**      <http://store.samhsa.gov/product/SMA12-4669>

Assists high schools and school districts in designing and implementing strategies to prevent suicide and promote behavioral health. Includes tools to implement a multi-faceted suicide prevention program that responds to the needs and cultures of students. Released in June 2012.

**American Foundation for Suicide Prevention**      <http://www.afsp.org/>

The American Foundation for Suicide Prevention has been at the forefront of a wide range of suicide prevention initiatives – each designed to reduce loss of life from suicide. They are investing in groundbreaking research, new educational campaigns, innovative demonstration projects and critical policy work. And they are expanding their assistance to people, whose lives have been affected by suicide, reaching out to offer support and offering opportunities to become involved in prevention.

**American Association of Suicidology**      <http://www.suicidology.org/home>

AAS is a membership organization for all those involved in suicide prevention and intervention, or touched by suicide. AAS is a leader in the advancement of scientific and programmatic efforts in suicide prevention through research, education and training, the development of standards and resources, and survivor support services.

**Services for Teens At Risk (STAR Center)**      <http://www.starcenter.pitt.edu/>

Services for Teens At Risk (STAR-Center) is a comprehensive research, treatment, and training center. Funded by the State of Pennsylvania's General Assembly in 1986 to address adolescent suicide and depression, the program provides individual assessment and treatment to teens that are experiencing depression and suicidality. They also provide community education services about depression and suicidality to schools, social service agencies, churches and other organizations that request them.

**The Trevor Project**      <http://www.thetrevorproject.org/>

The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth.

## **Comprehensive School Guide**

### **Youth Suicide Prevention School-Based Guide** <http://theguide.fmhi.usf.edu/>

The Youth Suicide Prevention School-Based Guide is designed to provide accurate, user-friendly information. The Guide is not a program but a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program. First, checklists can be completed to help evaluate the adequacy of the schools' suicide prevention programs. Second, information is offered in a series of issue briefs corresponding to a specific checklist. Each brief offers a rationale for the importance of the specific topic together with a brief overview of the key points. The briefs also offer specific strategies that have proven to work in reducing the incidence of suicide, with references that schools may then explore in greater detail. A resource section with helpful links is also included. The Guide provides information to schools to assist them in the development of a framework to work in partnership with community resources and families.

## **School Policy**

### **Model School Policy on Suicide Prevention –**

[https://www.afsp.org/content/download/10555/186750/file/Model%20Policy\\_FINAL.pdf](https://www.afsp.org/content/download/10555/186750/file/Model%20Policy_FINAL.pdf)

Written by American Foundation for Suicide Prevention, National Association of School Psychologists, American School Counselor Association, and The Trevor Project. This modular, adaptable document will help educators and school administrators implement comprehensive suicide prevention policies in communities nationwide.

### **STAR Center Sample School Suicide Policy and Procedure -**

<http://www.starcenter.pitt.edu/Sample-School-Suicide-Policy-And-Procedure/41/Default.aspx>

## **Training for School Staff**

### **Society for Prevention of Teen Suicide**

<http://www.sptsusa.org/>

The mission of the Society for the Prevention of Teen Suicide is to reduce the number of youth suicides and attempted suicides by encouraging overall public awareness through the development and promotion of educational training programs for teens, parents and educators.

The free, interactive series Making Educators Partners in Suicide Prevention is designed to be completed at the viewer's own pace. Pennsylvania school staff requiring Act 48 hours may submit the certificate of completion to [c-paschool@pa.gov](mailto:c-paschool@pa.gov) or fax it to 717-783-4790, along with your Dept. of Education Professional ID number, to have these hours submitted.

### **More Than Sad Program**

<http://www.afsp.org/preventing-suicide/our-education-and-prevention-programs/programs-for-professionals/more-than-sad-suicide-prevention-education-for-teachers-and-other-school-personnel>

The More Than Sad Program of the American Foundation for Suicide prevention provides education about factors that put youth at risk for suicide, in particular depression and other mental disorders. Instructional materials accompany the More Than Sad Program, including a PowerPoint presentation.

**American Foundation for Suicide Prevention** (<http://www.afsp.org/>) – PA AFSP chapters will make the "More Than Sad" DVD available **free** to all high and middle schools in PA that request one. **Contact Pat Gainey to receive your copy.** Patricia Gainey, Regional Director, American Foundation for Suicide Prevention, Greater Philadelphia Regional Office, 3535 Market Street, Suite 4047, Philadelphia, PA 19104; Office: (215)746-7256.



**Suicide Prevention Resource Center – Best Practices Registry** <http://www.sprc.org/bpr>

The purpose of the Best Practices Registry (BPR) is to identify, review, and disseminate information about best practices that address specific objectives of *the National Strategy for Suicide Prevention*. The BPR is a collaborative project of the Suicide Prevention Resource Center (SPRC) and the American Foundation for Suicide Prevention (AFSP). It is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). Many of the best practice resources listed have to be purchased.

**Material for Students****More Than Sad Program** <http://www.afsp.org/preventing-suicide/our-education-and-prevention-programs/programs-for-teens-and-young-adults/more-than-sad-teen-depression>

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**Suicide Prevention Resource Center Best Practices Registry** <http://www.sprc.org/bpr>

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**Wisconsin Department of Public Instruction**

The curriculum is not SPRC listed, but does use elements of SOS and Lifelines.

[http://sspw.dpi.wi.gov/sspw\\_suicideprev](http://sspw.dpi.wi.gov/sspw_suicideprev) main page

Link to Student programs: [http://sspw.dpi.wi.gov/sspw\\_spstudentprograms](http://sspw.dpi.wi.gov/sspw_spstudentprograms)

Link to Curriculum: [http://sspw.dpi.wi.gov/sspw\\_suicideprevcurriculum](http://sspw.dpi.wi.gov/sspw_suicideprevcurriculum)

**Postvention Assistance****Services for Teens At Risk (STAR Center)** <http://www.starcenter.pitt.edu/>

Services for Teens At Risk (STAR-Center) is a comprehensive research, treatment, and training center. Funded by the State of Pennsylvania’s General Assembly in 1986 to address adolescent suicide and depression, the program provides individual assessment and treatment to teens that are experiencing depression and suicidality. They also provide community education services about depression and suicidality to schools, social service agencies, churches and other organizations that request them. Any PA school can contact the STAR-Center for assistance in the aftermath of a suicide or other tragic loss. STAR-Center can also provide in-service training and resource materials on a variety of mental health related topics.

**Suicide Prevention Resource Center Postvention Toolkit**

<http://www.sprc.org/sites/sprc.org/files/library/AfteraSuicideToolkitforSchools.pdf>

This toolkit is designed to assist schools in the aftermath of a suicide (or other death) in the school community. It is meant to serve as a practical resource for schools facing real-time crises to help them determine what to do, when, and how. The toolkit reflects consensus recommendations developed in consultation with a diverse group of national experts, including school-based personnel, clinicians, researchers, and crisis response professionals. It incorporates relevant existing material and research findings as well as references, templates, and links to additional information and assistance.

## Section 2

### Driving, and Student Related Procedures

1. Confidential Student Information
2. Student Pickup Procedure
3. Student Discharge Procedure
4. Railroad Crossing Procedure
5. Passing a Student Stop Procedure
6. Finding a Student Left on the Bus Procedure
7. Enforcing the School Bus Stopping Law
8. Unauthorized School Bus Entry
9. School Bus Lights at Schools
10. CMSD School Bus Rules
11. Tips on Ways to Maintain Student Discipline
12. Toll Booths

# Confidential Student Information

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You could possibly get some confidential health information for students that you transport. Please keep in mind that “Confidential” is the key word here. This means that this information is for your eyes only. You are not to discuss this information with anyone (Students, Other Drivers, Etc.) Please take care that this information is secure, in your custody during your bus runs.

If you have any questions as to your role in the event of any medical situations with these students, let a secretary or the transportation director know, and someone will work to get some more detailed information from the school nurses.

## Procedure for Student Pick-Up

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1. Turn “Master” light switch on if bus is so equipped.
2. 150’ to 300’ before designated bus stop, activate amber warning lights.
3. Check mirrors and traffic. Approach stop slowly.
4. Come to a complete stop, **APPLY PARKING BRAKE** and put transmission in neutral (standard and automatic transmissions).
5. Check mirrors.
6. Open door slightly to activate red school bus lights and stop arm.
7. Traffic and mirror check to ensure all traffic has stopped.
8. Open door completely to let students on. Any students crossing the road need to walk at least 10’ in front of the bus.
9. Once students are seated, check all mirrors around the bus for late coming students.
10. Shut the door, deactivating the red school bus lights.
11. Put the transmission in gear & release parking brake.
12. **Re-check Mirrors** and proceed slowly away from stop.

# Procedure for Student Discharge

---

1. Turn "Master" light switch on if bus is so equipped.
2. 150'-300' before designated stop activate amber warning lights.
3. Check mirrors and traffic while slowing down for the stop.
4. Come to a complete stop, **APPLY PARKING BRAKE**, put transmission in neutral (standard and automatic transmissions).
5. Check mirrors and traffic.
6. Open door slightly to activate red school bus lights and stop arm.
7. Traffic and mirror check to ensure all traffic has stopped.
8. Open door completely and count students as they get off of the bus. Students crossing the road should walk at least 10' in front of the bus. Watch until students reach a point of safety and you can account for all of the students that got off of the bus.
9. Check mirrors all around the bus for students.
10. Shut the door deactivating the red school bus lights.
11. Check the mirrors, put the transmission in gear and release the parking brake.
12. Re-check the mirrors and proceed slowly away from the stop.

# Procedure for All Railroad Crossings

---

1. Turn "Master" light switch on if bus is so equipped.
2. Activate 4-way flashers when approaching tracks; approximately 200' in advance.
3. Come to a complete stop with the front bumper no closer than 15' and no further than 50' from the nearest rail.
4. **APPLY PARKING BRAKE** and put the transmission in neutral.
5. Turn off fan, heaters, radio's and have passengers quiet down.
6. Open door and window.
7. Look and listen.
8. Look beyond the tracks to see if there is traffic congestion, a signal or stop sign that will keep the bus from completely clearing the tracks.
9. Once you are sure you can safely cross, close the door. Put the transmission in a low gear and release the parking brake.
10. Proceed across the tracks without shifting gears.

## Passing a Student Stop

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Anytime a driver passes up a student's bus stop in the morning, the driver is to radio dispatch and then go back to the stop for the student(s).

If the driver passes a stop in the afternoon, they are to radio dispatch and then go back and drop the student(s) off at their assigned stop.

## Dropping off Students

---

Kindergarten and First Grade students must have a parent/guardian at the stop. You must physically see the parent/guardian before allowing the student to leave your bus.

If you do not see a student's parent/guardian you are to call dispatch. Dispatch will call the parent/guardian. If there is no answer, keep the student on your bus until the end of your route, and return the student to his/her school.

Parents may give permission in writing to the bus driver or Transportation Department allowing the Kindergarten or 1<sup>st</sup> grade student to be released with a sibling or to walk home alone.

## Finding a Student Left on the Bus

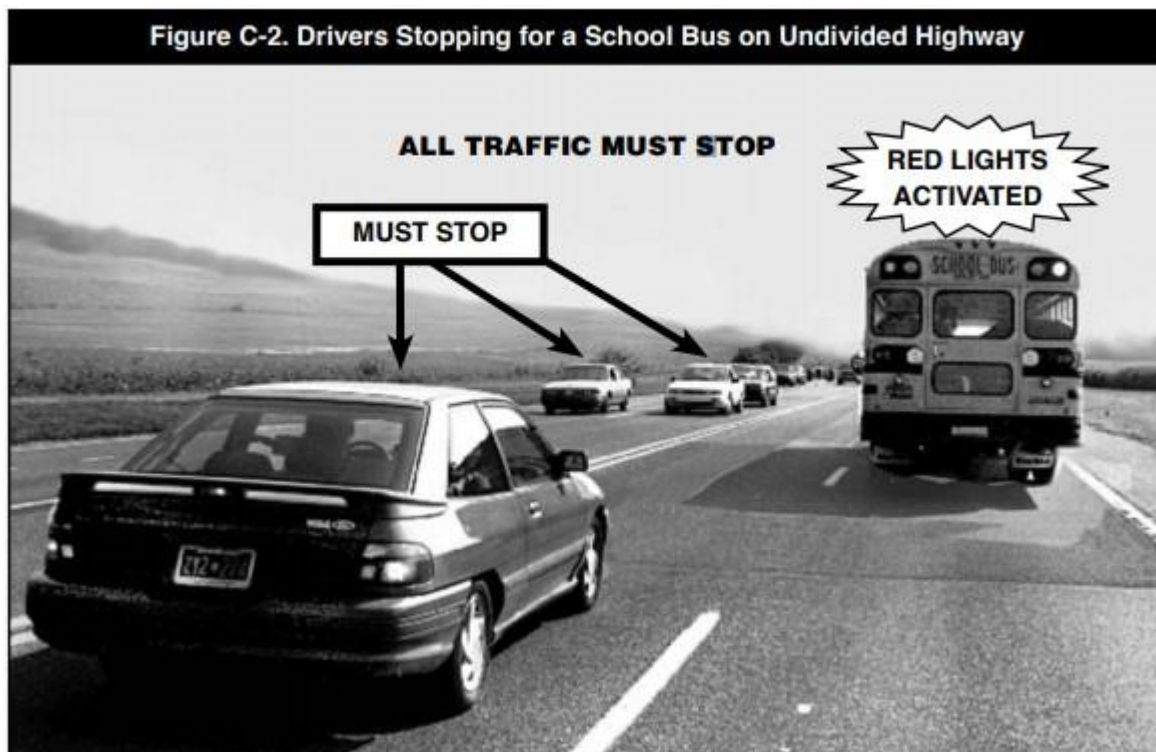
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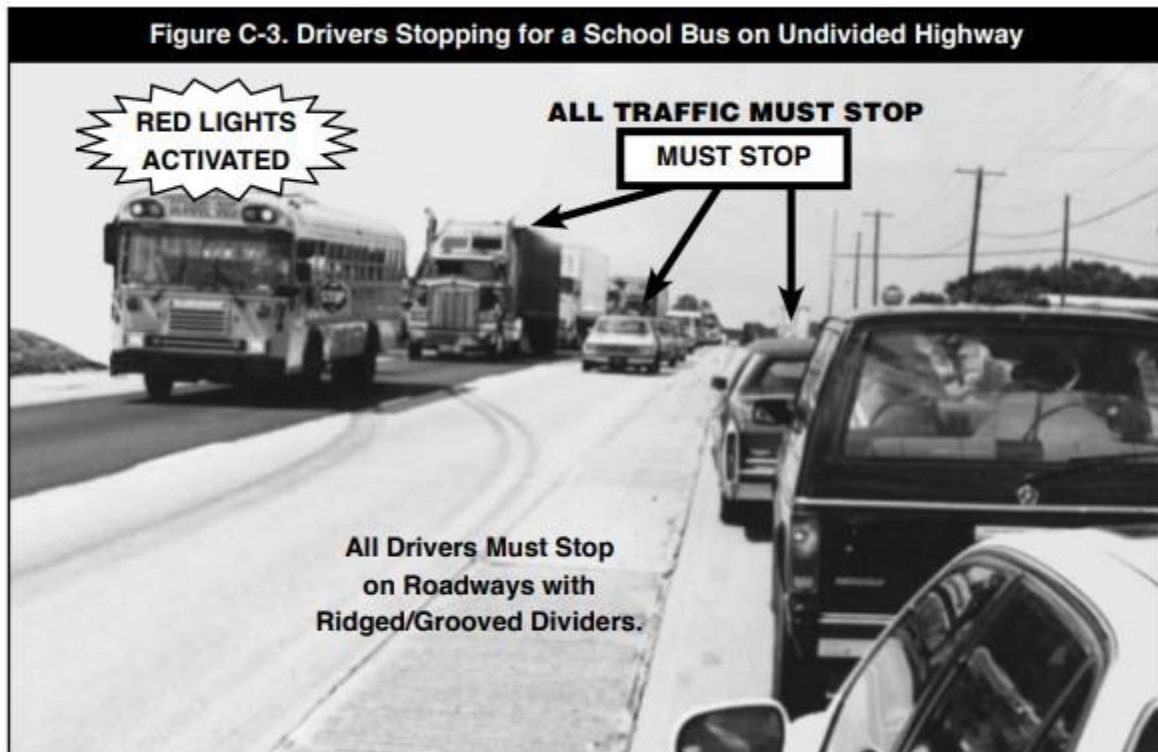
Anytime a driver has a student left on their bus after the student's stop, the driver is to call dispatch and have the school and a guardian notified that the student is safe on the bus and will be returned to their appropriate stop.

