IDAHO'S SCHOOL BUS DRIVER TRAINING CLASSROOM CURRICULUM

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SECTION ONE: INTRODUCTION

Notes and Comments	DISTRICT POLICY REQUIREMENTS
SISBO (pg.47)	The board of trustees of each school district is required to establish and adopt a set of written policies governing the student transportation system. Those policies must be consistent with laws and regulations. The purpose of these policies is to ensure safety, efficiency, and economy in the operation of the district's transportation system. The board must designate the school official(s) who will be given the responsibility and authority for operation of the student transportation system, and the function of each official must be delineated. The board is also responsible for defining in writing the duties of bus drivers.
	CERTIFICATION REQUIREMENTS
SISBO (pg. 51). Idaho Codes 33-1509 & 49-105	School bus drivers within the State of Idaho must obtain the appropriate Idaho Commercial Driver License with the correct endorsements or restrictions. For more information refer to the Idaho CDL manual available at your local Driver License offices.
SISBO (pg.51). Idaho Code 33-1509. 49 CFR Part 382	A federal DOT physical is required in order to operate a school bus in the State of Idaho. Pre-employment, random and post accident drug and alcohol testing is a federal requirement. Drug and alcohol policy awareness training is also required.
SISBO (pg. 51). Idaho Code 33-1508	The State Department of Education has developed and periodically updates model school bus driver behind-the-wheel and classroom curriculum training manuals. School districts and contractors may develop and use a comparable prior-approved training program. All new school bus drivers in the state of Idaho must have ten hours observation and behind the wheel training, and pass all knowledge and skill tests contained in the State Department of Education's school bus driver behind-the-wheel and classroom curriculum training manuals or in the prior-approved training program before being allowed to drive a school bus loaded with students. All experienced drivers shall complete at least ten hours of training each school year with at least three hours occurring before school begins in the fall. In addition, at least three documented in-service training sessions shall be provided during the school year. All new and veteran school bus drivers must meet the operations and performance requirements contained in the Standards for Idaho School Buses and Operations (SISBO).
SISBO (pg. 51)	A personnel file must be maintained on each driver in the local district. This file will include documents used for management decisions in assuring that all drivers employed by the district meet high standards of safety and training. Items in the student transportation personnel file must include: • Application • Copy of current drivers license • Most recent driving record check (check required annually) • Copy of DOT physical with any applicable waivers • Documentation of all training

	• Documentation of emergency evacuations • Documentation of all driver and route evaluations (required annually)
SISBO Pgs. (51) SDE Catalog Videos 1081	**DRIVER RESPONSIBILITIES AND LIABILITIES** School bus drivers are governed by various agencies including Federal Department of Transportation, State Department of Education, State Department of Transportation, local county and city agencies, and local school board administrations. Drivers are required to continue their education through in-service training and annual evaluations. Drivers must be aware of the liabilities of vehicle operation and student management. The school bus driver has complete responsibility for the operation of his bus and care of his passengers. The driver must make every effort to work within district policies. However, the driver always possesses the final authority when unusual situations require immediate decisions.
SISBO (pg.53) and Idaho 33-1509	It shall be the duty of every school bus driver to report the license number of any vehicle, which violates any law endangering school children, to his immediate supervisor.
SDE Catalog Books 5007,5012,5018,5016	**TEACHING RESOURCES** Lesson plans will contain learning objectives, instructional information and a review test. The "Notes and Comments" column provides supplementary teaching references, additional information, teaching aids, and can be used for notes specific to individual districts.

SECTION TWO: LAWS, REGULATIONS AND RULES

Laws, Regulations and Rules should be included in both classroom and behind the wheel training sessions.

