

In order to meet the tremendous responsibility of child transportation, school districts must incorporate policies that are beyond the extent of existing regulation. Increasing errors/omissions, workers' compensation, and liability insurance costs are a reality to many of New Jersey's public school transportation departments. In order to address the increasing frequency and severity of accidents involving school buses, and the associated rising insurance rates, NJSBAIG conducted a survey of all transportation clients in order to discover practices that worked in reducing losses. The Best Management Practices Transportation Manual is the product of that research. The goal is that through directed leadership, your district will operate a safer, more efficient, and professional fleet.

I. Introduction

- a. This manual is not all inclusive; the assumption is made that the district is following all prescribed State and Federal transportation regulations. Best Management Practices refers to policies and procedures that, in many cases, move beyond regulations. Many of these recommendations have been learned by districts the 'hard way' and NJSBAIG hopes your district will employ these lessons in order to make your organization more professional and student transportation safer and less costly.

II. Driver Hiring Practices- The cornerstone of any enterprise are the employees and it is crucial to hire the right candidates. N.J.A.C. 6A:27-12.1 mandates that drivers and aides must be "reliable persons of good moral character who possess the qualifications and communications skills necessary to perform the duties of the position."

- a. Do not play favorites; require all candidates to go through the same hiring process. This limits exposure to law suits. The hiring process should follow district Human Resources guidelines.
- b. Create a comprehensive hiring policy that incorporates the following elements. (Pre-Hire)
 - i. A thorough Job Description that contains essential functions and physical requirements. The candidate should read the job description and sign that they are able to perform the work. Management will decide if 'reasonable accommodations' can be made if a candidate states that they are unable to perform the functions of the job description. **A Functional Job Description Procedure is attached as Appendix C.**
 - ii. A standardized candidate evaluation process must be implemented. A Human Resources procedure/checklist that would help ensure that the candidate possess the proper BOE, CDL, NJDOE, and USDOT credentials to meet the job requirements. (Appendix A)
 - iii. Conduct a 10 year driving history abstract.

- iv. Conduct a Behind the Wheel (BTW) evaluation of driving skills, utilizing a monitoring checklist. If possible, more than one person should do the evaluation in order to minimize potential conflicts.
- v. Conduct a reference check that includes personal and professional behavior. This helps to screen out individuals that abuse the workers' compensation system, have poor work habits, and in general, are a drain on district resources.
- vi. Place the new employee on a 90 day probationary period.
- vii. The district should reserve the right to order a physical exam and determine the nature of the exam for an employee, at any time. This is in addition to what is required by the CDL and should determine if the candidate /employee is capable of performing the essential functions of the job description.

III. Driver and Aide Training

- a. Training is an ongoing process employed to establish a standard of performance within the organization and a basis for corrective action. All training sessions should be properly documented with a sign in sheet and a notation made in the employee file. Some of the benefits of training are:
 - i. Compliance with State and Federal regulations
 - ii. Reduced number of motor vehicle and workers' compensation accidents. In turn, this leads to reduced insurance premiums.
 - iii. Reduced absenteeism and employee turnover. Training can foster a sense of understanding of the big picture, instill a sense of job worth and lead to a higher degree of exhibited professionalism.
 - iv. Reduced maintenance costs.
 - v. Reduced supervisory burden. A well-trained driver will require less supervision and communicate more effectively.
 - vi. Improved public relations. A fleet of professional and safe drivers reflects well not only on the transportation department but on the district as a whole.
- b. Minimum training requirements are defined by N.J.A.C. 6A:27-11.3. New hires (with CDL) should be required to complete:
 - i. A designated number of hours of Behind the Wheel (BTW) training. The number of hours would be dependant upon the initial BTW assessment and the successful completion of a standardized monitoring test.
 - ii. At least 20 hours of classroom training that incorporates the required classes below, the district's policies and procedures, yard policies, and other classes determined by the district.
- c. Employees should complete the other topics at the frequency shown in the training table.
- d. Short-session training/spot refresher or counseling can be accommodated in situations where the full course is not warranted. For example, in a case

Transportation Best Management Practices
NJSBAIG Loss Control

where an existing fully qualified driver, but lacking driving time, is moved from a route that uses a Type A van to one that uses a Type C bus, it would be prudent to hold a refresher BTW Type C session with that driver. The session should be documented.