## ENFORCING THE SCHOOL BUS STOPPING LAW

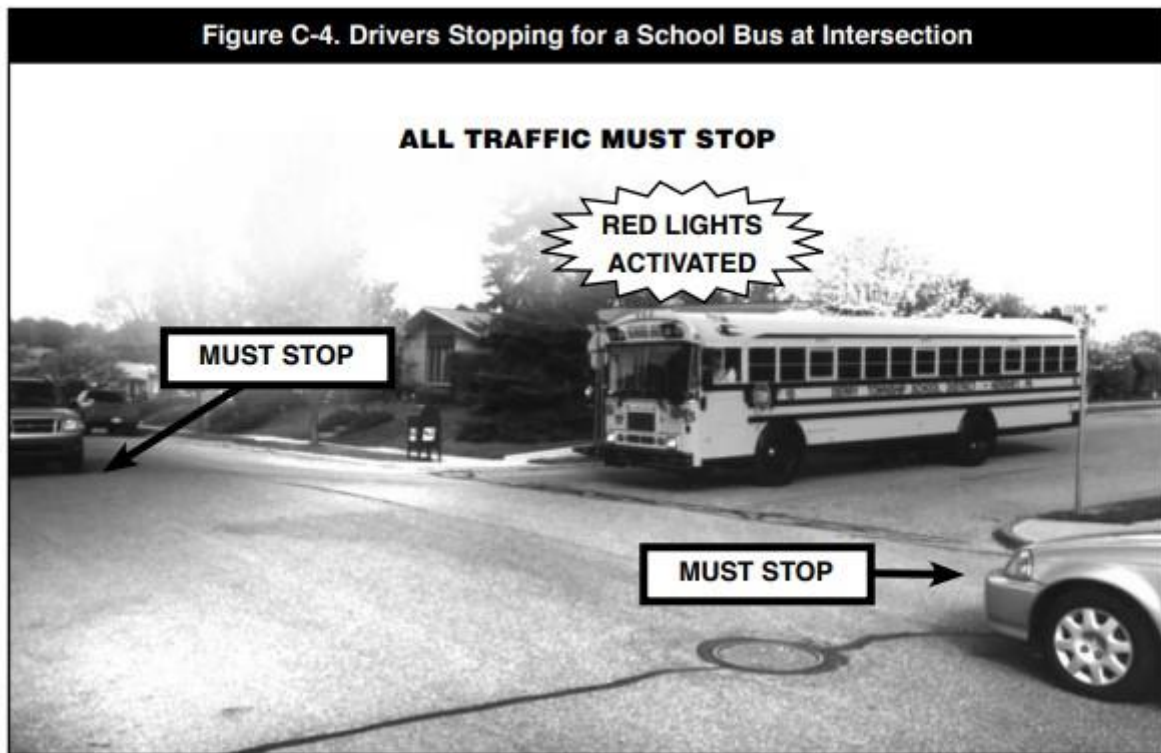
While loading or unloading, check to make certain traffic in all directions obeys the red flashing lights as required by Section 3345 of Title 75 (Pennsylvania Vehicle Code). The following summarizes this section and provides some requirements for school bus operators to follow to help with enforcement. Note that Figures C-2, C-3, and C-4 illustrate examples of required motorist stops for school buses.

On highways or trafficways not separated by a physical barrier, traffic in all directions must stop at least 10 feet away from the bus and remain stopped until every child has entered the bus (when loading) or has reached the sidewalk or side of highway (when unloading). Painted center lines, ridged or grooved roadway dividers, or a center turning lane do NOT create separate roadways or constitute a physical barrier; all traffic must stop on highways with these markings.





- On highways or trafficways separated by a physical barrier, traffic moving in the same direction as the bus must stop as described above. Traffic approaching the bus from the opposite direction may proceed with caution. A highway with separate roadways is divided into two or more roadways with physical barriers such as: concrete median barrier, metal median barrier, non-mountable curb or clearly indicated dividing sections (e.g., concrete mountable curb, trees or shrubs, rock or boulders, stream grass) to block traffic between the roadways.
- The driver of a vehicle approaching an intersection where a school bus is stopped to load or unload students must stop the vehicle at the intersection until the flashing red signal lamps are no longer actuated.
- You, as a school bus driver, should not be stopping in the middle of an intersection,
- If you are having difficulty at an intersection or drop off location, work with your transportation director or supervisor to find a better location.



- Emergency vehicles (fire engines, ambulances and police cars) must also obey the red flashing warning lights of a loading or unloading school bus. In fact, Section 3105(h) of Title 75 states "... the driver of an emergency vehicle shall come to a complete stop when a school bus flashes its red signal lights and activates its side stop signal arms. After stopping, the driver of the emergency vehicle may pass the school bus only after exercising due diligence and caution for the safety of the students in a manner that will not risk the safety of the students."

**If** you see another vehicle disobeying these laws:

- Try your best to warn students before they attempt to cross the highway;
- Note the license plate number, color and type of the vehicle; time and location of the incident; and identity of the driver (as much as you can tell). You must deliver a signed, written report containing this information within 48 hours to the state or local police with jurisdiction where the incident occurred.

When someone is convicted of violating Pennsylvania's School Bus Stopping Law, they will receive a 60-day driver's license suspension, five points on their driving record and a \$250 fine, plus court costs.



# IMPORTANT

Act 65 1998	<b>UNAUTHORIZED SCHOOL BUS ENTRY</b> Signed: 6/11/98 Effective: 60 days
	HB 80 pn 3187

Act 65 of 1998 amends the Crimes Codes to classify as a third-degree misdemeanor the entrance onto a school bus without proper authorization, and with the intent to commit a crime, disrupt or interfere with the driver, or refusal to disembark from the school bus after being ordered to do so.

Amending TITLE 18 (Crimes and Offenses) of the Pennsylvania Consolidated Statutes, providing for the offenses of unauthorized school bus entry.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section I. Title 18 of the Pennsylvania Consolidated Statutes is amended by adding a section to read:

(A) - A person who enters a school bus without prior authorization of the driver or a school official with intent to commit a crime or disrupt or interfere with the driver or a person who enters a school bus without prior authorization of the driver or a school official who refuses to disembark after being ordered to do so by the driver commits a misdemeanor of the third degree.

(B) - A school district may place a notice at the entrance of the school bus that warns against unauthorized entry.

# IMPORTANT

# School Bus Lights at Schools

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Because the following Schools have dedicated bus lanes, or the road is blocked for buses only, you are permitted to load and unload students using your four way hazard lights only:

- High School
- Middle
- School

8 way lights must be used when loading and unloading at the following schools:

- Both Intermediate Schools
- All Elementary Schools

All vehicle traffic must stop and wait for you to finish loading or unloading before passing your bus at these schools.

**CANON-McMILLAN SCHOOL DISTRICT**  
**School Bus Rules**

1. Except for ordinary conversation, classroom conduct is expected.  
The students will conduct themselves as if they were in a classroom setting. This includes courteous behavior with no profane or abusive language. No shoes with cleats or spikes are to be worn on the bus. Personal objects such as pencils and pens must be stored carefully.
2. Do not drink or eat on the bus.  
Students are to refrain from eating, drinking and/or chewing gum on the bus.
3. Keep the bus clean.
4. Keep the aisle clear.  
Students will keep the aisles clear. This includes items such as gym bags, projects, instruments, etc. Animals, pets and other nature items are prohibited.
5. Stay in your assigned seat.  
Students are to remain in their assigned seats at all times. Two students in a seat must permit a third student to sit with them. Students will refrain from standing, kneeling or laying in the seats or in the aisles. Every student who rides a bus must get on and off at the assigned bus stop. Bus passes will only be granted in case of emergency and can be denied due to overcrowding. Passes will be issued at the school office.
6. Do not extend any part of the body or any object out of the bus window at anytime.
7. Students riding the bus are to be at the bus stop at the regularly scheduled time.  
Students should arrive at their respective bus stops at least five (5) minutes before bus arrival time. If the bus does not arrive at the preassigned time, all should wait a minimum of thirty (30) minutes before leaving the stop area.
8. Enter and leave the bus through the front door. Emergency exits are to be opened for emergencies only.
9. Do not damage or deface any part of the bus.  
Students are not to damage or deface any part of the bus. Students and/or parents must repay the cost of repairing any damage. The student may be prosecuted. A student must report immediately to the driver any visible damage to the bus.
10. All school policy rules and regulations are in effect on busses.  
Smoking and/or tobacco, alcohol and drugs, fighting, weapons policies and all other school policies and rules will be in effect at all times - bus rides to and from school, activity runs and field trips. School discipline will be added to the bus discipline.

**THE DRIVER IS IN CHARGE OF  
SCHOOL BUS DISCIPLINE/CONDUCT  
EXCEPT WHEN A TEACHER IS PRESENT**

## **TIPS ON WAYS TO MAINTAIN STUDENT DISCIPLINE**

1. A bus driver should be aware of the fact that he/she is working for an educational institution whose job is training the minds of students. Too frequently the driver expects his passengers to be a finished product with adult attitudes. When the students have attained such a status, they likely will not be riding on a school bus;
2. A driver should understand child psychology sufficiently well so that he will know that issuing an order does not complete the teaching process. An order must be patiently and constantly repeated.
3. Learn the students' names quickly and pronounce each student's name correctly. No one likes to hear his/her name mispronounced. ..
4. Be punctual and stay with your time schedule. Drivers take a dim view of tardy students; they are expected to be on time. Are you setting a good example?
5. Reprimand a student in private but praise him/her in front of the other students.
6. Never discipline for an inappropriate behavior one time and ignore the behavior the next time.
7. Be fair; it isn't punishment but injustice that makes a child rebel against you.
8. Be friendly; always show an interest in what students are doing.
9. Do not judge misconduct by how it annoys you.
10. Remember that sense of humor is extremely valuable.
11. Remember that your attitude toward a student will reflect on that student's attitude toward you. Always avoid personality conflicts or "getting down on a student".

# Toll Booths

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Canon-McMillan does not have EZ-pass or any other electronic payment options for highway tolls. The PA Turnpike has implemented All-Electronic Tolling across the entire roadway. You no longer stop at Toll Points. Non-E-ZPass customers now pay their toll using PA Turnpike Toll By Plate. Toll By Plate is a license plate tolling system that captures a picture of the vehicle's license plate as it travels through a Toll Point. An invoice with the travel information will be mailed to the school district.

## Section 3

### Operational Procedures

1. Time Clock Instructions
2. Requesting Time Off - Employee Portal
3. ID Badges
4. Call off Procedure
5. Parochial schools and delays/cancellations
6. Gate Procedure

# How to clock in and out

1. On the main screen, make sure the cursor is blinking on the username line
2. Slowly wave card over reader
3. Select LOG IN / LOG OUT



You will need to do this **before AND after** each of your runs/trips.



If you forgot to clock out from the day before, press LOG OUT....Then, LOG IN like you normally would.



If you have a trip immediately after your AM/PM route, just clock in & out for the trip when you get back.

# Requesting Time Off

---

Employees can request time off using the ProSoft Web Portal.

## **To request time off:**

1. Goto <https://www.cmsd.k12.pa.us/>
2. Click on 'Staff'
3. Scroll down and click on 'Prosoft Web Portal'
4. Username is last name first initial – (example: smithj)
5. Password is the last 4 digits of your Social Security Number
6. Go to Financial, Employee Absence, Absence Request
7. Beneath the grid listing your pending time off requests, click on **ADD NEW**
8. Enter the Request Date ( you can type a date in this field or select a date from the popup calendar)
9. From the 'Type' drop down list, select absence type (sick, personal, etc)
10. In the 'Length' field, enter the unit of time per day you are requesting off. (1= whole day, .5 = half day, etc)
11. Use the 'Comment' field to enter special remarks (AM only or PM only or AM & PM)
12. Click 'Insert' to submit your request or 'Cancel' to cancel it



# ID Badges

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All Drivers are required to wear their identification badge during work hours. They may be worn with either a clip or neck string.

Be sure your ID badge is visible to parents from the door of your bus.

Your ID badge is to be worn when you are driving for an extra-curricular event or field trip.

## Call Off Procedure

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**If you are calling off between 5 pm and 9 am**  
724-745-1502 option 0 (Susan)

**If you are calling off between 9 am and 5 pm**  
724-745-1502 option 2 -1 (Sarah)

**You MUST speak to someone if you are calling off between**  
**5:30 AM and 5:00 PM**

**DO NOT LEAVE A MESSAGE**

**If you are calling off for a weekend trip and for emergencies only**  
724-986-0373 (Andrea's Cell)  
412-639-0126 (Jurdon's Cell)

# Parochial Schools – Delays/Cancellations

---

This is a reminder that you are to follow Canon-McMillan's schedule when there is a delay or cancellation.

## **If your school has a 2 hour delay:**

Transportation will be provided to the parochial schools by the Canon-McMillan School District in the morning 2 hours later.

## **If Canon-McMillan School District has a cancellation:**

Transportation **will not** be provided for your students by Canon-McMillan School District on this day.

This must be followed by all parochial drivers. If you have any questions, please see Jurdon.

# Gate Procedure

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- Open the gate by swiping your access card on the reader located on the small island in the parking lot.
- Be sure to have your vehicle out of the gate's path. The gate is on a timer and will close on its own in approximately 60 seconds.
- Once inside, the gate can be reopened at the box to the left of the gate by pressing the open button. The gate will not close if you are in its path.
- **Do not leave until the gate is completely closed.**

## Section 4

### Emergency Information

1. CMSD Bus Accident Procedure
2. Student Emergencies / The Good Samaritan Act
3. Procedure II-22 Guidelines for Universal Precaution for Blood-Borne Pathogens
4. Guidelines for Seizures
5. Guidelines for Diabetes
6. Severe Allergic Reaction Fact Sheet

# Emergency / Accident Procedure

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## **Bus/Van Driver:**

1. Radio dispatch of emergency and contact Director of Facilities and Transportation, Jurdon Maier at 412-639-0126 or contact the Transportation Coordinator, Andrea Carnahan at 724-986-0373
  - A. What assistance is needed (medical/police/fire)
  - B. Where the emergency/accident happened (give directions, if needed)
  - C. Who is involved in the emergency/accident (Bus number, number of students & vehicles)
2. Call 911 if you have a cell phone and if immediate emergency response is needed
3. Obtain a list of your passengers with their names, date of birth and address
4. Complete an accident/incident report immediately upon arrival to bus garage with a list of students present on the bus at the time of the emergency
5. Follow up with supervisor or building principal by phone or in person to report details
6. Call Corey at Commercial Drug Testing – 412-760-7319

## **Transportation Secretary:**

Call 911 for medical/police assistance, if needed and Contact Transportation Director and Superintendent

If Transportation Director is unavailable to go to the scene, contact the following:

Andrea Carnahan at 724-986-0373 or Justin Heckman at 724-350-9009

Contact school principal & secretary with:

- A. student names
- B. type of emergency

## **School Secretary:**

Call student's parents to inform them of the emergency

Contact school nurse to check for injuries

## **Student / Parent reunification plan**

- Students will not be released from the scene to the parents
- Students will be transported by CM buses to their designated stop
- Another bus will be dispatched, if needed
- Only students needing medical assistance will be released from the scene
- Parents can pick up their children at a CM site if the accident occurs at night or during a weekend under the direction of the Transportation Director
- All parents must sign their child out from the site

# **UNIT I**

## **STUDENT EMERGENCIES**

### **INTRODUCTION**

Part of your responsibility as a school bus driver requires you to be prepared to act appropriately in emergency and crash situations. Your actions in these situations can mean the difference between life and death for one or more of the students on your bus. Contact your employer for a copy of your school district's guidelines and procedures for handling student emergencies.