Notes and Comments	DRIVER LAWS, REGULATIONS AND RULES
SDE Catalog Videos 1017A	**Introduction** The purpose of this section is to familiarize drivers with the laws, regulations, and rules of school bus driving. **Disclaimer** There are many agencies that govern the use of school buses. The primary objective of this manual is to provide school bus driver trainers uniform resource information and teaching techniques. Consequently, whenever a specific law, regulation or rule is presented within the contents of this manual, the trainer should refer to the actual referenced document for clarity and accuracy. Referenced federal laws, Idaho state laws, Idaho State Board of Education rules and regulations, national construction standards, professional opinions, etc. can be located by researching specific publications applicable to the topic at hand. Many of the publications listed below can be accessed by visiting the State Department of Education's web site (www.sde.idaho.gov), Divisions, Transparent Accountability & Transportation. **Federal Publications** • Code of Federal Regulations • Federal Register • National Highway Traffic Safety Administration - Interpretation Letters, etc. • Federal Motor Carrier Safety Administration – regulations, etc. **National Publications** • National School Transportation Specifications & Procedures • NAPT - Position Papers/Opinion Publications • NSTA – Position Papers/Opinion Publications • NASDPTS - Position Papers/Opinion Publications **State Publications** • Idaho Code • Administrative Rules of the State Board of Education • SDE's School Bus Driver Training Curriculum and Resource Manuals • SISBO Standards for Idaho School Buses & Operations **Local Publications** • City and County Ordinances **District Publications** • Administrative Rules, Regulations, or Policy **Federal Regulations** The Federal Motor Vehicle Safety Standards regulate the construction of school buses. Although the Federal Motor Carrier Safety Administration regulations do not always (some do) apply to persons driving school buses within Idaho, some of those regulations

have been adopted and appear as Idaho Law or State Board of Education administrative rule.

State Laws

Idaho Codes 33-1501 through 33-1512 regulate the operation of the school transportation systems for public schools. These laws assign specific responsibilities to the State Board of Education, State Department of Education, and local boards of trustees.

Other Idaho laws that apply to school transportation include the operation of the 8-light system on school buses, equipment needed on buses, and traffic laws that school bus drivers must follow.

State Board of Education Regulations

The State Board of Education, pursuant to Idaho law, has adopted a series of administrative rules to which school districts and school bus drivers in Idaho must comply. These administrative rules can be expanded, deleted, or altered upon approval by the State Board of Education and the Idaho Legislature.

National Congress on School Transportation

Every five years representatives from every state meet to review and develop standards for school bus construction and operations. Idaho selectively adopts (SISBO) these construction and operations standards. These adopted regulations are called "National School Transportation Specifications & Procedures" and are sometimes referred to as "National Standards."

Local District Policies

Each individual school district, through formal adoption by the local board of trustees, can set policies for their employees and students as long as those policies do not conflict with federal, state, or state board regulations.

In this section we will concentrate on Idaho Code, the State Board of Education administrative rules and the State Board of Education referenced *Standards for Idaho School Buses and Operations, July 1-2012*. Because of the complexity of Idaho Code and SBE rules, school bus drivers should take the time to familiarize themselves with these regulations. However, be aware that laws and rules are updated from time to time.

NATIONAL STANDARDS

Vehicle Construction

Although it is not necessary for school bus drivers to know what the construction standards for school buses are, it is a good idea for them to know that there are standards and where those standards originate. The construction of school buses are governed by Federal Motor Vehicle Safety Standards, Idaho Code and *Standards for Idaho School Buses and . Operations, July 1, 2012*

The school bus industry separates buses into four categories. These categories are defined in ***National School Transportation Specifications and Procedures***:

A **Type "A"** school bus is a van conversion or bus constructed utilizing a cutaway front-section vehicle with a left side driver's door. The entrance door is behind the front wheels. This definition includes two classifications: Type A1, with a Gross Vehicle Weight Rating (GVWR) less than or equal to 10,000 pounds; and Type A2, with a GVWR greater than 10,000 pounds.

A **Type "B"** school bus is constructed utilizing a stripped chassis. The entrance door is

behind the front wheels. This definition includes two classifications; Type B1, with a GVWR less than or equal to 10,000 pounds; and Type B2, with a GVWR greater than 10,000 pounds.

A **Type "C"** school bus is constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels.

A **Type "D"** school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels.

Federal Motor Vehicle Safety Standard 111

Mirror standards have changed throughout the years, so some older buses do not have the same system of mirrors required on new buses.