- e. Back-up or substitute drivers must meet all training requirements.

Training Topic	Personnel	Recommended Frequency
District Operating Procedures	Drivers, Aides	Initial, Annual
*School Bus Accident and Emergency Procedures	Drivers, Aides	Initial, Annual
*Student Management and Discipline	Drivers, Aides	Initial, Annual
*Conducting School Bus Emergency Exit Drills	Drivers, Aides	Initial, Annual
*Loading/Unloading Procedures	Drivers, Aides	Initial, Bi-Annual
*School Bus Stop- Loading Zone Safety	Drivers, Aides	Initial, Bi-Annual
*Defensive Driving Techniques	Drivers	Initial, Tri-Annual
*Railroad Crossing Procedures	Drivers	Initial, Bi-Annual
Pre-Trip Inspection/Brakes	Drivers	Initial, Bi-Annual
Mirrors/Field of Vision	Drivers	Initial, Bi-Annual
Emergency Maneuvers	Drivers	Initial, Bi-Annual
Bloodborne Pathogens	Drivers, Aides	Initial, Annual
General Safety	Drivers, Aides	Initial, Bi-Annual
First Aid	Drivers, Aides	Initial, Bi-Annual
Fire Safety/Extinguisher Use	Drivers, Aides	Initial, Bi-Annual
Reference Points/Backing	Drivers	Initial, Bi-Annual
<u>Mirrors/Field of Vision</u>	Drivers	Initial, Bi-Annual
City and Country Driving Techniques	Drivers	Initial, Bi-Annual
**Parent Contact	Drivers, Aides	Initial, Bi-Annual
**Confidentiality/Sensitivity	Drivers, Aides	Initial, Bi-Annual
**Special Needs Transportation	Drivers, Aides	Initial, Bi-Annual
**Wheelchair Lifts/Tie Downs/Restraints	Drivers, Aides	Initial, Bi-Annual
**Passive Restraint	Drivers, Aides	Initial, Bi-Annual
Seasonal Driving Techniques	Drivers	Initial, Annual
Yard Policies/Parking/Refueling	Drivers	Initial, Bi-Annual
Behind the Wheel	Drivers	Initial, As Needed

* N.J.A.C. 6A:27-11.3 Required Training

** As Required for Special Needs Transport

IV. General Policies and Procedures- These policies should be incorporated into the district transportation manual. Employees should be given a copy or have direct access to the district’s manual. As mentioned earlier, it is crucial to train employees on these policies and enforce them evenly and fairly for all employees. All policies must be written and each employee should sign off that they have read and understood the policy. This should be maintained in the employee’s file.

- a. Review driving history abstracts for all drivers annually. A policy should be generated that determines management action for an accumulation of a certain number of points. This would ensure that all drivers were treated the same and would prevent discord and possible legal action.
- b. A policy that states a driver must notify management of any moving violation ticket received while either on or off duty. Administrative action/retraining may be indicated dependant upon the severity of the offense. The policy should define at what number of points a particular action is taken.
- c. A driver drug and alcohol test procedure must be implemented. The testing requirements apply to every employee of the District who operates a commercial motor vehicle and is subject to commercial driver alcohol and drug testing as defined in 49 CFR 382. The table below shows the minimum requirements.