**CONTAINED IN THIS UNIT ARE ONLY GENERAL GUIDELINES.  
YOU MUST FOLLOW YOUR LOCAL SCHOOL DISTRICT PROCEDURES AND GUIDELINES REGARDING  
RECEIVING FIRST AID TRAINING AND  
ADMINISTERING FIRST AID ON YOUR SCHOOL BUS.**

**FIRST AID AND EMERGENCY CARE ARE ONLY TEMPORARY STEPS TAKEN  
UNTIL MORE ADVANCED TREATMENT CAN BE OBTAINED, EITHER AT THE SCENE OF AN INCIDENT OR  
AT A HOSPITAL.**

You are not expected to be a paramedic; however, your company or district may require you to take First Aid courses, when available. Regardless, it is your responsibility to check the First-Aid Kit and Body Fluid Clean-Up Kit on a regular basis to assure it is present and sealed. Make sure to familiarize yourself with its contents and how each item is used. If you feel the medical emergency is beyond your knowledge, immediately call for emergency assistance.

First Aid is defined by the American National Red Cross as the immediate and temporary care given to the victims of crashes and sudden illness until the services of a physician can be obtained.

Emergency care is a process involving assessment, priority setting and continual reassessment. Other important aspects of emergency care include clearly describing what happened and knowing how to use the supplies and equipment used in performing this care.

Your top priority in the event of a crash or sudden illness is to keep the situation from getting worse until help arrives. You must perform only those emergency procedures for which you are properly trained, but remember your most important responsibility is to manage the overall scene until help arrives. In some situations, the time it takes for help to arrive may allow you to maintain the scene and provide emergency care to one or more injured persons. However, do not become so involved in specific problems you are unable to manage the entire scene. You need to learn procedures that will enable you to do the following:

- Control hazards at the scene;
- Evaluate injuries or illnesses;
- Enlist the help of others;
- Contact the emergency medical services system in your area;
- Maintain control of non-injured students during the crisis; and
- Control access to your students. Release students only to authorized persons. Keep students at the scene until evaluated.

While this unit provides a basic overview of emergency care procedures, local guidelines and procedures should always be followed.

## MEDICAL LIABILITY

### THE GOOD SAMARITAN ACT

Anyone who gives First Aid should be concerned about their liability when emergency care is necessary. The basic legal principle, which most directly applies to you as a bus driver is the Good Samaritan concept. In Pennsylvania and many other states, specific legislation has been passed to provide first-aiders with an exclusion from civil liability. A copy of Pennsylvania's Good Samaritan Act is reprinted here for your reference.

Figure I-1. Pennsylvania Good Samaritan Act

#### PENNSYLVANIA GOOD SAMARITAN ACT PUBLIC LAW 697, NUMBER 122

Section 8332, Nonmedical good Samaritan civil immunity.

- a) General Rule – Any person who renders emergency care, first aid or rescue at the scene of an emergency, or moves the person receiving such care, first aid and rescue to a hospital or other place or medical care shall not be liable to such person for any civil damages as a result of any acts or omissions in rendering the emergency care, first aid or rescue, or moving the person receiving the same to a hospital or other place of medical care, except any acts or omissions intentionally designed to harm or any grossly negligent acts or omissions which result in harm to the person receiving the emergency care, first aid or rescue or being moved to a hospital other place of medical care
- b) Exceptions –
  - 1) This section shall not relieve a driver of an ambulance or other emergency or rescue vehicle from liability arising from operation or use of such vehicle.
  - 2) In order for any person to receive the benefit of the exemption from civil liability provided for in subsection (a), he shall be, at the time of rendering the emergency care, first aid or rescue or moving the person receiving emergency care, first aid or rescue to a hospital or other place of medical care, the holder of a current certificate evidencing the successful completion of a course in first aid, advanced life saving or basic life support sponsored by the American National Red Cross or the American heart Association or an equivalent course of committee of the Pennsylvania Emergency health Services Council and must be performing techniques and employing procedures consistent with the nature and level of the training for which the certificate has been issued.

**As you can see, the legal protection provided by Pennsylvania's Good Samaritan Act requires you to be currently certified in emergency care by the American National Red Cross, the American Heart Association or, in a similar course, approved by the Pennsylvania Department of Health.**

This unit is intended only to present some basic guidelines concerning your actions in a medical emergency; **IT IS NOT A FIRST-AID COURSE.** To meet the criteria described in the Good Samaritan Act, you need to successfully complete a course approved by the Pennsylvania Department of Health in consultation with the Pennsylvania Emergency Health Services Council (PEHSC) for Layperson and Good Samaritan.

The following organizations offer approved courses:

- American Academy of Pediatrics
- American Red Cross
- American Safety and Health Institute
- Carey Program
- Coyne First Aid, Inc.
- EMS Safety Services
- Emergency First Care Program
- Hart Fitness Consulting
- Life Emergency Safety Training
- Medic First Aid
- National Safety Council of Western PA
- National Ski Patrol
- US Army, Department of Combat Medic •  
Western PA Safety Council

It is recommended that you also refer to Pennsylvania Department of Health EMS Information Bulletin #051.

This bulletin may be accessed via the following link:

<https://www.health.pa.gov/topics/Documents/EMS/EMSIB%202018-11%20State%20Recognized%20CPR%20Programs.pdf>

# CANON-McMILLAN SCHOOL DISTRICT

PROCEDURE 11-22

February 2000

## GUIDELINES FOR UNIVERSAL PRECAUTION FOR BLOOD-BORNE PATHOGENS

The following universal precautions are intended to decrease the risk of exposure to and transmission of infection, especially Hepatitis B and HIV. These precautions apply specifically to blood and other potentially infectious material containing blood, although other body fluids and wastes can be sources of other infection and should be treated accordingly.

### I. HAND WASHING

- Hands should be washed before and after physical contact with individuals
- Hands should be washed after physical contact with blood or body fluids
- If hands or other skin comes into contact with blood or body fluids, wash immediately before touching anything else
- Hands should be washed whether gloves are worn or not and before and after gloves are used

### II. BARRIERS

- A. Vinyl gloves should be worn when:
  - Handling items soiled with blood or body fluids
  - Providing care for wounds
  - Caring for nose bleeds
  - Cleaning up blood or body fluids containing blood
  - Cleaning up other body fluids
- B. Utility gloves should be worn when:
  - Cleaning bathrooms
  - Cleaning up incontinence accidents and vomitus

### III. CLEANUP

Spills of blood and other potentially infectious material should be cleaned up immediately.

- A. Hand surfaces
  - Wear gloves
  - Clean and remove visible materials with paper towels or other absorbent material
  - Decontaminate soiled areas with chlorine bleach, ethyl or isopropyl alcohol, Lysol, or hydrogen peroxide
  - Disposal of vinyl gloves, soiled towels and other waste in a plastic bag
  - Clean and disinfect reusable supplies and equipment



B. Rugs

- Apply a sanitary absorbent agent
- Allow to dry as directed and vacuum
- Apply rug shampoo with germicidal detergent with brush and re-vacuum

IV. DISPOSAL OF WASTE

- Blood, other potentially infectious material, used gloves, and absorbent materials should be placed in plastic bag and disposed of in the usual procedure
- Needles, syringes, and other sharp objects should be placed in a special puncture proof container and be disposed of as regulated waste
- Body waste such as urine, vomitus, and feces should be disposed of in the sanitary sewer system

V. EXPOSURE

A. An exposure incident to blood or other potentially infectious material through contact with broken skin, mucous membrane or by needle or sharp stick requires immediate washing, reporting and follow up.

- Wash exposed area immediately with soap and water
- If it is a membrane splash (eye or mouth) or exposure of broken skin, irrigate or wash the area thoroughly
- If it is a cut or needle stick injury wash the area thoroughly with soap and water

B. The exposure is reported immediately; the parent or guardian is notified if a student is involved (attached letter to be signed by nurse or principal); and the person exposed is recommended to contact the family's physician for further healthcare.

# Guidelines for Seizures

## Symptoms:

Symptoms are different for everyone but often range from convulsive (may fall to the ground, lose consciousness, with stiffening or jerking of the body) to lapses in awareness (staring and not responding to your questions).

Seizures don't last long, often seconds to minutes.

## First Aid: (when the seizure involves body tremors/convulsions)

- Do **NOT** try to stop a seizure, wait for it to run its course
- Keep calm and reassure others who are nearby
- Do **NOT** hold the person down or try to stop any movements
- Time the length of the seizure with your watch
- Carefully move the person to the floor if they are seated in a chair
- Clear the area around the student of anything hard, sharp or that could cause injury
- Put something soft under their head, i.e. folded jacket
- Turn student gently onto one side (if you can)
- Loosen ties or anything around the neck that may make breathing difficult
- Do **NOT** force their mouth open or put anything in their mouth
- Do **NOT** attempt CPR until after the seizure has ended
- Stay with the person until the seizure has ended
- If possible keep other students away from the student having seizure activity

## If appears to be having a seizure with lapse in awareness of surroundings but appears awake (non-convulsive):

- Student may remain seated during this seizure
- Speak quietly and calmly in a friendly manner
- Guide them away from any danger, i.e. steps, busy highway etc.
- Don't grab the person unless they are in immediate danger
- Stay with the person until full consciousness returns
- If student becomes unconsciousness, follow above guidelines

After a seizure a person is often confused, disoriented and embarrassed so try to be reassuring.

## Things to remember:

- **They don't last long.** Most last only a minute or two, but people may be confused and need more time afterwards to fully recover.
- **They end naturally.** The brain usually has its own way of bringing the seizure safely to an end after a minute or two.
- **You can't stop them.** In an emergency, medical personnel may use drugs to bring a lengthy seizure to an end. However, the average person should wait for the seizure to run its course and try to protect the person from harm.
- **They are not dangerous to others.**

# Hypoglycemia (Low Blood Glucose)

## Some Symptoms:

**Causes:** Too little food or skipping a meal; too much insulin or diabetes pills; more active than usual.

**Onset:** Often sudden.



SHAKY



FAST  
HEARTBEAT



SWEATING



DIZZY



ANXIOUS



HUNGRY



BLURRY VISION



WEAKNESS OR FATIGUE



HEADACHE



IRRITABLE

IF LOW BLOOD GLUCOSE IS LEFT UNTREATED, YOU MAY PASS OUT AND NEED MEDICAL HELP.

## What Can You



**CHECK** your blood glucose, right away. If you can't check, treat anyway.



**TREAT** by eating 3 to 4 glucose tablets or 3 to 5 hard candies you can chew quickly (such as peppermints), or by drinking 4-ounces of fruit juice, or 1/2 can of regular soda pop.



**CHECK** your blood glucose again after 15 minutes. If it is still low, treat again. If symptoms don't stop, call your healthcare provider.

For more information, call the Novo Nordisk Tip Line at 1-800-260-3730 or visit us online at [ChangingDiabetes-us.com](http://ChangingDiabetes-us.com).

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Concept developed by Rhonda Rogers, RN, BSN, CDE

# Hyperglycemia (High Blood Glucose)

**Causes:** Too much food, too little insulin or diabetes pills, illness, or stress.

**Onset:** Often starts slowly.

Some  
Symptoms:



EXTREME THIRST



NEED TO  
URINATE OFTEN



DRY SKIN



HUNGRY



BLURRY  
VISION



DROWSY



SLOW HEALING WOUNDS

HIGH BLOOD GLUCOSE MAY LEAD TO A MEDICAL EMERGENCY IF NOT TREATED.

What Can You Do?



CHECK BLOOD GLUCOSE

If your blood glucose levels  
are higher than your goal for  
three days and you don't  
know why,

CALL YOUR  
HEALTHCARE PROVIDER



For more information, call the Novo Nordisk Tip Line at  
1-800-260-3730 or visit us online at [ChangingDiabetes-us.com](http://ChangingDiabetes-us.com).

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Concept developed by Rhonda Rogers, RN, BSN, CDE

# **LIFE THREATENING ALLERGIC REACTIONS**

## **ACT F.A.S.T**

**Face**  
**Airway**  
**Stomach**  
**Tingling/itching**

---

## **COMMON SYMPTOMS**

Itchy Skin, Rash, Hives

Swelling/Tingling of Face,  
Tongue, Lips, Throat, Hands,  
Feet

Loss of Consciousness

Cough, Wheeze, Short of Breath

Nausea, Vomiting, Diarrhea,  
Stomach Pain

## **COMMON CAUSES**

### **STINGING INSECTS**

Bees, Wasps, Yellow Jackets,  
Hornets, Fire Ants

### **FOOD**

Nuts, Milk, Eggs, Shellfish

### **MEDICATIONS**

### **LATEX**

### **EXERCISE**

(rare cases)

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## **Remember *ACT***


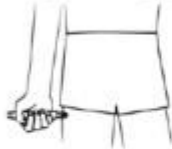

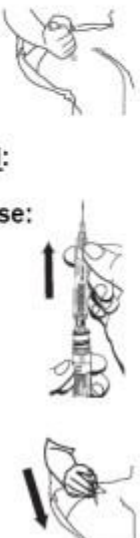
Be **A**ware of Symptoms

**C**ommunicate Action Plan

**T**elephone 911





<p><b>EpiPen® and EpiPen® Jr. Directions</b></p> <ul style="list-style-type: none"> <li>▪ Pull off gray activation cap.</li> </ul>  <ul style="list-style-type: none"> <li>▪ Hold black tip near outer thigh (always apply to thigh).</li> </ul>  <ul style="list-style-type: none"> <li>▪ Swing and jab firmly into outer thigh until Auto-Injector mechanism functions. Hold in place and count to 10. Remove the EpiPen® unit and massage the injection area for 10 seconds.</li> </ul>	<p><b>Twinject™ 0.3 mg and Twinject™ 0.15 mg Directions</b></p>  <ul style="list-style-type: none"> <li>▪ Pull off green end cap, then red end cap.</li> <li>▪ Put gray cap against outer thigh, press down firmly until needle penetrates. Hold for 10 seconds, then remove.</li> </ul> <p><b><u>SECOND DOSE ADMINISTRATION:</u></b> If symptoms don't improve after 10 minutes, administer second dose:</p> <ul style="list-style-type: none"> <li>▪ Unscrew gray cap and pull syringe from barrel by holding blue collar at needle base.</li> <li>▪ Slide yellow or orange collar off plunger.</li> <li>▪ Put needle into thigh through skin, push plunger down all the way, and remove.</li> </ul> 
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## **ACTION PLAN**

1. Administer emergency Medication
2. Call 911
3. Call Parent
4. Monitor/Provide Comfort

## Section 5

### Forms

1. Payroll (sample – may be out of date)
2. Pre-trip
3. Extra Trip (Green Sheet)
4. 15<sup>th</sup> of the Month – Bus
5. 15<sup>th</sup> of the Month - Van
6. Vehicle Condition Report / Repair Form
7. Seating Chart
8. Violation Tracking
9. Vehicle Accident Report
10. Student Incident Report
11. Bus Misconduct
12. Leave Without Pay
13. Driver Route Evaluation Form
14. Prescription Drug
15. Bus Evacuation Form
16. Driver's Log Form
17. Driver's License History Authorization



# PAYROLL

## June 16 - 30, 2015

Driver/Monitor \_\_\_\_\_

Bus/Van \_\_\_\_\_

	Sun 16	Wed 17	Thu 18	Fri 19	Sat 20	Sun 21	Mon 22	Tue 23
AM								
AM Overtime								
Midday								
MD Overtime								
PM								
PM Overtime								
Athletics								
Field Trip								
MISC.								

	Wed 24	Thu 25	Fri 26	Sat 27	Sun 28	Mon 29	Tue 30
AM							
AM Overtime							
Midday							
MD Overtime							
PM							
PM Overtime							
Athletics							
Field Trip							
MISC.							