Interior Mirror: Interior mirror shall be either clear view laminated glass or clear view glass bonded to a backing which retains the glass in the event of breakage. Mirror shall have rounded corners and protected edges. Type A bus shall have a minimum of 6" x 16" mirror and Type B, C and D buses shall have a minimum of a 6" x 30" mirror.

FMVSS-111 training should be included in both classroom and behind-the-wheel training sessions.

Exterior Mirror: Each school bus shall be equipped with a system of exterior mirrors (as defined in (FMVSS 111)

Flat Mirrors: The mirror system shall be capable of providing a view along the left and right side of the vehicle which will provide the driver with view of the rear tires at ground level, a minimum distance of 200 feet to the rear of the bus and at least 12 feet perpendicular to the side of the bus at the rear axle line.

Convex Mirrors: The convex mirror system shall provide the driver with indirect vision of an area at ground level from the front bumper forward and the entire width of the bus to a point where the driver can see by direct vision. The cross view system shall also provide the driver with indirect vision of the area at ground level around the left and right front corners of the bus to include the tires and service entrance on all types of buses to the point where it overlaps with the rear vision mirror system.

This system of mirrors shall be easily adjustable but be rigidly braced so as to reduce vibration.

IDAHO CODE

Because Idaho statutes are subject to change, trainers should periodically visit Idaho's web site (www.state.id.us) for the most current language. It is also possible to access the state's web site by linking through the State Department of Education web site (www.sde.idaho.gov).

Idaho Code 33-130: Criminal history checks for school district employees or applicants for certificates.

Idaho Code 33-1006: Transportation support program.

Idaho Code 33-1501: Transportation authorized.

Idaho Code 33-1502: Bus routes - Non-transportation zones.

Idaho Code 33-1503: Payments when transportation not furnished.

Idaho Code 33-1504: School buses.

	Idaho Code 33-1506: Inspection of school buses. **Idaho Code 33-1508:** Operation of school buses. **Idaho Code 33-1509:** School bus drivers - Definition - Qualifications - Duties. **Idaho Code 33-1511:** State board of education - Powers and duties related to transportation. **Idaho Code 33-1512:** Leasing of school buses. **Idaho Code 49-217:** Regulations relative to school buses. **Idaho Code 49-614:** Stop when traffic obstructed. **Idaho Code 49-654:** Basic rule and maximum speed limits. **Idaho Code 49-660:** Stopping, standing or parking prohibited in specified places. **Idaho Code 49-903:** When lighted lamps are required. **Idaho Code 49-915:** School buses - Visual signal. **Idaho Code 49-1422:** Overtaking and passing school bus. **Idaho Code 49-1423:** Owner's liability for vehicle illegally passing school bus.
IDAPA 08.02.02.150-210: Transportation	**ADMINISTRATIVE RULES OF THE STATE BOARD OF EDUCATION** Because administrative rules are subject to change, trainers should periodically visit the State Board of Education web site (www.sde.idaho.gov) for the most current language. **State Board Rules Adopted By Reference** Because administrative rules adopted by reference are subject to change, trainers should periodically visit the State Department of Education web site for the most current language (www.sde.idaho.gov). IDAPA 08.02.02.004.05: ***Standards for Idaho School Buses and Operations*** **adopted.**

SECTION TWO: LAWS REGULATIONS AND RULES MODEL KNOWLEDGE TEST

Laws, Regulations and Rules Test should be included in the driver's personnel file.