Pre-Employment	Drugs Only
Post-Accident	Drugs and Alcohol
Reasonable Suspicion	Drugs and/or Alcohol
Random Testing	Drugs and/or Alcohol
Return-to-Duty Testing	Drugs and/or Alcohol
Follow-Up	Drugs and/or Alcohol

- d. A driver must provide a doctor’s note that states he/she can perform full duties while taking a prescription or over the counter medication.
- e. Establish a dress code. Drivers should dress in a professional and safe manner. No open toed, backless, or high heeled shoes are to be allowed when driving. No revealing or inappropriate clothing should be worn. If a driver consistently breaks this rule- they should be required to report to the supervisor for inspection prior to leaving the yard.
- f. Establish a vehicle idling policy. N.J.A.C. 7:27-14 prohibits diesel powered vehicles from idling more than 3 consecutive minutes if the vehicle is not in motion.

Transportation Best Management Practices
NJSBAIG Loss Control

- g. Establish a personal use of school vehicles policy. What can and cannot be done should be made clear with no room for misinterpretation.
- h. Establish a use of personal electronics policy. Use of phones, headsets, and video are not to be allowed when driving.
- i. Establish a dangerous goods policy. No employee shall bring onto school property or to any school or school-sponsored activity, any firearms, ammunition, explosive, fireworks or other substance or device likely or capable of causing harm to persons or property.
- j. Establish a record of public complaints against a bus driver for unsafe driving. The complaint will be investigated by a supervisor, the driver allowed to respond, and a report forwarded to management or the Transportation Safety Committee. Administrative action/remedial training may be indicated dependant upon the severity of the offense or the volume of complaints.
- k. An annual evaluation by a supervisor should be performed at each school pickup and drop off point. Part of the evaluation will be to seek driver feedback. Traffic and pedestrian patterns as they relate to the buses should be evaluated and recommendations made to the transportation safety committee and the administration.
- l. A transportation safety committee should be established to review procedures and problems and make recommendations for corrective actions.
- m. A monthly (at a minimum) driver's meeting should be held to discuss any problems or changes to procedures. Attendance and the topics discussed should be recorded. This is also a good time for training or a discussion of seasonal weather driving techniques.
- n. Institute a recognition program for employees that have performed their job in a professional manner and are a credit to the district. Incentives such as plaques, vacation days, etc. can be used. Some examples:
 - i. Accident free
 - ii. Perfect attendance
 - iii. Driver of the Year
 - iv. Terminal- no yard accidents
 - v. No lost time accidents

V. Accident Policies and Procedures

- a. A Transportation Safety Coordinator should be appointed. He/She will be responsible to ensure that the district's policies and procedures remain relevant and in compliance with State and Federal regulation.

- b. An Accident Review Committee (ARC) should be formed to officially involve all departments of the transportation team and to seek out an informed opinion about the driver's role in the accident if the accident was preventable, and any corrective measures that should be undertaken to prevent similar accidents from occurring. The ARC will not recommend any disciplinary action but review accountability and liability of the person's involved. All non-yard related accidents should be reviewed. The report and recommendations will be passed to the Transportation Director/Administrator for any follow-up action.
- c. The minimum recommended make up of the committee;
 - i. The designated Transportation Safety Coordinator (permanent)
 - ii. A Transportation Supervisor
 - iii. A member of the maintenance staff
 - iv. and two drivers
 - v. Bi-annual rotation of nonpermanent members is recommended.
- d. A member of the ARC should sit on the district safety committee.
- e. The ARC could also act as the transportation safety committee. In this role the committee would review procedures, training, and other concerns in order to make recommendations for corrective actions.
- f. Yard accidents should be reviewed by a Supervisor and recorded into a driver's file. These 'small' accidents (mirrors, fenders, paint) can become costly and are a drain on the maintenance department's resources. A log of these accidents should be maintained and changes to parking/traffic patterns or additional training may be required.
- g. An internal 'point' system for yard accidents should be developed and actions recommended when personnel reach certain point totals.