### Notes

OFFICE USE ONLY

Regular Hours: \_\_\_\_\_

Extra Hours: \_\_\_\_\_

Minus Adjustment: \_\_\_\_\_

Overtime: \_\_\_\_\_

Recert: \_\_\_\_\_

# Pre-trip vehicle inspection sheet

Bus/Van Number \_\_\_\_\_

Driver/Monitor Name \_\_\_\_\_

Date:																
<b>UNDER THE HOOD</b>																
Fluid Leaks																
Oil Level																
Coolant Level																
Power Steering Fluid																
Transmission Fluid																
Brake Fluid																
Washer Fluid																
Belts																
<b>INSIDE THE BUS</b>																
Radio Setting (1, A, or CM R.)																
Emergency Equipment																
Seats and Upholstery																
Interior Lights																
Emergency Door & Buzzer																
Horn																
Service Door																
Heater and Defroster																
Windshield Wipers																
Backup Alarm																
Air Brake Check																
<b>LIGHTS</b>																
Amber Flashing Lights																
Red Flashing Lights																
Turn Signals																
4-Way Flashers																
Clearance Lights																
Brake Lights																
Backup Lights																
Headlights - High/Low Beams																
<b>WALK AROUND</b>																
Stop Arm / Crossing Arm																
Mirrors / Adjustment																
Reflectors & Lenses																
Tires																
Tread Condition																
Exhaust System																
Leaks																
<b>GAUGES</b>																
Fuel Level																
Air Pressure																
Temperature																
Ammeter/Voltmeter																
Oil Pressure																
<b>ON ROAD CHECK</b>																
Steering																
Suspension																
Brakes																
<b>FUEL FILL UP</b>																

Canon-McMillan School District  
Extra Trip Form

Driver: \_\_\_\_\_  
Date of Trip: \_\_\_\_\_  
Bus Number: \_\_\_\_\_  
Arrival at Garage \_\_\_\_\_  
Location Pick Up Time \_\_\_\_\_  
Bid Number/Emergency \_\_\_\_\_

Other Drivers Attending:

**TRIP 1**

Place of Pick up: \_\_\_\_\_  
Pick Up Time: \_\_\_\_\_  
Approx. Return Time \_\_\_\_\_  
Sport / School: \_\_\_\_\_  
Approx. No. of Passengers: \_\_\_\_\_  
Event: \_\_\_\_\_  
Destination: \_\_\_\_\_  
Address: \_\_\_\_\_  
Return students to: \_\_\_\_\_

**TRIP 2**

Place of Pick up: \_\_\_\_\_  
Pick Up Time: \_\_\_\_\_  
Approx. Return Time \_\_\_\_\_  
Sport / School: \_\_\_\_\_  
Approx. No. of Passengers: \_\_\_\_\_  
Event: \_\_\_\_\_  
Destination: \_\_\_\_\_  
Address: \_\_\_\_\_  
Return students to: \_\_\_\_\_

Starting Time for Pay \_\_\_\_\_  
Ending Time for Trip \_\_\_\_\_  
Total Time for Trip      Hours                      Minutes

BUS WAS CHECKED BY COACH & DRIVER FOR CLEANLINESS & LOST ITEMS  
SIGNATURES INDICATE SATISFACTION FROM BOTH PARTIES

Coach/Teacher Name: \_\_\_\_\_  
Coach /Teacher Signature: \_\_\_\_\_  
Driver's Signature: \_\_\_\_\_

In case of breakdown while on a trip after working hours, or on weekends, call one of the mechanics or Matt.

If you get the answering machine, leave a message. They may not be by the phone at the time of your call.

Jurdon – 412-639-0726

Andrea - 724-986-0373

Jason – 724-350-7810

Neil - 724-350-9611

Jose – 724-255-8269

Date\_\_\_\_\_Driver\_\_\_\_\_Bus #\_\_\_\_\_

Number of students on your largest roster for the day: \_\_\_\_\_

**AM Runs**

*Office use only*

____	____	____,	_____	Reading at garage	<div>E</div>
____	____	____,	____	First scheduled stop	<div>L</div>
____	____	____,	_____	When last student exits bus	
____	____	____,	_____	First scheduled stop (second run)	<div>E</div>
____	____	____,	_____	When last student exits bus (second run)	<div>L</div>
____	____	____,	_____	First scheduled stop (third run if applicable)	<div>E</div>
____	____	____,	_____	When last student exits bus (third run if applicable)	<div>L</div>
____	____	____,	_____	Final reading at garage	

**Midday Runs**

____	____	____,	_____	Reading at garage	<div>E</div>
____	____	____,		First scheduled stop	<div>L</div>
____	____	____,	_____	When last student exits bus	
____	____	____,	_____	First scheduled stop (second run if applicable)	<div>E</div>
____	____	____,	_____	When last student exits bus (second run if applicable)	<div>L</div>
____	____	____,	_____	Final reading at garage	

PM Runs

____	____	____,	_____	Reading at garage	<div>E</div>
____	____	____,	____	First scheduled stop	<div>L</div>
____	____	____,	_____	When last student exits bus	<div></div>
____	____	____,	_____	First scheduled stop (second run)	<div>E</div>
____	____	____,	_____	When last student exits bus (second run)	<div>L</div>
____	____	____,	_____	First scheduled stop (third run if applicable)	<div>E</div>
____	____	____,	_____	When last student exits bus (third run if applicable)	<div>L</div>
____	____	____,	_____	Final reading at garage	

Office use only

Total – Empty	<div>E</div>
Total – Loaded	<div>L</div>





Date \_\_\_\_\_ Driver \_\_\_\_\_ VAN # \_\_\_\_\_

**\*\* DUE BETWEEN THE 10<sup>TH</sup> AND 20<sup>TH</sup> OF EVERY MONTH \*\***

**\*\*\* Number of students on your largest roster for the day: \_\_\_\_\_** 

**AM Runs**

*Office use only*

__ __ __, __ __ __. __	Reading at garage	
__ __ __, __ __ __. __	First scheduled stop	
__ __ __, __ __ __. __	When last student exits bus	
__ __ __, __ __ __. __	First scheduled stop (second run)	
__ __ __, __ __ __. __	When last student exits bus (second run)	
__ __ __, __ __ __. __	First scheduled stop (third run if applicable)	
__ __ __, __ __ __. __	When last student exits bus (third run if applicable)	
__ __ __, __ __ __. __	Final reading at garage	

E
L
E
L
E
L

**USE BACK FOR PM RUN**

PM Runs

__ __ __, __ __ __. __	Reading at garage	←	E
__ __ __, __ __ __. __	First scheduled stop	←	L
__ __ __, __ __ __. __	When last student exits bus	←	E
__ __ __, __ __ __. __	First scheduled stop (second run)		L
__ __ __, __ __ __. __	When last student exits bus (second run)		E
__ __ __, __ __ __. __	First scheduled stop (third run if applicable)		L
__ __ __, __ __ __. __	When last student exits bus (third run if applicable)		
__ __ __, __ __ __. __	Final reading at garage	←	

Office use only

Total – Empty

E

Total – Loaded

L

# Seating Chart 2022 - 2023

Name \_\_\_\_\_

Bus# \_\_\_\_\_

AM

PM

Midday

School \_\_\_\_\_

2	C	B	A
4	C	B	A
6	C	B	A
8	C	B	A
10	C	B	A
12	C	B	A
14	C	B	A
16	C	B	A
18	C	B	A
20	C	B	A
22	C	B	A
24	C	B	A

1	A	B	C
3	A	B	C
5	A	B	C
7	A	B	C
9	A	B	C
11	A	B	C
13	A	B	C
15	A	B	C
17	A	B	C
19	A	B	C
21	A	B	C
23	A	B	C



## **VIOLATION TRACKING FORM**

School Bus / Van Driver: \_\_\_\_\_

School Bus / Van Number: \_\_\_\_\_

**Please Print**

<b>ID of Violator</b>	<b>License Number</b>	<b>Color of Vehicle</b>	<b>Vehicle Body Type</b>	<b>Date/Time</b>	<b>Approximate Location</b>
<i>SAMPLE Male, Brown hair</i>	<i>PASSER</i>	<i>Blue</i>	<i>Truck</i>	<i>9/15/08 8:15 am</i>	<i>800 block of Willow Street</i>

Within 48 hours after the violation occurs, the school bus operator shall deliver a copy of the report to a police officer having authority to exercise police power in the area where the violation occurred.

**DRIVER'S SIGNATURE:** \_\_\_\_\_

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

**DIRECTOR OF TRANSPORTATION SIGNATURE:** \_\_\_\_\_

**\*\*Director of Transportation will fax this form to the appropriate police station\*\***

Canon-McMillan School District  
Vehicle Accident Report

**Time/Place of Accident**      Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM \_\_\_\_\_ PM \_\_\_\_\_

**Location:** \_\_\_\_\_

**School Vehicle:** Bus Number: \_\_\_\_\_

Year \_\_\_\_\_ Make \_\_\_\_\_ Model \_\_\_\_\_

Vin# \_\_\_\_\_

Driver's Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Driver's Birthdate \_\_\_\_\_ Operator's No. \_\_\_\_\_

**School Vehicle Damage:** \_\_\_\_\_

**Other Vehicle:** Year \_\_\_\_\_ Make/Model \_\_\_\_\_ License No. \_\_\_\_\_

Owner's Name \_\_\_\_\_

Phone Number \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Driver's Name \_\_\_\_\_

Phone Number \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Insurance Company \_\_\_\_\_

Policy # \_\_\_\_\_

**Other Vehicle Damage:** \_\_\_\_\_

**Other Property**

**Damage:** \_\_\_\_\_

Owner's Name \_\_\_\_\_

Address \_\_\_\_\_ Phone No. \_\_\_\_\_

**Witnesses Not Involved in the Accident:**

Name \_\_\_\_\_

Address \_\_\_\_\_ Phone No. \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_ Phone No. \_\_\_\_\_

**Injured Persons:** Name \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_ Phone No. \_\_\_\_\_

Extent of Injury: \_\_\_\_\_

**Name** \_\_\_\_\_ **Age** \_\_\_\_\_

Address \_\_\_\_\_ Phone No. \_\_\_\_\_

Extent of Injury: \_\_\_\_\_

Directions of bus \_\_\_\_\_ on \_\_\_\_\_ Street/Highway

Rate of Speed \_\_\_\_\_ MPH

Directions of bus \_\_\_\_\_ on \_\_\_\_\_ Street/Highway

Rate of Speed \_\_\_\_\_ MPH

Weather Conditions \_\_\_\_\_

Road Conditions \_\_\_\_\_

Was there a Police Investigation? \_\_\_\_\_

Canonsburg \_\_\_\_\_ Cecil Township \_\_\_\_\_ North Strabane Township \_\_\_\_\_

State Police \_\_\_\_\_ Outside of District \_\_\_\_\_

**DRIVER'S STATEMENT:**

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**Draw a diagram below as clearly as you can.**

**Show your vehicle as Number 1.**

**Label all streets, highways, and landmarks.**

**Complete driver's statement above.**

**SIGN BELOW**

**Driver's Signature** \_\_\_\_\_ **Date of Report** \_\_\_\_\_

Additional Vehicles Involved:

Year \_\_\_\_\_ Make/Model \_\_\_\_\_ License No. \_\_\_\_\_  
Owner's Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone No. \_\_\_\_\_

Year \_\_\_\_\_ Make/Model \_\_\_\_\_ License No. \_\_\_\_\_  
Owner's Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone No. \_\_\_\_\_

# **Student Incident Report**

Date of Incident: \_\_\_\_\_

Driver's Name: \_\_\_\_\_

Explanation of incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date Driver was in the office: \_\_\_\_\_

Driver's Explanation of incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor's Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Driver's Signature: \_\_\_\_\_

Director's Signature: \_\_\_\_\_

**BUS/VAN MISCONDUCT  
FORM CANON-MCMILLAN  
SCHOOL DISTRICT  
TRANSPORTATION DEPARTMENT**

Student's Name:

School:

Grade:

**Driver's Report**

**Administrative Action**

Driver's / Monitor's Name:

Bus / Van Number:

Date of Incident: \_\_\_\_\_

circle one:      AM                  PM

Description:

\_\_\_\_\_  
Driver's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

Canon-McMillan School District

SUPPORT PERSONNEL

**Leave of Absence Without Pay for Other Than Medical Need (1 Day Only)**

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

BUILDING: \_\_\_\_\_ Date Requested (1 day): \_\_\_\_\_

☐ Transportation ☐ Maintenance ☐ 8 hr. Custodian ☐ 4 hr. Custodian ☐ Cafeteria

☐ 12 mon. Secretary ☐ 10mon. Secretary ☐ Aide ☐ Mechanics ☐ Other \_\_\_\_\_

REASON: \_\_\_\_\_

EMPLOYEE SIGNATURE: \_\_\_\_\_

**Leave of Absence Without Pay for Other Than Medical Need  
(More than 1 Day)**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

BUILDING: \_\_\_\_\_

☐ Transportation ☐ Maintenance ☐ 8 hr. Custodian ☐ 4 hr. Custodian ☐ Cafeteria

☐ 12 mon. Secretary ☐ 10mon. Secretary ☐ Aide ☐ Mechanics ☐ Other: \_\_\_\_\_

Dates Requested: \_\_\_\_\_ No. of Days: \_\_\_\_\_

REASON: \_\_\_\_\_

EMPLOYEE SIGNATURE: \_\_\_\_\_

Approval of Request Recommended ☐

Denial of Request Recommended ☐

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Permission of Request Recommended ☐

Denial of Request Recommended ☐

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Absence Request Approved ☐

Absence Request Denied ☐

Superintendent/BOE Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If denied, reason for denial

## Bus Driver's Route Evaluation Form

Driver name: \_\_\_\_\_

Route #: \_\_\_\_\_ Approximate time driving this route: \_\_\_\_\_

### Hazards

Have you observed any significant or unusual hazards while driving this route, or while picking up or dropping off students at bus stops?

☐ Yes

☐ No

If "Yes," indicate what hazards you have observed: \_\_\_\_\_

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Are there any bus stops on this route that you believe should be changed?

☐ Yes

☐ No

If "Yes," indicate which stops: \_\_\_\_\_

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Any additional comments about this route? \_\_\_\_\_

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Driver signature: \_\_\_\_\_

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



Canon-McMillan School District  
Transportation Department

Date\_\_\_\_\_

Employee’s Name\_\_\_\_\_

Covered school bus drivers are required to notify the Director of Transportation if they are taking any therapeutic drugs and shall supply a written certification on a form provided by the district from the physician prescribing the drug(s) that the substance(s) will not adversely affect the driver’s ability to safely operate a bus or motor vehicle.

Please fill out the necessary information below:

Therapeutic Drug(s)/Prescription Drug(s)	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

## Bus Safety Drill Checklist/Compliance Form

*Instructions to driver/attendant: use this checklist as a guide when conducting a bus safety drill.*

*Tip: Strongly encourage active student participation in the drill – don't just lecture at them*

*Note: Before the drill, select 2 reliable student helpers to assist you.*

### INTRODUCE THE DRILL –

- Explain why drills are conducted
- Stress the importance of following driver directions in an emergency
- Introduce your student helpers (before the drill, select two reliable students seated near the rear of the bus who ride most of the route)

### RIDERSHIP RULES –

- Read aloud and briefly discuss the posted bus rules (stress the why's.)
- Discuss disciplinary consequences for students who refuse to follow the bus rules.

### EMERGENCY EQUIPMENT AND EXITS –

- Have students point out the location of all emergency equipment – extinguisher, first aid kit, reflectors, etc. – and point out and open all exits. Don't forget the passenger door.
- Explain the danger of playing with emergency exits.

### DISABLED DRIVER –

- Demonstrate how to stop, secure and shut off the bus
- Explain why students should know the bus number and route
- Demonstrate how to use the bus radio.

### PRACTICE EVACUATION –

- To prevent injuries, demand order during evacuation practice.
- Student helpers should serve as outside "spotters" during the evacuation practice.
- Require all students to "sit and slide" from the emergency door – never let students jump out of the door or engage in horseplay during the practice.
- Students should leave book bags and all other personal items on the bus.
- Point out a safe area for students to gather outside the bus; tell students to "buddy up."
- Younger students should hold hands as they move away from the bus. (NOTE: shut off and secure the bus, and activate red flashers during the evacuation practice.)