NAME **DATE**

1.	The Federal Motor Vehicle Safety Standards regulate the construction of school buses.	**T**	**F**
2.	A written policy regarding "due process" is the responsibility of each school district.	**T**	**F**
3.	In the State of Idaho, riding a school bus is the undeniable right of every public school student.	**T**	**F**
4.	Procedural operation of the 8-light system of a school bus is up to the discretion of the driver.	**T**	**F**
5.	It is not necessary for students who are crossing in front of the bus to wait for the driver's signal if it is a clear day and visibility is good.	**T**	**F**
6.	On rare occasions, due to a driver shortage, it would be permissible to allow a school bus driver trainee to drive a short route.	**T**	**F**
7.	SDE requires drivers transporting students in yellow school buses to have a CDL with applicable endorsements.	**T**	**F**
8.	A school bus driver, shall at all times, possess a valid and appropriate commercial driver's license, including the proper endorsements as defined in Idaho Code.	**T**	**F**
9.	It is okay to seat four small kindergarten students in a seat.	**T**	**F**
10.	If all seats on a school bus are occupied to capacity, it is acceptable to allow up to 10 high school students to stand.	**T**	**F**
11.	A school bus driver is required to wear a seat belt at all times while the bus is in operation.	**T**	**F**
12.	Part of the successful completion of school bus driver training for new drivers is to participate in a minimum of 6 hours of observation and behind-the-wheel instruction.	**T**	**F**
13.	A driver of an occupied bus may leave their seat in an emergency situation, as long as they shut off the motor, remove the ignition key and keep it in their possession.	**T**	**F**
14.	On interstate highways in Idaho, the speed of a school bus is regulated by law and it shall not exceed the posted limit.	**T**	**F**
15.	In cases of extreme discipline problems, a driver may pull their bus off the road, in a safe location, and demand that a particular student exit the bus.	**T**	**F**
16.	When unloading, a driver shall count the number of students exiting the bus and shall account for their whereabouts before moving the bus.	**T**	**F**
17.	It is the sole responsibility of the mechanic to know that a school bus is in safe operating condition before it is used to transport students.	**T**	**F**
18.	The "Basic Speed Rule" limits a school bus to a maximum of 65 mph.	**T**	**F**
19.	A school district shall establish rules limiting driving time in support of the Federal Motor Carrier Safety Administration.	**T**	**F**
20.	It is the driver's responsibility to report or replace items missing from the first aid kit and body fluid kit.	**T**	**F**
21.	Parents may board and ride the school bus at the driver's discretion.	**T**	**F**
22.	A school district may purchase and use any vehicle it deems necessary to fulfill the transportation needs of its patrons, as long as the vehicle is identified by words and color that identify it as a "school bus".	**T**	**F**
23.	The crossview mirror system allows the driver to view the rear tires at ground level.	**T**	**F**
24.	The board of trustees of each school district may establish and alter bus routes and non-transportation zones.	**T**	**F**
25.	On a Type D school bus, the entrance door is ahead of the front wheels.	**T**	**F**
26.	Upon completion of the annual school bus inspection, as required by Idaho Code, an annual inspection sticker shall be placed in the lower, right-hand corner of the right side front windshield.	**T**	**F**
27.	A school bus must be removed from service if the front tire tread is less than 4/32".	**T**	**F**
28.	Oncoming traffic on a highway of more than three lanes is not required to stop upon meeting a school bus when visual signals are activated.	**T**	**F**
29.	A car, upon approaching from the rear, may pass a school bus when visual signals are activated, as long as no children are in sight.	**T**	**F**
30.	The alternately flashing amber lamps (part of the 8-way light system) must be displayed at least 500 feet before the bus stops to load children.	**T**	**F**
31.	Every school bus in Idaho must be equipped near the driver's seat, with a semaphore stop arm mounted outside of the bus on the left side that works in conjunction with the alternately flashing red lamps.	**T**	**F**