VI. Emergency Procedures

- a. N.J.A.C. 6A:27-11.2 requires two emergency evacuation drills per school year for all students that are transported to and from school. All students must participate in one drill. The drivers and aides are also required to participate.
- b. It is recommended that the local authorities be invited to participate in at least one of these drills.
- c. The contact list should be tested annually and any updates disbursed to the appropriate personnel.
- d. The policy should incorporate procedures for:
 - i. Inclement weather

- ii. Lockdowns
- iii. Parental/School notification of a broken down or late bus.

VII. Vehicle Equipment

- a. In addition to any required equipment, all buses should be equipped with:
 - i. A two way radio or a cell phone to ensure the drivers will have the ability to contact the district or summon emergency help.
 - ii. A driver's emergency guide book and contact list. Step by step reminders of what to do in:
 - 1. an accident—include a driver's accident report
 - 2. case of vehicle breakdown
 - 3. other emergency situation
 - iii. A way of identifying students with a special need or medical condition. In event of emergency, the school nurse or the parents may not be reachable. The parents should be asked to submit an Emergency Medical Information Form. The parents could decline in writing. These forms should be kept in a secure location at the transportation office so that the information is available to emergency responders and hospital staff.
 - iv. A first aid kit
 - v. A bloodborne pathogen exposure kit
 - vi. Recommended- Cameras be installed on all buses. The cameras help to deter unruly student behavior, foster good driving habits, and may provide evidence in case of an accident or other situation.
 - vii. Recommended- A device that ensures the driver inspects the passenger compartment for forgotten students at the end of a run. (child smart)

VIII. Students

- a. The district is required, under 6A:27-11.4, to conduct a safety education program for students encompassing:
 - i. pedestrian safety
 - ii. and rules for riding the bus
- b. It is also recommended that the required 'unruly student' policy contain a mechanism (incident report) for reporting to parents about children's unacceptable and potentially dangerous behavior. The driver's must be trained to enforce discipline on an equal basis.

IX. Summation

- a. Drivers and aides are the faces of the district and they play a key role in shaping the public's perception of the professionalism of your district. Transporting children safely is a considerable task that should not be

Transportation Best Management Practices
NJSBAIG Loss Control

undertaken lightly. Shape your transportation services into a professional organization and a model for your district.

NJSBAIG Loss Control provides inspections, training, consulting, and other services free of charge to our member districts. Please contact us for further information or help implementing these procedures.

Appendix A

New Jersey Commercial Driver's License Requirements
Class B with Air Brakes and Endorsements

1. be at least 18 years old
2. have a basic New Jersey automobile driver license (Class D)
3. have 20/40 vision in each eye (with or without glasses)
4. be able to recognize red, green, and amber colors
5. be physically fit (as per job description)
6. Pass a Physical Examination including a negative TB Mantoux test
7. Knowledge test
8. Fingerprints (Sagem Morpho)
9. Road test
10. P- Passenger Endorsement, Needed for operators of buses or similar vehicles used to transport passengers
 - a. requires a road test and requires a federal background investigation and state criminal background investigation through employer or BOE.
 - b. must present the document at the time of the road test.
11. S- School Bus Endorsement, Needed for all school bus drivers
 - a. Requires a knowledge and road test.

New Jersey Department of Education Requirements

1. N.J.A.C. 6A:27 Student Transportation
 - a. Subchapter 7 - Vehicle Use and Standards
 - b. Subchapter 11 - Safety
 - c. Subchapter 12 - Drivers and Aides

State of New Jersey Requirements

1. N.J.S.A. 18A
 - d. Subchapter 39: 17-20 - Pupil Transportation to and from School

Appendix B

Monitor's Name: _____ **Date:** _____

Driver's Name: _____

Type of Vehicle Used: _____ **Weather Conditions:** _____

A = 16 pass. Van, B = 24 pass. Bus, C = 54 pass. Conventional front, D = 54 pass. Cab over front

INSTRUCTIONS:

Evaluate the performance of the driver for each item within all categories to be tested. Place a check in the column each time an item is observed. Evaluate the items as many times as are indicated whenever possible. The Pass, Needs Improvement or Fails spaces should be left blank only if the task described does not occur during the road test.