### SAFE LOADING AND UNLOADING DEMONSTRATION –

- After the evacuation practice is over, gather students in front of your bus and demonstrate the Safe Crossing Rule
- Let students point out Danger Zones
- Review your operation's "Safe to Cross" and "Danger – Go Back!" signals
- Remind students to never try to retrieve something they've dropped near the bus, and never to run after a missed bus
- Explain the dangers of drawstrings or other dangling clothing
- Discuss the special dangers of loading and unloading in severe weather conditions.

### CONCLUDE THE DRILL –

- If your students paid attention and did a good job during the drill, remember to thank them, and thank any teachers or school officials who assisted.

DRIVER'S NAME: \_\_\_\_\_ BUS #: \_\_\_\_\_

ATTENDANT NAME (if applicable) \_\_\_\_\_

DATE/TIME OF DRILL: \_\_\_\_\_

SCHOOL 1: \_\_\_\_\_ SCHOOL 2: \_\_\_\_\_

SCHOOL OBSERVER NAME (if applicable) \_\_\_\_\_

COMMENTS \_\_\_\_\_

\_\_\_\_\_

CANON-MCMILLAN SCHOOL DISTRICT  
TRANSPORTATION DEPARTMENT  
EVACUATION REPORT

DIRECTIONS – This form is to be completed by the bus driver and submitted to the Transportation department to be kept on file.

PROGRAM – Please check the items which are applicable:

\_\_\_\_\_ Conducted a front door evacuation

\_\_\_\_\_ Conducted a rear door evacuation

\_\_\_\_\_ Conducted a front and rear door evacuation

\_\_\_\_\_ Explained safe procedures in the use of safety equipment (fire extinguisher, reflector axe or crowbar, first aid kit, etc.)

\_\_\_\_\_ Explained proper riding procedures

\_\_\_\_\_ Explained school district bus discipline procedures

\_\_\_\_\_ Fire Extinguisher – Evacuation first. Only use extinguisher if you are trained.

\_\_\_\_\_ Injuries (please list student's names below)

\_\_\_\_\_ Other

Explain \_\_\_\_\_  
\_\_\_\_\_

PROBLEMS – Please explain any difficulties which were encountered during the drill, including injuries

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

INJURIES (Students' Names) \_\_\_\_\_  
\_\_\_\_\_

## Section 6

### Vehicle Usage and Maintenance

1. Start-up Procedure
2. Anti-Idling Law
3. Fueling of Buses
4. Fuel Pump Instructions
5. Automatic Transmissions
6. Support Facility Parking Lot
7. Guide Sheet for Pre-Trip Checks
8. Break Check Procedure
9. Post Trip Duties
10. Spare Bus/Van Use
11. Wash Bay
12. Cleaning Bus/Van
13. Radio Usage
13. First Aid Equipment
14. Mirrors for School Buses
15. The 8 Most Common & Dangerous Mirror Errors
16. How to Safely Back-up a School Bus
17. Winter Driving Tips

# START-UP PROCEDURE

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1. Check engine oil, antifreeze level, power steering fluid, windshield washer fluid and accessory drive belts.
2. Start bus and set idle speed at approximately 1500 RPM.  
**DO NOT** turn on heaters or defrosters at this time! Warm up time not to exceed 5 minutes at any time.
3. Check gauges, windshield wipers, heaters, defrosters, horn, mirror adjustments, interior lights and communications radio (check for proper channel setting—channel 1 or “Canon McMillan repeater” is displayed depending on the radio type).
4. Check emergency exits, safety equipment and bus/van interior for damage and debris.
5. Check lights on the outside of bus/van & stop arm (do not check red school bus lights in the bus barn-if the front crossing bar cannot open fully without touching the guard rail or if drivers side stop sign will hit the bus next to yours).
6. Check tires, exterior of bus/van and other required safety checks.

## REMINDERS:

- Our diesel buses are computer controlled and cannot and do not require long periods of warm up.
- These buses should not be idled for long periods of time (**5 minutes MAX**) before your runs, during layovers or waiting at schools or when on an activity trips.)
- When you do start your bus to warm it and do your pre-trip, you must idle your bus up, it will not warm up on normal idle.
- **NO** bus/van is to be left running IN or OUT of the garage while unattended.

## **Pennsylvania's Diesel-Powered Motor Vehicle Idling Act (Act 124 of 2008)**

Diesel vehicles are a significant source of emissions that contribute to elevated ozone and fine particulate concentrations in Pennsylvania. On Oct. 9, 2008, Governor Rendell signed Act 124, also called the Diesel-Powered Motor Vehicle Idling Act, which will reduce unnecessary idling of the main propulsion engine in diesel-powered motor vehicles, including trucks and buses. The Act became effective on Feb. 6, 2009. Act 124 prohibits the owners and drivers of any diesel-powered motor vehicle with a gross weight of 10,001 pounds or more engaged in commerce from causing the engine of the vehicle to idle for more than five minutes in any continuous 60-minute period, except as provided in the Act. In addition to vehicle drivers and owners, owners and operators of locations where subject vehicles load, unload or park are also responsible for compliance with Act 124. An owner or operator of a location where subject vehicles load or unload, or where 15 or more parking spaces are provided for vehicles subject to the Act, must erect and maintain at least one permanent sign to inform drivers that idling is restricted in Pennsylvania. The requirements of the law will not be incorporated into any permit issued by DEP.

While Act 124 preempts and supersedes local anti-idling ordinances or rules, more stringent idling restrictions imposed by counties of the first and second class (Allegheny and Philadelphia Counties) prior to Jan. 1, 2007, continue in full force and effect provided they are not amended, suspended or rendered invalid. Links to the anti-idling requirements in Philadelphia and Allegheny counties are available on DEP's Web site at [www.dep.state.pa.us/dep/deputate/airwaste/aq/cars/idling.htm](http://www.dep.state.pa.us/dep/deputate/airwaste/aq/cars/idling.htm).

### **Q. What types of vehicles are exempt from the requirements of Act 124?**

- A. Motor homes, commercial implements of husbandry, implements of husbandry, farm equipment, and farm vehicles are not covered by Act 124. The definitions of these types of vehicles can be found in Title 75, Pennsylvania Consolidated Statutes, Section 102 (relating to definitions).

### **Q. What is meant by the term 'engaged in commerce' as used in Act 124?**

- A. A motor vehicle is "engaged in commerce" under Act 124 if it has a business name or logo visible on the outside of the vehicle. The term includes, but is not limited to, vehicles carrying a load or a trailer and vehicles on their way to pick up a load or trailer. School buses and other types of vehicles specifically referenced in the act are also considered to be "engaged in commerce" for purposes of Act 124. A diesel-powered motor vehicle used exclusively for private use is not considered to be engaged in commerce.

### **Q. Are there exemptions to allow idling longer than 5 minutes?**

- A. Yes. Buses, school buses and school vehicles may idle for 15 minutes in a continuous 60-minute period when passengers are aboard. Other exemptions address excess idling due to factors outside the drivers' control, such as traffic or mechanical issues. There are also exemptions addressing idling during maintenance, vehicle equipment inspection, and emergency or utility service functions and idling for security reasons. Additionally, the restriction on idling does not apply if a vehicle exhibits a label issued by the California Air Resources Board under 13 CCR §1956.8(a)(6)(C) showing the vehicle's engine meets the optional NOx idling emission standard. See the Act (Senate Bill 295, Printer's No. 2485) at [www.legis.state.pa.us](http://www.legis.state.pa.us) for the full listing and details of exemptions.

### **Q. Can trucks with sleeper-berths idle during mandated rest periods?**

- A. An occupied vehicle with a sleeper-berth may idle for the purpose of air conditioning or heating during a rest period if the outside temperature is below 40 degrees or greater than 75 degrees Fahrenheit at any time during the rest period. These vehicles may idle during the rest period if

they are parked any place the vehicle is legally permitted to park, and if the location is not equipped with stationary idle reduction technology available for use at the start of the rest period. This exemption expires May 1, 2010.

**Q. Who is required to post permanent idling restriction signs?**

- A. Owners and operators of locations where subject vehicles load and unload, as well as owners and operators of locations that provide 15 or more parking spaces for subject vehicles, are required to post approved signs. Information for the approved sign format is available on the DEP's Web site at: [www.dep.state.pa.us/dep/deputate/airwaste/aq/cars/idling.htm](http://www.dep.state.pa.us/dep/deputate/airwaste/aq/cars/idling.htm). Links available on the Web page direct you to PennDOT's Publication 236M, Sign R7-100, which is the PennDOT-approved sign. Signs must be manufactured by approved sign manufacturers; a link to a list of approved sign manufacturers is provided on the Web page.

**Q. Who has the authority to enforce the idling restrictions imposed under Act 124?**

- A. DEP and state and local law enforcement officers are authorized to enforce Act 124 requirements.

**Q. What are the penalties for violating the requirements of Act 124?**

- A. Drivers and owners of vehicles and owners and operators of locations where subject vehicles load or unload, or where 15 or more parking spaces are provided for vehicles subject to the Act, found to be in violation of this act commit a summary offense. A conviction will result in a fine ranging from \$150 to \$300, plus court costs. DEP is also authorized to assess civil penalties, not to exceed \$1,000 per day for each violation of Act 124, in accordance with the procedures and factors specified in Section 9.1 of the Pennsylvania's Air Pollution Control Act.

**Q. What options are available to reduce idling?**

- A. The simplest way to reduce idling is to turn off the engine. Modern diesel engines do not require long warm-up or cool-down periods or constant idling in order to operate efficiently. The most common alternatives for main engine idling are auxiliary power systems and stationary idle reduction technologies. Auxiliary power systems are devices installed on vehicles to provide power for cabin temperature control and other electric needs typically provided by main engine idling. Stationary idle reduction technology provides some type of plug-in system at locations where subject vehicles park.

If you have questions on Act 124, please contact the Pennsylvania DEP, Bureau of Air Quality, by telephone at 717-787-9495 or visit DEP's Web site at: [www.dep.state.pa.us/dep/deputate/airwaste/aq/cars/idling.htm](http://www.dep.state.pa.us/dep/deputate/airwaste/aq/cars/idling.htm).

If you believe someone is idling illegally, you can reach a DEP Regional Office by calling the statewide Citizen's Complaint Line toll free at 1-866-255-5158. You may also contact local or state law enforcement officials with idling complaints. State police telephone numbers are available on the Pennsylvania State Police Web site at: [www.psp.state.pa.us/](http://www.psp.state.pa.us/). Local law enforcement non-emergency numbers can be found in the local telephone book.

For more information, visit [www.depweb.state.pa.us](http://www.depweb.state.pa.us), keyword: Idling.

# Fueling the Bus/Van

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- Refuel the bus/van every day. The following exceptions to this rule are as follows and may be fueled every other day.
  - A vehicle that uses less than 10 gallons of fuel per day, and it has a 60 gallon or larger fuel tank
  - A vehicle that uses less than 5 gallons of fuel per day and has a 30 gallon or larger fuel tank.
- **Do not fuel your vehicle while the tanker truck is here delivering fuel.**
- **Do not fuel vehicle with student(s) onboard.**
- **Do not leave the fuel hose unattended when refueling buses/vans.**
- Do not block the fuel nozzle lever in the on position.
- Move vehicle away from fuel pumps immediately after refueling. Do not park any vehicle in the fuel pump area for any reason.
- Report any spills **immediately**.
- Pumps 1 and 3 are gasoline.
- Pumps 2 and 4 are diesel.



# CM Pump Fuel Instructions

---

## Fuel Pump Procedure

**\* Fill up before trip**

**Do Not go by the fuel gauge \***

**Pumps 2 & 4 = Diesel ♦ Pumps 1 & 3 = Gas**

1. Enter 4 digit pin & press **ENTER**
2. Insert vehicle chip-key & wait until the display prompts you to remove it
3. Enter vehicle mileage - (whole miles—do not include the tenths) press **ENTER**
4. Enter pump number & press **ENTER**—display should show “Authorized Use Pump”

**Pumps 2 & 4 are DIESEL – Pumps 1 & 3 are GAS**

5. Remove Fuel Nozzle
6. Turn Pump **ON**, fuel vehicle
7. Turn Pump **OFF** when done
8. Hang up nozzle when done
9. Buses are to be fueled daily unless 10 gallon or less is used
10. See a mechanic for PIN # assignment
11. Do not fuel bus/van while tank truck is delivering fuel

**\* Bus/Van must be OFF when fueling**

# Automatic Transmissions

---

Never leave bus parked with transmission in gear, make sure transmission selector is in neutral and parking brake is applied. The braking power of spring brakes (parking brake) depends on the brakes being in adjustment. If the brakes are not adjusted properly, neither the regular brakes nor the emergency/parking brakes will work right.

## **HIGHWAY DRIVING Technique:**

Operating in the "Drive" mode is recommended for normal driving conditions to reduce engine RPM for maximum fuel economy. Your Foretravel is equipped with an Allison Transmission with a secondary shift schedule option "mode selection button", the mode should be "ON" for secondary mode versus "OFF" for the primary mode.

## **MOUNTAINOUS DRIVING (Up and Down Terrain) Technique:**

Manually pre-select a lower gear in order to maintain engine speed within a range of 500 RPM of engine governed speed. Road speed may decrease but power (torque) will remain at peak output while ascending a grade. When descending a grade, never use a higher gear than was used climbing that same grade. The selection of a lower gear will also minimize cycling between a gear and the next gear on a series of short up & down hills.

## **CITY DRIVING (Stop and Go Traffic) Technique:**

Select the highest range that will allow the vehicle to reach the speed you expect to maintain between stops. This will minimize cycling between a gear and the next higher gear while driving in stop and go traffic conditions. When traffic conditions return to normal, move the selector back to the DRIVE position.

## **DRIVING ON ICE OR SNOW Technique:**

If possible, reduce your speed and select a lower gear before you lose traction. Select the gear that will not exceed the speed you expect to maintain. Accelerate or decelerate very gradually to prevent losing traction. It is very important to slow gradually when a lower gear is selected. It is important that you reach the lower gear selected before attempting to accelerate. This will avoid an unexpected downshift during acceleration.

## **ENGINE BRAKING Technique:**

To use the engine as a braking force, select the next lower gear. If the vehicle is exceeding the maximum speed for this gear, use the service brakes to slow the vehicle. Engine braking provides good speed control for going down grades. When the vehicle is heavily loaded, or the grade is steep, it may be desirable to pre-select a lower gear prior to the grade. The transmission control system will inhibit a shift into any range at a speed that will cause engine over speed. Any lower forward range may be selected at any time, but the actual engagement will not occur until road speed is reduced - downshifting is progressive as road speed decreases. The inhibit effect will cause downshifts to occur at slightly higher speeds than normal automatic downshifts.

# Support Facility Parking Lot

---

The following applies to both personal and school district vehicles:

- **Do not exceed 5 MPH in the parking lot or bus barn at any time.**
- Observe the traffic arrows for direction of travel. Do not travel the wrong direction.
- **Do not block the fuel pumps, garage doors, or dumpsters at any time.**
- Stay on the pavement at all times. Do not travel on the grass.

Parking After Hours:

- **You are to park in the spare bus area, or in the back parking area.**
- **Do not block the fuel pumps, any garage doors, or dumpsters.**
- Place all keys in the key box.
- Close the gate, and make sure it closes completely.

# Brake Check Procedure

---

**Perform air brake checks as follows:**

1. Chock rear wheels
2. Let air pressure build to governed cut-out pressure: between 100 and 125 psi
3. With the engine off, ignition on, transmission in gear, parking brake released and foot off of the service brake, system should not lose more than 2 psi in 1 minute.
4. Fully apply service brake and hold. Air pressure should not drop more than 3 psi in 1 minute.
5. Start fanning off air pressure. Low air pressure warning alarm and light should come on before air pressure drops below 60 psi.
6. Continue to fan off air pressure; at approximately 40 psi (high side) to 20 psi (low side) the spring brake (parking brake) push-pull valve should pop out. (You should know at what point your spring brake comes on. Air systems can vary)
7. Remove wheel chocks
8. Start engine and build air pressure back up. For the pressure to build from 85 psi to 100 psi it should not take more than 45 seconds for average size air tanks at normal operating RPM.
9. Start the bus. With the spring brake (Parking brake) on, put the bus in low gear and pull gently against it to be sure it holds.
10. To test the service brake (foot brake), wait for normal air pressure, release the parking brake, move the vehicle forward slowly; about 5 mph, and apply firm pressure to the foot brake. Note any "pulling" to one side, unusual feel, or delayed stopping action.

If any of these stops does not check out, report the problem immediately.

NOTE: Our busses have air dryers with automatic moisture ejectors that eliminate the need for the daily air tank drain.

## **HYDRAULIC BRAKE CHECK**

Pump brake pedal 3 times, then hold the brake down for 5 seconds.

# Post Trip Duties

---

1. Park the bus in the designated parking space and make sure it is closest to the left line (driver's side.) Be certain that it is straight in the spot. Park within 3 feet of the guard rail on the office side of the bus barn, and 1 foot from the guard rail on the far side of the bus barn.
2. Allow the bus to idle for approximately 3 minutes before turning the motor off. Check your bus for students and misplaced items before turning the motor off.
3. Check the interior of the bus for students, and place the "This bus has been checked for students" sign in the upper rear window. Also check for lost articles, damaged seats and debris.
  - a. If a student is found, notify dispatch immediately to contact the school and/or parents.
4. Turn off all switches before turning the ignition switch off:
  - a. Heaters
  - b. Defrosters
  - c. Wipers
  - d. Fans
  - e. Interior lights
5. Check the exterior of the bus for any type of damage.
6. If any damage or needed repairs are found fill out a vehicle repair form.

## Spare Bus/Van Use

---

- Fuel the bus/van before leaving the Support Facility. If necessary, fuel bus/van upon returning from trip.
- Clean and sanitize the bus/van and park in the appropriate spot after returning.
- Report any poor conditions before and after using the bus/van.
- Fill out a vehicle repair form for any repairs needed, or if "Service Due" mileage is approaching.

## Wash Bay

---

- Hang up the hoses when you are done washing your bus/van. Do not drive over the hoses.
- Do not wash your bus/van with the doors open in cold weather when the temperature is below 40 degrees.
- Do not sweep your bus/van out into the wash bay, use the vacuum and garbage cans.

# Cleaning Buses/Vans

---

A school bus/van driver's workplace is, obviously, the school bus/van. Drivers should have pride in their workplace and make the necessary efforts to keep the bus/van clean and sanitary. However possible, drivers should seek cooperation of the pupils in this effort. A dependable, daily inspection and cleaning routine will also help to identify vandalism, and which students may be responsible. The following are **suggested** cleaning routines:

## **Daily:**

1. Sweep the floor
2. Dust/wipe seats and inspect for damage
3. Clean windshield, side windows and mirrors as needed (this is also a safety measure)
4. Sanitize bus/van at the end of the AM shift and at the end of the PM shift

## **Weekly:**

1. Wash floors and seats
2. Wash exterior of the bus/van to improve paint life and visibility
3. Check door hinges and door operating mechanisms

## **After Each Trip:**

1. Do a complete walk through and inspect for any items or trash left on the bus
2. Sanitize as necessary

**All buses & vans must be thoroughly cleaned at the end  
of the school year**

**DO NOT SWEEP BUS/VAN INTO GARAGE OR PARKING LOT**

# Radio Usage

---

- The communications radio is to be used for **District related business only**, not for personal conversations.
- All radio transmissions should be brief and to the point.
- First identify yourself then the individual you are calling.
  - Bus/Van 1 to bus/van 2
  - Bus/Van 1 to dispatch
  - Bus/Van 1 to garage
- Do not use the radio to call the garage unless you have an actual problem out on the road that needs immediate action such as flat tires, engine alarms, overheating, and broken belts or hoses.
- Make sure that the radio is set to channel 1, Channel A, or CM Repeater. Also make sure the volume is up.



# First Aid Equipment

---

First aid and bodily fluid clean-up kits are required by Federal and State law to be complete and easily accessible on all school buses.

These kits are to be used for emergency and accident situations that occur during the transportation of students. As required by law, the driver must make sure that the vehicle is equipped with complete kits during the pre-trip inspection. Complete means that all items are contained in the kit. If the content list calls for 100 band-aids and there are 99 in the kit, it is considered incomplete by law.

Anyone removing anything from either of these kits are to report it immediately so that the contents can be replaced before the vehicle is used again. Write a vehicle repair form and list what was removed on the misc. line and the reason for removing it.

First aid supplies and equipment are important in providing the best care possible. The first aid kit on your bus should be supplied with anything you might need in an emergency. The contents of your first aid kit may vary according to local regulations; however, current regulations require that the first aid kit on a school bus must contain at least the following 10 items:

- 1" x 2.5 yards adhesive tape - 1 single unit
- Sterile gauze pads 3" x 3" - 1 single unit
- 3/4" x 3" adhesive bandage - 1 single unit
- 2" bandage compress - 1 single unit
- 3" bandage compress - 1 single unit
- 2" x 6 yards sterile gauze roller bandage - 1 single unit
- Non-sterile triangular bandage approx. 40" x 36" x 54" with 2 safety pins - 1 single unit
- Sterile gauze 36" x 36" (U.S.P. 2428 count) - 1 single unit
- Sterile eye pad - 1 single unit
- 1 pair of scissors

The kit should be mounted in full view and in an accessible place in the driver's compartment. Its location should be clearly marked and you should check its contents often. The pre-trip inspection calls for a daily check of the first aid kit. It is your responsibility to replace any of the contents immediately after you use them, or noticing something has been removed.

## Mirror Check Station Views

Once mirror adjustment is complete, the view from the driver's position should be similar to the views shown in these photographs.



**Left Front Fender View**

Note view of the full cylinder grid length.



**Right Front Fender View**

Between both, total view of all cylinders.



**Driver's Side Flat Mirror**

Providing wider view. Note target from Mirror Check Station in bottom of mirror.



**Passenger's Side Flat Mirror**

Target is visible in lower portion of mirror.



**Driver's Side Convex Mirror**

Much wider close-up view from target along bus side.



**Passenger's Side Convex Mirror**

Note target and cylinders in view. Third cylinder is visible if driver leans forward slightly.

This reference note is advisory in nature. Specific questions regarding the placement and adjustment of school bus mirrors may be referred to CPR Title 49 Transportation Subpart B - Federal Motor Vehicle Safety Standards Section 571.111 - Standard 111 Rearview Mirrors.

The illustrations, instructions and principles contained in the material are general in scope and to the best of our knowledge current at the time of publication. No attempt has been made to interpret any referenced codes, standards or regulations. Please refer to the appropriate code, standard, or regulation making authority for interpretation or clarification. Provided that you always reproduce our copyright notice and any other notice of rights, disclaimers, and limitations, and provided that no copy in whole or in part is transferred, sold, lent, or leased to any third party, you may make and distribute copies of this publication for your internal use.



February 2001

## The 8 Most Common - and Dangerous - Mirror Mistakes

**School bus mirrors are a critical safety system, but drivers often fail to adjust and use them properly. Experts in the field provide insights on common errors and cures.**

By Steve Hirano, Editor

In his short career as a school bus driver, 22-year-old Robert Matthews probably never imagined that one day he would look into the impressive array of mirrors on his bus and spy the body of a girl sprawled in the street behind him. But that's what he saw on the afternoon of Jan. 9, after 5-year-old Aleana Johnson got off his bus and apparently tripped over her shoestrings as she was crossing in front of the vehicle. "She tried to get up and the bus rolled over her," said a fellow bus passenger whose futile warning scream to Aleana might have been the last words the youngster heard.

The incident took place in Columbia County, Ga., where Aleana, a kindergartner described by her mother as "beautiful, bubbly and full of life," attended Westmont Elementary School. But the incident could have taken place on any street in any city in America.

Although it's too early to assign blame, the first question that comes to mind is whether or not Matthews checked his mirrors carefully before pulling away. But that's not the only question. Could he have checked the mirrors carefully, but failed to adjust them properly during the pre-trip inspection? Or did he allow himself to be distracted by children still on board the bus and avert his gaze from the crossover mirrors to make eye contact with them using his overhead mirror?

We might never know what led to this particular tragedy, but it focuses badly needed attention on a key component of school bus safety — the proper adjustment and use of mirror systems. To that end, we interviewed safety specialists around the United States and Canada to generate a list of common mirror errors that bus drivers make. This is what we found.

### **1. Not bothering to adjust the mirrors**

Probably the most unforgivable mistake that drivers make regarding their mirror systems is not adjusting them during the pre-trip inspection. Many drivers don't bother adjusting their mirrors because it's too much of a hassle to flag down a mechanic to help with the process. "Especially when it's a driver or a sub driver who's using another bus," says Bonnie Carpenter, safety director at Northwest Local School District in Cincinnati. "They fail to ask for help. They feel that it will be OK, at least for this trip."

### **2. Adjusting the mirrors improperly**

Even if a driver makes the effort to adjust his mirrors, it doesn't mean he's going to do it correctly. For example, he might not know what he's supposed to see. "There are so many mirrors and ones that seem to overlap that drivers really do not know what each mirror is for," says Alice McCullough, safety supervisor for We Transport/Towne Bus, a school bus contractor in Islip, N.Y. Some school bus operators

have addressed that circumstance by painting mirror grids in the parking lot that help the driver determine if his mirrors are in proper adjustment. "Mirrors need to be adjusted properly so drivers can see where front and rear tires contact the road surface, because this is where students might be going after a dropped item and where they could be killed or injured," says Cindy Raulli, a driver trainer at Liverpool (N.Y.) Central School District. Not only is it important that drivers know what they should be able to see in the mirrors, they should also seat themselves properly while the mirrors are being adjusted. "Some will sit up straight to guide the adjustment, but when they are driving, they have a tendency to sit back in a more relaxed position," says Cindy House, owner of a school transportation consulting firm called Safely on Board in Spruce Grove, Alberta. "This could change the view that the mirror is offering, making the mirror less useful. While the mirrors are being adjusted, the driver must remember to sit the way he or she normally does while driving." Drivers also need to avoid the mistake of adjusting the mirror brackets instead of the mirrors themselves. "Unfolding the bracket results in the mirrors extending further out from the body of the bus, effectively increasing the width of the vehicle," says Dan Littlejohn, safety supervisor for Laidlaw Education Services in Beaufort, S.C. "This invariably results in a higher rate of mirrors striking objects, usually tree branches, and breaking the right-side mirrors." Littlejohn says the same problem can occur with the left-side mirrors, which increases the potential for two buses to "slap" mirrors. He says left-hand mirror collisions are especially dangerous because any resulting broken glass can fly into the passenger compartment.

### **3. Not checking the security of mirrors**

Assuming that the mirrors have been adjusted properly during the pre-trip inspection, are they really secure? "You need to physically pull on the mirrors to see if they are secure to the bus frame and brackets," says Pat Glade, a driver trainer at Township High School District 211 in Palatine, Ill.

### **4. Not keeping the mirrors clean**

OK, if you've followed the steps mentioned above, your mirrors are properly positioned and tightly secured. But are they providing a clear image? "A common driver mistake is not keeping their mirrors clean and not removing moisture during the pre-trip inspection," says Sid Neff, transportation director at Bryan (Texas) Independent School District. If the mirrors are dirty or covered with moisture, it doesn't matter how well they're positioned, they won't be an effective tool for the driver. Carpenter says her district puts window cleaner out by the fuel pumps so drivers can clean their windows and mirrors while they are fueling their buses. "This has helped a great deal," she says.

### **5. Using the wrong mirrors**

If mirrors are clean, properly positioned and tightly secured, a driver at least has the chance to effectively use them while driving, loading and unloading children and parking. But there are still some significant mistakes that can be made. One of them is using the wrong mirror. "Drivers tend to use the crossover mirrors as driving mirrors," says Glade. Not only is this a bad habit, but it also encourages drivers to turn the crossover mirrors "out" toward side traffic. "Then they can't see as full a view in front of the bus as the crossover mirrors are intended for." Raulli has noticed that some drivers check their overhead mirrors instead of the outside mirrors as they pull away from a bus stop. "The outside mirrors need to be checked last for any students that may be running after the bus," she adds.

### **6. Not scanning properly**

Even if drivers are using the proper mirrors for the appointed task, they still might not be "seeing" what they should. "They need to spend a full second in each mirror," says Dick Fischer, president of Trans-Consult in Peyton, Colo. "And if they see something in there, no matter how small, they should not move the vehicle." "A quick glance may not be enough to recognize potential dangers," agrees Cheri Jones, safety specialist at School District U-46 in Elgin, Ill. "Drivers need to look at what they're seeing in their mirrors."

## **7. Not rocking and rolling**

Relying too much on the mirrors, even if drivers use proper scanning techniques, can be dangerous because vehicles as large as tractor-trailers can hide in blind spots. "One of the most common errors drivers make is not 'rocking and rolling' in their seats," says Sandy Crotty, who works with Cindy Raulli as a driver trainer at Liverpool Central School District. "They stay so stationary that they're not checking the blind spots sufficiently."

## **8. Not staying focused**

Drivers can spend too much time using their mirrors. "It is absolutely necessary for the driver to use all of the mirrors on a bus; however, using the overhead mirror as a primary disciplinary tool means that the driver's eyes are on the mirror and not on the road," says Littlejohn. "The possible consequences of this inattention are boundless and involve, without exception, negative results." Drivers occasionally reduce their normal mirror usage, especially if they're distracted or running late. "Drivers get in a rush and don't adequately assess what their mirrors are showing them," says Neff. The consequences of this practice also are almost always negative. "I frequently remind our drivers to use their mirrors," says Jones. "Nearly all of our 'turning' accidents result from drivers failing to use their mirrors." "Remember, if we do not use the mirrors correctly the first time, when will we have the chance to do it over?" says Fischer.

## **Innovations in mirror design and treatment**

Eventually, mirrors may become a thing of the past. Holographic imagery or video monitors could be developed that would make existing systems obsolete. Until then, however, mirror manufacturers are striving to improve their products to make them safer and easier to use. In the past few years, manufacturers have added new features to mirror systems, including remote-control adjustment and heating. Both of these improvements have added to the effectiveness and convenience of mirror systems. Meanwhile, manufacturers continue to introduce innovations. At Rosco Inc. in Jamaica, N.Y., engineers have been working on cutting glare. "There's been a concern in the industry that crossview mirrors sometimes glare in the driver's eyes from sunlight or headlamps," says Ben Englander, VP engineering at Rosco. In response, Englander says Rosco has developed an anti-glare application that can be applied to portions of the crossview mirrors. "It's completely transparent, but it does darken the area to reduce glare," he says. The patent-pending product can be applied to existing bus mirrors or ordered on new buses. Rosco is also working on mirror integration to reduce clutter. Englander says Rosco's Integra-style mirror on the Thomas Saf-T-Liner ER has a single-point mount and incorporates sideview and crossview mirrors, helping to reduce the visual distraction of multiple brackets. "We worked with engineers at Thomas to design a system that is similar to the top-of-the-line European motorcoaches," Englander says. At Mirror Lite in Rockwood, Mich., the focus has been on adding remote control to existing products and marketing a radical convex mirror that expands the viewing area on the right side of the bus. "There has been lots of movement toward remote-control mirrors," says Dan Swain, Mirror Lite's VP sales. Although they don't guarantee that mirrors will be properly adjusted, remote controls relieve drivers, especially substitutes, of the onerous task of manual adjustments. Swain says Mirror Lite is adding remote controls to two existing products in the next few months. Swain says the company's New Englander™ sideview system combines a top mirror that can be remotely controlled with a lower convex lens that allows drivers to see the stepwell and, at the same time, across two lanes of highway. "If there ever is a situation in which a child is hung up in the stepwell, say with a drawstring caught in the handrail or door, they will show up in this mirror," Swain says.