NOTE: A = Ahead; B = Behind; R = Right; L = Left

INITIAL START	Pass	Needs Improvement	Fail
Pre-trip inspection			
Positions or checks seat and mirrors, fastens lap belt			
Checks gear position, puts in neutral or park			
Disengages clutch			
Starts engine – pushes button or turns key, releases button uses clutch			
Warms up engine without racing (3 minute max)			
Checks instruments			
Observes conditions – traffic			
Releases holding brake			
Signals intent to pull out			
Waits if necessary			
Engages starting gear			
Drives about 50' – stops to check brakes			
Accelerates smoothly into traffic lane			
Moves to proper following distance			
BACKING / STRAIGHT			
Stops bus in correct position to back			
Using mirrors, checks that way is clear to back			
Puts transmission in reverse			
Using mirrors, backs slowly and smoothly in a straight line			
Stops at desired point without hitting markers			

Transportation Best Management Practices
NJSBAIG Loss Control

LEFT TURN	Pass	Needs Improvement	Fail
Observes conditions – A, B, traffic and pedestrians			
Activates left signal, moves to left turn lane at safe distance from turn			
Re-activates left turn signal at not less than 100' from turn			
Reduces speed to safe level			
Observes conditions – A, B, L-R-L, traffic pedestrians; stops if necessary			
Obeys traffic signs/signals/officers			
Turns when there is clearance in lane he/she will enter			
Turns smoothly, at safe speed, into correct lane of side street clearing center line and other obstacles			
Deactivates left turn signal			
Observes conditions – A, B, traffic			
Activates right turn signal			
Moves to furthest right traffic lane			
Deactivates right turn signal			
Maintains proper following distance			
RIGHT TURN			
Observes conditions – A, B, traffic and pedestrians			
Activates right turn signal at not less and 100' before turn			
Reduces speed to safe level			
Observes conditions- A, B, L-R-L, traffic pedestrians; stops if necessary			
Obeys traffic signs, signals and officers			
Turns when there is clearance in lane he/she will enter			
Turns smoothly, at safe speed, as far to left of side street as necessary to clear obstacles			
Returns to right traffic lane immediately			
Deactivates right turn signal			
Maintains proper following distance			

Transportation Best Management Practices
NJSBAIG Loss Control

	Pass	Needs Improvement	Fail
RAILROAD CROSSING			
Approaching the Crossing:			
Slows down, downshifts, tests brakes			
Activates hazard lamps ~200' before crossing			
Scans surrounding, checks rear traffic			
Stays to the right of roadway (if possible)			
At the Crossing:			
Stops between 15 and 50 feet from the nearest rail, with the best view of the tracks			
Shifts to park or neutral and sets brake			
Turns off all noisy equipment and silences passengers			
Opens service door and driver's window, looks and listens for an approaching train			
Crossing the Track:			
Checks signals			
Stops at first set of tracks, checks if clear, proceeds			
Crosses in low gear, no shifting or stopping			
CURVES			
Maintains proper following distance			
Observes conditions – A, B, traffic roadway			
Decelerates before curve, down shifts if necessary			
Maintains safe speed through curve, accelerating slightly			
Maintains correct position in lane			
INTERSECTIONS/STRAIGHTAWAY			
Approaches intersection at safe speed			
Maintains proper following distance			
Observes conditions – A, B, L-R-L, traffic and pedestrians			
Yields right-of-way to pedestrians			
Obeys traffic signs, signals, officers			
Stops completely at rural and blind intersections			
Before starting from stop, observes conditions – A, B, L-R-L			
Crosses intersections at safe speed, staying in lane			
Does not cross until there is clearance on other side of the intersection			