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November 2000

## How to Safely Back a School Bus

**Though no one is recommending backing a school bus, there are certain conditions under which it is unavoidable. We consulted transportation experts to find out exactly when and how it should be done.**

By Sandra Matke, Senior Editor

While pupil transporters have varying views on the topic of backing a school bus, there is one point on which everyone agrees — backing should be avoided at all costs. Most operations have a policy restricting backing to certain conditions (in the bus lot, on rural roads or on special-needs routes) and some states even prohibit backing on school grounds. The recent case of a Grayslake, Wis., school bus driver who backed over and killed a 22-month-old girl in her family's driveway is reason enough to cast scrutiny on the practice.

### Minimize the occurrence

Can backing be eliminated altogether? Most pupil transporters agree that it cannot. "Backing should be avoided as much as possible — but backing will still be required, if for no other reason than to get into or out of the parking spot at the bus lot," explains Mark R. Obtinario, owner of Cowlitz Coach, a school bus operator in Castle Rock, Wash. "One year I drove a route that had seven turnarounds on the elementary run alone. All were in rural areas at the end of dead end roads," he says. Though Obtinario succeeded in safely maneuvering that route, he doesn't recommend routes that require backing. In urban and suburban areas, buses can be routed around the block to avoid turnarounds. The extra distance traveled is worth it, says Obtinario, considering the danger posed by the alternative. "No matter how safe one makes a turnaround, you are backing up. In other words, you cannot see what you are doing, particularly in the dark and the fog of early mornings," he says. Arthur Dusoe, a driver trainer at Laidlaw Education Services in Worcester, Mass., agrees with Obtinario. "Backing is about the most dangerous thing you can do in a school bus. Despite the multiple mirrors and windows, children, adults, cars and anything that you can imagine can slip into the danger zone," he says. Most of the backup accidents Dusoe's drivers have experienced have been in the terminal yard, where a bus gets dented or a mirror gets swiped.

### Use safety equipment

To protect against backing accidents, Dusoe's buses are all equipped with backup beepers and one is even outfitted with a voice system that says, "This bus is backing up," when the bus is put into reverse. Though his company has no turnarounds on urban routes with big buses, the special-education buses where Dusoe works often have to back up to turn around en route. "So far, no serious problems on the road, but we have had a few drivers get stuck in the winter on snow humps, raising the rear wheels off the road," he admits. Obtinario also believes in using technology to avoid problems with backing. "All of our buses were retrofitted with reverse alarms more than five years ago. The cost of the parts and installation was less than \$50 per bus — in my opinion, a very cheap investment," says Obtinario. The next step, he says, may be to install backup cameras on buses, like the ones you see on trucks and other large vehicles. "I am thinking backup cameras would be of particular value in special-needs buses,

since they go into so many places one really shouldn't be taking a bus in the first place," says Obtinario. Safety Vision Inc. of Houston and Superior Signals Inc. of Olathe, Kan., offer rear-vision cameras that can display the area behind the bus on a black-and-white or color monitor near the driver.

## **Know how to back safely**

With or without technological assistance, school bus drivers need to take certain precautions when backing to reduce the possibility of an accident. The following are eight key steps all drivers should take when backing a school bus. Guidelines were compiled from J.J. Keller & Associates' "Driving Techniques" video, Safety Vision's "Safe Backing 101" publication, the Pupil Transportation Safety Institute's (PTSI) New York school bus driver training manual and interviews with industry experts.

### **1. Adjust your mirrors**

In a school bus, blind spots can be up to 20 feet in front of and 200 feet behind the vehicle. Keep in mind that your mirrors can't give you the whole picture. In fact, if they're not properly adjusted, they can give you a very misleading picture of the situation. "Mirrors on school buses are often out of adjustment and can result in deceptive views and blind spots leading to an accident," explains James Kraemer, former school bus driver and manager of 2safeschools, a Website featuring information and resources for the pupil transportation industry ([www.delphi.com/2safeschools](http://www.delphi.com/2safeschools)). "Mirrors go out of adjustment within days, yet few transportation departments provide their drivers with a mirror check station, even though the cost is small and the check stations are easily set up." For help in setting up a mirror check station, Kraemer recommends using the free mirror check station video available through Rosco Inc., a Jamaica, N.Y.-based mirror manufacturer.

### **2. Think in advance**

Don't put yourself into unnecessary backing situations. Every backing situation is new and different, even if you go to the same place several times a day. Watch for changes and new obstacles each time. Choose parking spaces that are easy to exit and don't crowd other vehicles. Expect and prepare for challenges along the road. Be prepared, as well, for unique situations that may require backing. One such situation, according to PTSI's Executive Director Ted Finlayson-Schueler, is at a railroad crossing when the bus cannot make it across the tracks before the train passes. In such a situation, it's better to back into somebody than to stay on the tracks, he says. "If you plan ahead, drivers will not feel like they're breaking the rules if they have to back up to get out of a crossing. They will be prepared," says Finlayson-Schueler.

### **3. Back into, not out of**

Always back into the area with less traffic or fewer objects. For example, back into a parking lot so you can later pull forward into the traffic filled street. When possible, pull your bus ahead so you can back straight into the turnaround without needing to turn as you back up. Back to the driver's side to maximize your view of hazards behind you.

### **4. Scan the area**

Get out of your bus and look over the area you're about to back into before backing. Look for hazards such as children, fixed objects (light poles, trees, etc.), terrain concerns (soft or muddy areas, potholes, tire hazards) and other motorists. Check for clearance-related obstructions, such as low-hanging trees and wires. Get in the vehicle and start backing right away, so that little time is allowed for the situation to change.

### **5. Use a spotter**

Get help with backing whenever you can by finding an adult to guide you from outside of your bus. If a transportation employee is not available, ask a parent at the bus stop or a bystander to spot for you. Make sure you and the spotter understand each other's signals. Rely on hand signals instead of verbal ones. Don't assume a spotter knows what to do without explaining it to them. "Many times, buses have

backed into a fixed object even when a spotter was present because of communication problems,” explains PTSI’s driver training manual. Don’t have your spotter walking backward and don’t ever back when you can’t see your spotter. “We talk to the drivers about asking for help from an adult, radioing in for help from the base or another driver and then asking students last. We also teach the bus drivers to radio in, ‘Bus backing up,’ before this procedure,” says Dusoe of his operation.

#### **6. Quiet students, tap horn**

Ask passengers to be silent so that you can hear warnings before and as you back up. Turn the radio down as you prepare to back and open the window slightly so that you can hear any warnings from outside. Honk twice before you back up. Backup alarms may not be heard or understood. Pause three seconds after honking to allow someone behind you time to get out of the way.

#### **7. Use four-way flashers**

Activate your four-way flashers as you prepare to back up and leave them on throughout the backing procedure. This will warn surrounding motorists and pedestrians to stay clear of the vehicle as you back.

#### **8. Practice backing**

No amount of forward driving experience can help you in backing your bus. Become familiar with your vehicle and how it backs up. Back slowly — never faster than two to three miles per hour. Backing slowly gives someone behind you a chance to get out of the way. Use your flat driving mirrors to back in a straight light or make steering corrections as needed. Don’t try to twist around in your seat to look behind you as you back up — it’s ineffective in a school bus. Use your overhead mirrors as you back up only if you are backing up to something which is not visible in your driving mirrors, such as a light pole behind the bus. Set up a company training course to practice backing and encourage participation in school bus roadeos. Teach equipment use, hand signals and other backing tips during driver training. “New drivers have the biggest problem in regards to backing accidents. Rarely do they get enough practice in knowing the rear swing and overhang,” says Obtinario, who thinks that training in the use of mirrors and more practice in backing could help reduce these occurrences. But, he adds, “the only way to eliminate backing accidents would be to eliminate backing.”

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# **School Bus Winter Driving Tips**

By Fred Wood, eHow Contributor

Being a school bus driver is a very responsible job. These drivers are trusted with the care of dozens of children each day. Parents rely on them to be safe, cautious, reliable and trustworthy. This is especially important during the winter months when harsh weather can create dangerous driving conditions. Extra care must be taken when driving in winter weather because it is difficult and could even be dangerous.

## **Pick-up Times**

Maintain consistent times when picking up students. They will be more likely to be on time, if the driver is. Also, it is unfair to make students wait in the cold for long periods of time because they are unsure of what time you will be arriving.

## **Visibility**

When visibility is poor, drivers should always turn on headlights and body clearance lights. This will help you see others and help others see you.

## **Low Beams**

Use low beams when the weather is wet.

## **Brake pressure**

When the roads are wet and icy, brake smoothly. Also try to avoid skidding.

## **Wipers and Lights**

Whenever wipers are on, lights should be on.

## **Light Lens**

Clean light lenses as often as needed for the most brightness. Once a week should be enough, unless the weather is very extreme.

## **Speed**

Drive slow and be especially aware on congested roads.

## **Defrosters**

Defrosters should be used whenever necessary to clear the windshield and windows. This will help maintain good visibility.

## **Intersections and Railroad Crossings**

Be very careful at intersections and railroads crossings. Don't assume that other drivers can, or will stop. And if you see a train coming, don't try to beat it. Not only could you cause an accident with the train, but you could skid from a slippery road.

## **Driving Technique**

Be aware of other drivers on the road. You should not only be a defensive driver, but an offensive driver. Remember, you are holding several lives in your hands.

## **Distance**

Keep a safe driving distance between you and other vehicles. The distance for wet, snowy or icy roadways can be three to nine times greater than the distance on a dry road.

## **Other Tips:**

**Bridges and Overpasses:** Overpasses and bridges usually get icy and slick before the roads. This is because their temperatures are usually colder than the roads so be especially careful when temperatures drop below or to freezing.

**Downgrades and Curves:** Slow down very early for intersections, downgrades and curves.

**Starts and Stops:** Use smooth starts when pulling away. This will help prevent spinning in the front tires. Also, stop slowly.

**Curves:** When going around curves, don't go fast or make sudden movements. This could cause a bus to skid.

**Changing Lanes:** When changing lanes, give yourself enough time to move into the next lane safely.

**Underpasses:** When going through an underpass, be mindful that even if the bus could fit under it in summer months, it might not in the winter if ice is hanging from it or snow is packed on the ground.



# PENNSYLVANIA'S SCHOOL BUS STOPPING LAW

*Keeping Children Safe*

## PENNSYLVANIA'S SCHOOL BUS STOPPING LAW

- ◆ When you meet or overtake a stopped school bus with red signal lights flashing and stop arm extended, you **MUST STOP**.
- ◆ When you approach an intersection where a school bus is stopped with red signal lights flashing and stop arm extended, you **MUST STOP**.
- ◆ You **MUST STOP** at least ten (10) feet away from the school bus.
- ◆ You **MUST WAIT** until the red lights have stopped flashing and the stop arm has been withdrawn before moving.
- ◆ **DO NOT MOVE** until all the children have reached a place of safety.

## KNOW YOUR RESPONSIBILITIES

- ◆ 1.5 million children are transported on Pennsylvania roads each day.
- ◆ These children are transported approximately 400 million miles to school each year.
- ◆ To further promote safety, school vehicles may be equipped with a yellow flashing or revolving light.
- ◆ Every year, children are needlessly injured or killed by drivers passing stopped school buses.



You **MUST STOP** on roadways with painted lines.



You **MUST STOP** at an intersection, whether it is or is not marked with a stop sign. All traffic **MUST** stop.



You **MUST STOP** on roadways with ridged/grooved dividers.

***Our Children's Safety Is In Your Hands.***



## SCHOOL BUS STOPPING LAW

### PENALTIES

If you are convicted of violating Pennsylvania's School Bus Stopping Law, you will receive all of the following penalties:

- ◆ 60-Day Driver's License Suspension
- ◆ Five (5) points on your driving record
- ◆ \$250 Fine

If a school bus is equipped with a side stop arm enforcement system and you pass a school bus with its red lights flashing, you could receive a \$300 fine in the mail.

Annually, more than 700 drivers are convicted for passing a stopped school bus with its red lights flashing.

### SEPARATE ROADWAYS

Drivers may proceed on a highway with clearly defined dividing sections or physical barriers providing separate roadways. This only applies when the school bus is on the opposite side of the road.

*If In Doubt, STOP!*



Physical barriers include concrete median barriers, metal median barriers, guide rails, etc.



Clearly indicated dividing sections include trees or shrubs, rocks or boulders, a stream, grass, etc.



***Our Children's Safety Is In Your Hands.***

For more information on Pennsylvania's School Bus Stopping Law, including an animated graphic demonstrating when you must stop, visit [www.penndot.gov/safety](http://www.penndot.gov/safety) and click on "Traffic Safety & Driver Topics" and then "School Bus Safety".

## Section 7

### District Procedures / Contractual Obligations

#### 1. Contract Excerpts

- a. Work Day
- b. Work Year
- c. School Closing or Delay
- d. Return to Work
- e. Failure to Maintain a License
- f. Driver Bonus
- g. License Fee Reimbursement
- h. Leave of Absence

#### 2. Worker's Compensation Notice – (sample)

# Contract Excerpts

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The following excerpts are from the agreement between CMSD and SEIU AFL-CIO Local 32BJ:

## **ARTICLE VI - WORK SCHEDULE**

### **Section 1 - Hours of Work**

#### **A. Work Day**

##### **1. Bus Drivers**

a. Regular bus drivers are drivers who work the AM and PM (2 ½ hours each) runs and are paid for a five-hour day. However should extenuating circumstances occur, the driver will be compensated for the additional time at the appropriate rate of pay. No driver may begin to be paid for another run until his/her paid time is completed.

b. The regular work day for any bus driver shall consist of the total credited hours for the regular runs worked. Regular runs are trips which occur on a daily basis between the home and school (AM and PM runs).

Midday runs, which occur around the noon hour, are also regular runs.

c. Night activity runs, which take children who participate in sports or after school activities home from school after school hours, are regular runs; however, the night activity run is not to be considered in any entitlement for fringe benefits.

##### **2. School Vehicle Drivers**

a. School vehicle drivers are drivers who work the AM and PM (2 hours each) runs and are paid for a four-hour day. However, should extenuating circumstances occur, the driver will be compensated for the additional time at the appropriate rate of pay.

b. The regular work day for any school vehicle driver shall consist of the total credited hours for the regular runs worked. Regular runs are trips which occur on a daily basis between the home and school (AM and PM runs)

#### **B. Work Year**

##### **3. Bus Drivers and School Vehicle Drivers**

The normal work year shall be the days school is in session.



## **Section 5**

The Employee has the responsibility to listen to the news media during emergency situations which might result in the cancellation of school and/or their work for that day. Provided the news media announced a closing, or Employees are notified by phone chain or other means, one (1) hour before the regular starting times, no reporting allowance will be paid. During a delay, all Employees are responsible to listen to the media for changes to status. So long as notices are issued as described above (occurring within one (1) hours of the revised starting time), no reporting allowance shall be paid. This provision does not apply to custodians, maintenance and mechanics.

## **Section 6**

An Employee who has been absent, and fails to notify the supervisor of his/her intention to return to work by 1:00 P.M. on the day preceding his/her return to work, shall be sent home, without pay, if they should report to work.

# **ARTICLE XVI - DISCIPLINE**

## **Section 7**

Any Employee who fails to maintain any license needed for the performance of the job, or any Employee who is absent from work for three (3) or more days without the approval of the Superintendent of Schools, shall be suspended without pay or any benefits for sixty (60) work days, in addition to the days missed by the lack of license or unauthorized absence. A second offense shall lead to automatic termination of the Employee.

# **ARTICLE XXIII - MISCELLANEOUS**

## **Section 3 - Bus Drivers**

A. Bus Drivers shall receive a bonus equal to his/hers rate of pay for one AM or PM run every sixty (60) consecutive working days (maximum of four (4) times per school year) if:

1. the Employee has completed his/her probationary period;
2. the Employee was not guilty of any traffic violations during the school year in a school vehicle;
3. the Employee was not involved in any accidents during the school year which resulted in damage totaling One Hundred Dollars (\$100.00) or more where he/she is found totally or partially negligent. Written notification shall be issued to the Employee within one month (1) of the accident;

4. the Employee did not absent himself/herself from any AM or PM driving duties during the sixty (60) consecutive work day period beginning with the first day of student transportation (including student orientation days) for any reason other than a paid Bereavement Day as stated in Article IX, Section 2, (PAGE 12 & 13), Jury Duty or Court Summons;

5. Bonus earned during the year will be paid on the last pay at the end of the school year. Assuming appropriate documentation has been submitted.