Transportation Best Management Practices
NJSBAIG Loss Control

HILLS	Pass	Needs Improvement	Fail
A. Stopping and Starting			
Maintains proper following distance			
Applies brakes as needed			
Observes conditions – A, B, traffic			
Comes to full stop at safe distance from vehicle or intersection ahead			
Shifts to N, holding bus with foot on brake only			
Observes conditions; A, B, L-R-L			
Shifts to low gear			
Releases clutch to engage engine and accelerates			
Releases foot brake and slowly accelerates			
Maintains proper following distance			
B. Shifting, Accelerating, Decelerating			
Checks brakes before beginning ascent or descent			
Shifts to a low gear			
Maintains safe speed			
Uses brakes as needed			
Does not shift while on hill			
LOADING			
Activates amber warning lights between 300 and 500 feet.			
Stops vehicle in the lane nearest the right side of the roadway at bus stop, at least 10' away from designated stop			
Shifts to park or neutral, sets brake.			
Checks for Dangers then Opens door and Activates red flashing warning lamps; extends stop arm.			
Counts students at stop, signals them to board.			
Counts boarding students, checks to see that they're seated and belted.			
Closes door, deactivates red signal lights			
Checks for Dangers, Activates L turn signal			
Allows traffic to disperse			
Checks mirrors, merges onto roadway			
At School:			
Follows established school loading procedure			

Transportation Best Management Practices
NJSBAIG Loss Control

UNLOADING	Pass	Needs Improvement	Fail
Activates amber warning lights between 300 and 500 feet.			
Stops vehicle in the lane nearest the right side of the roadway at bus stop, at least 10' away from designated stop			
Shifts to park or neutral, sets brake. Checks for Dangers.			
Reminds passengers to gather personal property.			
Disembarks students to a location at least 10' away, where they are plainly visible			
Checks mirrors and traffic, signals students to cross			
Closes door, deactivates red signal lights			
Activates L turn signal			
Allows traffic to disperse			
Checks mirrors, merges onto roadway			
At School:			
Follows established school unloading procedure			
Reminds passengers to gather personal property.			
SECURING THE BUS			
Set parking brake			
Shift to a low gear			
Check instruments			
Turn off all accessories			
Turns off ignition and remove key			
Performs post-trip/child inspection			
Sets parking brake			
Upon leaving bus, secures door			
GENERAL			
Maintains student control			
Refrains from personal electronics use			
Wears proper attire			
Exhibits professional behavior			

Comments:

Appendix C

School Bus Driver Job Description Template

The importance of a job description that contains the essential functions and physical requirements cannot be understated. Below is an example of what sections should be addressed in the job description and a procedure to help complete the essential functions.

JOB TITLE: School Bus Driver

REPORTS TO: Appropriate Transportation Supervisor

PRIMARY PURPOSE: The safe transportation of pupils.

QUALIFICATIONS: This section would contain:

1. required certifications and endorsements
2. education level, age restrictions, and language skills
3. ability to successfully; manage students, complete required training, complete reports, and follow instructions
4. any specific or general BOE / DOE / DOT requirements and requirements for drug testing and driving history record
5. meet the physical job requirements as described in the essential functions section

MAJOR RESPONSIBILITIES AND DUTIES: This section contains a list of duties associated with:

1. student safety
2. observe all traffic laws and safety regulations for school buses
3. emergency and off-normal procedures, such as: evacuations, accidents, breakdowns, and first aid
4. driving, maintaining, fueling, and cleaning the bus
5. communication, inspecting, and reporting
6. district policies
7. teamwork and other duties as assigned

EQUIPMENT USED:

School Bus (various classes) and contained equipment

Various maintenance and safety equipment

WORKING CONDITIONS:

Mental Demands: Maintain emotional control

Physical/Environmental Demands: Continual sitting, reaching, and repetitive hand/arm movements. Ability to work indoors and outdoors in varying weather conditions. Ability to perform the essential functions listed in the next section.

ESSENTIAL FUNCTIONS:

Use the attached procedure to complete this section. (Appendix D)

I have read and am able to perform the duties, functions, and responsibilities as described in the Job Description. Candidate Signature/Date

Appendix D

Functional Job Description Procedure

1. A team composed of the transportation manager, a direct supervisor, and bus drivers should participate in the functional job description process. Other personnel can be incorporated, if necessary (human resources, etc.)
2. Review old job descriptions and determine what information is relevant and should be incorporated into the new job description.
3. Several workers should complete the job description questionnaire/analysis process in order to obtain a complete and varied job representation.
 - a. The activities of a typical workday will be listed.
 - b. How much time is spent performing each task?
 - c. Discuss which activities are “essential”.
 - d. How many workers are available to perform this job?
 - e. What time of day is each essential function performed?
4. Actual job analysis will be completed by a supervisor. He/she will validate the essential vs. marginal job functions and the physical demands will be determined.
5. The first draft of the job description(s) will be reviewed by the functional job description team. Any comments and/or changes will be incorporated into the final draft of the job description.

Appendix D (cont)

Job Description Questionnaire

Name:

Date:

Job Title:

1. In an 8 hour work day I must: (check full capacity for each activity)

Intermittent or Constant (check 1 for each)

		Hours								
		0	1	2	3	4	5	6	7	8
a.	Sit									
b.	Stand									
c.	Walk									
d.	Drive									

Note: In terms of an eight-hour workday, check 1 only per category.

Occasional equals: 1 – 3 hours

Frequent equals: 3 – 6 hours

Continuously equals: 6 – 8 hours

2. My job requires in an 8 hour work day:

	Never	Occasionally	Frequently	Continuously
Standing				
Sitting				
Walking				
Climbing				
Lifting				
Carrying				
Push/Pull				
Balancing				
Stooping				
Kneeling				
Crouching				
Crawling				
Handling				
Fingering				
Reaching				

Transportation Best Management Practices
NJSBAIG Loss Control

Hearing				
Seeing				
Speaking				
Feeling				
Tasting				
Smelling				

3. My job requires that I lift in an 8 hour work day:

		Never	Occasionally	Frequently	Continuously
a.	up to 10 lbs.				
b.	11 – 24 lbs.				
c.	25 – 34 lbs.				
d.	35 – 50 lbs.				
e.	51 – 74 lbs.				
f.	75 – 100 lbs.				
g.	above 100 lbs				
	State Weight				

4. My job requires that I carry in an 8 hour work day:

		Never	Occasionally	Frequently	Continuously
a.	up to 10 lbs.				
b.	11 – 24 lbs.				
c.	25 – 34 lbs.				
d.	35 – 50 lbs.				
e.	51 – 74 lbs.				
f.	75 – 100 lbs.				
g.	above 100 lbs				
	State Weight				

5. My job requires that I push in an 8 hour work day:

		Never	Occasionally	Frequently	Continuously
a.	up to 10 lbs.				
b.	11 – 24 lbs.				
c.	25 – 34 lbs.				
d.	35 – 50 lbs.				
e.	51 – 74 lbs.				
f.	75 – 100 lbs.				
g.	above 100 lbs				
	State Weight				

6. My job requires that I pull in an 8 hour work day:

		Never	Occasionally	Frequently	Continuously
a.	up to 10 lbs.				
b.	11 – 24 lbs.				
c.	25 – 34 lbs.				
d.	35 – 50 lbs.				
e.	51 – 74 lbs.				
f.	75 – 100 lbs.				
g.	above 100 lbs				
	State Weight				

7. Tools used (and weights)

Tool	Weight

8. My job requires the use of my hands for:

	Right	Left	Both
Power Grip			
Speed Work			
Precision			
Piecework			

9. My job requires the use of my feet for repetitive movements:

	Yes	No
Right		
Left		
Both		

10. Please list your typical workday by task from start to finish. Keep description of each task to one sentence only if possible.

1.	
2.	
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Thank you