B. Any required schooling for bus drivers shall be compensated at the Federal minimum wage per classroom hour. The District will provide all training required for CDL at District expense.

## **ARTICLE IX - LEAVES OF ABSENCE**

### **Section 3 – Leave of Absence for Death**

a. Whenever an Employee shall be absent from duty because of a death in the immediate family of said Employee, there shall be no deduction in salary for said Employee for an absence not in excess of three (3) working days. The intent of this section is to protect the Employee's income during the period of bereavement, and not to insure a three-day leave. Funeral arrangements on Friday through Monday or during vacation or holidays will reduce the days of absence from the maximum of three days. Members of the immediate family shall be defined as a father, mother, brother, sister, son, daughter, husband, wife, parent-in-law, grandparent, grandchild, or near relative who reside in the same household as the Employee.

b. Whenever an Employee is absent because of the death of a near relative, there shall be no deduction in salary of said Employee for an absence taken on the day of the funeral. A near relative shall be defined as grandchild, first cousin, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, son-in-law, or daughter-in-law.

c. Leaves for death of a member of an Employee's family may be extended without pay when necessary upon approval of the Superintendent and/or the immediate supervisor.



## **Section 4**

Leaves of absence without pay for other reasons may be granted by agreement between the Employer and the Employee.

### **MOU FOR UNPAID LEAVES:**

Approval of uncompensated absences by the Superintendent or his/her Designee, as outlined in Board Policy 339, will be reviewed on a case by case basis and may be considered only after all other compensable leave (sick, personal, FMLA and/or vacation) under one of the following circumstances:

- a. A situation of urgency arises involving the employee's own health, or the health or safety of an immediate family member (spouse, dependent child or parent); it should be noted that minor medical conditions will not be considered a "situation of urgency";
- b. A situation of urgency arises involving the employee's residence or personal property wherein the health/welfare of the employee, employee's family or others may be jeopardized.

## **Section 5**

Whenever an Employee has served on jury duty, he/she shall receive the difference between the wages as a juror and that as an Employee of this District if the latter is greater.

# SAMPLE



**REMEMBER: IT IS IMPORTANT  
TO TELL YOUR EMPLOYER  
ABOUT YOUR INJURY**

The name, address and telephone number of your employer's workers' compensation insurance company, third-party administrator (TPA), or person handling workers' compensation claims for your company, are shown below.

**Employer Name:** Canon-McMillan School District **Date Posted:** July 1, 2019

**IF INSURED:**  
(Complete all applicable spaces)

**IF SOMEONE OTHER THAN INSURER IS  
HANDLING CLAIMS:**  
(Complete all applicable spaces)

Name of Insurance Company:  
Liberty Mutual Insurance

Name of TPA (Claims administrator):  
N/A

Address: 7 Becker Farm Road  
Roseland, NJ 07068

Address:

Telephone Number: (800) 900-4875

Telephone Number: \_\_\_\_\_

Insurer Code: 14184

**IF SELF-INSURED**  
(Complete all applicable spaces)

**IF SOMEONE OTHER THAN SELF-INSURER IS  
HANDLING CLAIMS:**  
(Complete all applicable spaces)

Name of person handling claims at  
the self-insured:  
N/A

Name of TPA (Claims administrator):  
N/A

Address:

Address:

Telephone Number: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Insurer Code: \_\_\_\_\_

Any individual filing misleading or incomplete information knowingly and with the intent to defraud is in violation of Section 1102 of the Pennsylvania Workers' Compensation Act, 77 P.S. §1039.2, and may also be subject to criminal and civil penalties under 18 Pa. C.S.A. §4117 (relating to insurance fraud).

**Employer Information  
Services**  
717.772.3702

**Claims Information Services**  
toll-free inside PA: 800.482.2383  
local & outside PA: 717.772.4447

**Hearing Impaired**  
toll-free inside PA TTY: 800.362.4228  
local & outside PA TTY: 717.772.4991

**Email**  
ra-li-bwc-helpline@pa.gov



*Auxiliary aids and services are available upon request to individuals with disabilities.  
Equal Opportunity Employer/Program*

## Section 8

### Miscellaneous

1. Canon-McMillan School Calendar (**sample – may not be current year**)
2. Support Services Organizational Chart
3. Early Dismissal and 2 hour delay schedules
4. School Drop Off Times
5. Parochial Delay Procedures
6. Important Phone Numbers

# SAMPLE

Approved: 2/23/22

## CANON-McMILLAN SCHOOL CALENDAR 2022-2023

AUGUST					SEPTEMBER					OCTOBER					NOVEMBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2	3	4	5	6	7	1	2	3	4	
8	9	10	11	12	5	6	7	8	9	10	11	12	13	14	7	8	9	10	11
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21	14	15	16	17	18
22	23	24	25	26	19	20	21	22	23	24	25	26	27	28	21	22	23	24	25
29	30	31			26	27	28	29	30	31					28	29	30		

DECEMBER					JANUARY					FEBRUARY					MARCH				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6			1	2	3			1	2	3
5	6	7	8	9	9	10	11	12	13	6	7	8	9	10	6	7	8	9	10
12	13	14	15	16	16	17	18	19	20	13	14	15	16	17	13	14	15	16	17
19	20	21	22	23	23	24	25	26	27	20	21	22	23	24	20	21	22	23	24
26	27	28	29	30	30	31				27	28				27	28	29	30	31

APRIL					MAY					JUNE					CODES				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
3	4	5	6	7	1	2	3	4	5				1	2	— = No School				
10	11	12	13	14	8	9	10	11	12	5	6	7	8	9	□ = Clerical Day *				
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16	○ = Inservice Day *				
24	25	26	27	28	22	23	24	25	26	19	20	21	22	23	◡ = Open House				
					29	30	31			26	27	28	29	30	◡◡ = 2 Hour Early Dismissal				
															*Teachers attend only				

7th & 9th grade Orientation  
 5<sup>th</sup> Grade Orientation (both schools)  
 Kdg. Orientation (all schools, time TBD)  
 Inservice/Staff Development Days for New Teachers  
 Act 80 Inservice/Staff Devlp. Day for All Teachers  
 First Day of School for Students  
 Labor Day  
 Open House High School  
 Open House Middle School  
 Open House (Cecil Int. 21 / N. Strabane Int. 22)  
 Progress Reports  
 Open House Muse Elementary  
 Open House (Wylandville 28 / Hills 29)  
 Open House (So. Central 3 / Borland 4)  
 PSAT Testing (grade 10 & 11)  
 End of 1st marking period  
 Report Cards Distributed  
 Act 80 Inservice/Staff Devlp. Day for All Teachers  
 Terra Nova Test (grade 6)  
 2 Hour early dismissal (Staff Development)  
 Thanksgiving Vacation  
 Act 80 Inservice day (Parent/Teacher Conferences)  
 Progress Reports  
 Winter Keystone Exams  
 2 Hour Early Dismissal  
 Winter Break (no school)  
 Inservice - Middle School Teachers Only  
 Act 80 Inservice All Teachers  
 End of 2nd marking period

- August 9  
 - August 10  
 - August 11  
 - August 15-17  
 - August 18-19  
 - August 22  
 - September 5  
 - September 20  
 - February 15, 16  
 - September 21-22  
 - September 22  
 - September 26-27  
 - September 28-29  
 - October 3-4  
 - October 12  
 - October 24  
 - October 31  
 - November 8  
 - Nov. 14-18  
 - November 23  
 - Nov. 24 - 25  
 - Nov. 28  
 - Nov. 30  
 - Dec. 5-16  
 - Dec. 23  
 - Dec. 26-Jan 5  
 - January 5  
 - January 6  
 - January 13

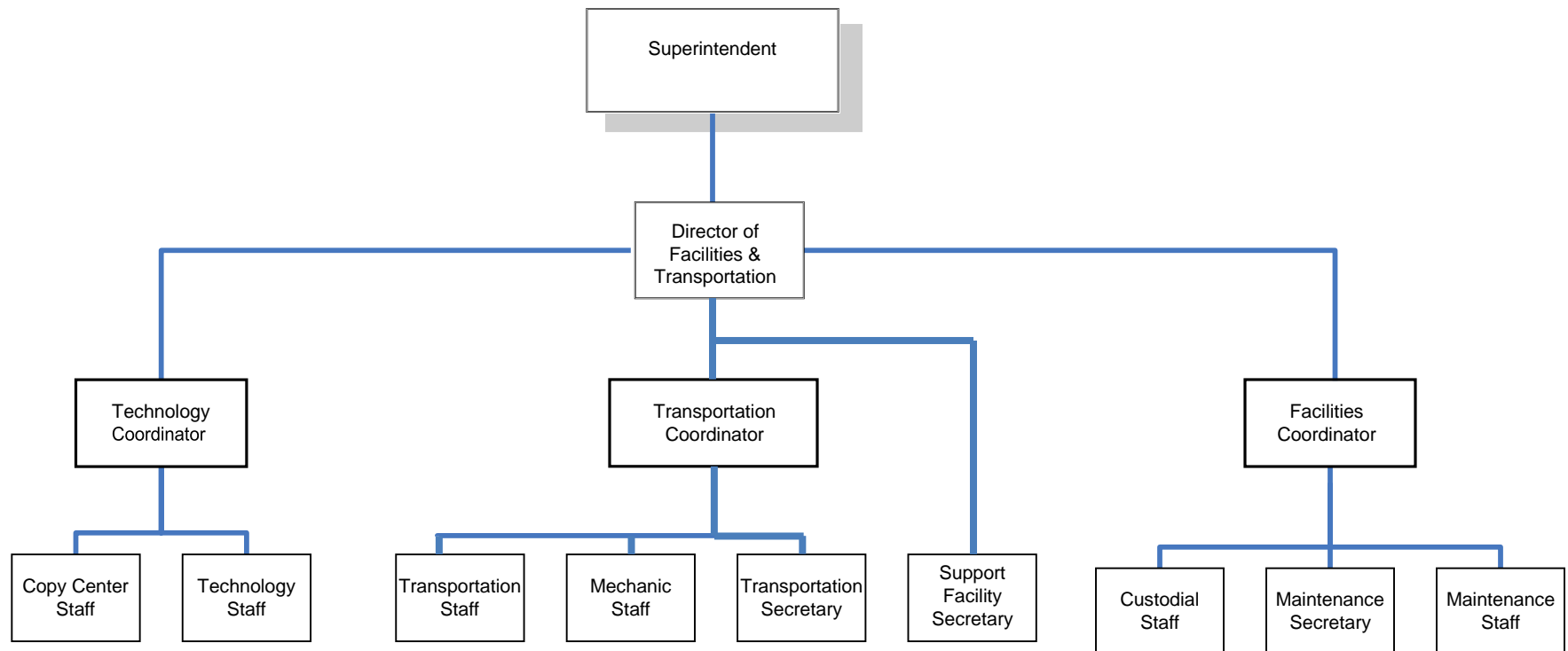
Martin Luther King Jr. Day (no school)  
 Clerical Day (teachers only)  
 Nagleir Test (2<sup>nd</sup> Grade)  
 Report Cards Distributed  
 Open House Middle School  
 Progress Reports  
 2 Hour early dismissal (staff development)  
 President's Day (no school)  
 Online Kindergarten Registration  
 Act 80 K-8 Staff Development / MS Teachers - no school / H.S. Graduation Project Exits for Seniors  
 End of 3rd marking period  
 Report Cards Distributed  
 Spring Break (no school)  
 PSSA Testing, Grades 3-8 (ELA)  
 PSSA Testing Grades 3-8 (Math), Grades 4-8 (Science) and Make-up Tests  
 Progress Reports  
 Inservice/Staff Development Day for All Teachers  
 Kindergarten Screenings (2023-2024 students)  
 High School Advanced Placement Testing  
 Keystone Exams  
 Memorial Day (no school)  
 Graduation Date - 7:00 P.M.  
 (if inclement weather, 7:30 P.M. indoors)  
 End of 4th marking period /  
 Last Day of School  
 dismissal: 11:00 A.M. - secondary students only  
 11:30 A.M. - elementary students only  
 Clerical Day

- January 16  
 - January 16  
 - January 17-20  
 - January 20  
 - February 15, 16  
 - February 16  
 - February 17  
 - February 20  
 - Month of March  
 - March 3  
 - March 22  
 - March 29  
 - April 6-11  
 - April 24-28  
 - May 1-12  
 - April 28  
 - May 16  
 - May 16  
 - May 1-12  
 - May 15-26  
 - May 29  
 - June 1  
 - June 2  
 - June 2  
 - June 5

**SNOW DAYS** - In the event school is cancelled, and all Flexible Instructional Days are exhausted, a make-up day will be scheduled in this order starting on February 20, April 6, April 11, April 10 and if any additional days are needed beyond these days, school will be extended beyond the last scheduled day of school.

# Canon-McMillan School District

## Office of Support Services – Organizational Chart



## **EARLY DISMISSAL SCHEDULE**

**KDG dismisses: 11:45 am**  
**Intermediate dismisses: 1:15 pm**  
**Elementary dismisses: 1:30 pm**

**\*\* Check with Andrea or Jurdon to see which kindergarten class goes to school on this day \*\***

NOTE: HS and MS do not normally have scheduled early dismissals.  
You will take these students home at their regular time,  
unless instructed differently.

## **2 HOUR DELAY SCHEDULE**

**High School Starts: 9:45 am**  
**Middle School Starts: 9:55 am**  
**Elementary/Intermediate starts: 11:00 am**

**\*\* Phase IV has a regular schedule today \*\***  
**\*\* There is NO AM Vo-Tech today \*\***

## **Canon-McMillan School District**

*Earliest drop off and pick up times*

<b>Borland Manor</b>	<b>8:15 am</b>	<b>3:25 pm</b>
<b>Cecil Intermediate</b>	<b>8:20 am</b>	<b>3:15 pm</b>
<b>High School</b>	<b>7:00 am</b>	<b>2:40 pm</b>
<b>Hills Hendersonville</b>	<b>8:15 am</b>	<b>3:30 pm</b>
<b>Middle School</b>	<b>7:15 am</b>	<b>2:41 pm</b>
<b>Muse Elementary</b>	<b>8:15 am</b>	<b>3:30 pm</b>
<b>North Strabane Intermediate</b>	<b>8:10 am</b>	<b>3:15 pm</b>
<b>South Central</b>	<b>8:15 am</b>	<b>3:30 pm</b>
<b>Wylandville</b>	<b>8:30 am</b>	<b>3:25 pm</b>

# Parochial School Delay Procedure

## **Parochial Drivers:**

This is a reminder that you are to follow Canon-McMillan's schedule when there is a delay/cancellation.

A letter has been sent to the parochial schools containing the following information:

### **If your school has a 2 hour delay or Canon-McMillan has a 2 hour delay:**

Transportation will be provided by the Canon-McMillan School District in the morning **2 hours later than the normal start time.**

### **If Canon-McMillan School District has a cancellation:**

Transportation **will not** be provided for your students by Canon-McMillan School District on this day.

This must be followed by all parochial drivers. If you have questions, please contact Jurdon Maier. Thank you.



# Canon-McMillan District Phone Directory



Borland Manor – 724-745-2700

Cecil Intermediate – 724-745-2623

Central Office – 724-746-2940

High School – 724-745-1400

Hills-Hendersonville – 724-745-8390

Middle School – 724-745-9030

Muse – 724-745-9014

North Strabane – 724-873-5252

South Central – 724-745-4475

Wylandville – 724-222-2507

Jason Krenzelak – 724-350-7810

Neil Stewart – 724-350-9611

Jose Tunon – 724-255-8269

Jurdon Maier - 412-639-0126

Andrea Carnahan – 724-986-0373

Justin Heckman - 724-350-9009

Karl Herald - 412-525-4007