32.	A school bus driver shall not actuate the 8-way light system in designated school bus loading areas where the bus is entirely off the roadway.	**T**	**F**
33.	Students crossing a roadway to board a bus, with the flashing red lamps of an 8-way light system activated, need not wait for a signal from the driver as long as no cars are in sight.	**T**	**F**
34.	Backing a school bus is a relatively safe maneuver that can be done at the driver's discretion.	**T**	**F**
35.	The process for stopping school buses at railroad tracks includes stopping the bus not less than fifteen feet nor more than fifty feet from the tracks.	**T**	**F**
36.	Upon stopping a school bus at a railroad track, the driver only need listen for evidence of an approaching train on very foggy days.	**T**	**F**
37.	School activity buses are excluded from having to stop at railroad crossings.	**T**	**F**
38.	The safety of a school bus is the sole responsibility of the school bus driver.	**T**	**F**
39.	Students are not permitted to throw objects on or from a school bus except for the last day of school when a paper fight is permissible.	**T**	**F**
40.	A student tells the driver they are getting off the bus at a stop other than their own because they are going to a friend's house. This is acceptable as long as the driver has the student sign a release.	**T**	**F**
41.	Students must keep all body parts inside the bus except on very hot days.	**T**	**F**
42.	Students may bring small animals on the bus for "show and tell" at school as long as they bring written parental permission to the driver.	**T**	**F**
43.	The board of trustees may, for cause, and after a hearing, revoke any school bus driver's privilege.	**T**	**F**
44.	Transportation is required for students living 1.5 mile or more from school.	**T**	**F**
45.	Drivers need to be trained 4 hours before school begins in the fall and 2 hours through the school year.	**T**	**F**
46.	Every school bus driver who observes a stop arm violation is directed to report license number and vehicle description to proper authorities.	**T**	**F**
47.	School bus drivers can have their CDL license suspended if convicted of a railroad grade crossing violation.	**T**	**F**

SECTION THREE: PRE-TRIP/POST-TRIP INSPECTIONS

Pre-trip/Post-trip training should be included in both classroom and behind-the-wheel training sessions.

Notes and Comments	PRE-TRIP/POST-TRIP INSPECTIONS
SDE Catalog Videos 1014,1053,1017,1058,	The driver needs to know and understand all components of the school bus. It is the responsibility of the school bus driver to do a pre-trip inspection of the school bus each time they prepare to transport students. The driver must ensure that the bus is in safe operating condition. The pre-trip inspection also assists the maintenance staff in identifying mechanical deficiencies before they become problems. Each school bus shall have a pre-trip inspection performed and documented by the school bus operator, prior to the vehicle being placed in service. A series of simple checks can be made daily that contributes not only to safety, but will also add miles of trouble-free operation to the life of the school bus. Pre-trip inspections should be routine but thorough. Regardless of the engineering skill and workmanship incorporated in a school bus it cannot continue to deliver maximum safety, economy, and dependability unless it is properly maintained. Reminder: Defects cannot be repaired if they are not reported. **Approaching The Vehicle** As you approach the vehicle, notice the general condition. Look for damage or the vehicle leaning to one side. Is the front axle straight with no apparent damage? Look for fresh fluids that may puddle underneath the engine compartment like oil, coolant or fuel. Notice the inside of the front tire for possible leaks in the axle seals or hydraulic cylinder if so equipped. Check the area around the vehicle for safety hazards; i.e., ice condition, object in the way, etc. **Engine Compartment Check** Some school districts do not require the school bus drivers to open the hood and check the engine compartment. In these cases, the maintenance staff checks the engine compartment on a regular basis. However, every driver should have knowledge of the engine compartment check so they can perform the procedure when asked or when on extended out-of-town trips. **Check the oil level.** • Generally it is better to take a cold reading after the vehicle has had time to allow the oil to recede back into the pan, but if the engine has been running, remove the dipstick and wipe off the oil and reinsert fully to get a proper reading. Note any water droplets that may cause separation on the stick • Vehicle should be on a level surface. • Dipstick must be fully inserted in tube to give accurate check. It should register between "add" and "full". • Don't overfill - this can damage the engine. • Vehicles operated with insufficient oil can develop internal engine damage. • Check for smell and color, should be amber or black. **Check radiator and condition of hoses.** • Coolant level will vary in radiators with plastic expansion tanks depending on the

temperature of coolant. **Do not remove cap or add fluid when radiator is hot!** Radiators with metal expansion tanks are usually marked with coolant level indicator line or sight glass indicator. (On plastic tanks ensure that the level you are looking at is accurate and not residue, this is also true on metal sight glass.)

- Coolant level should be visible above the radiator core in vertical type radiators without expansion tanks.
- Coolant level should be three or four inches below bottom of filler neck in cross flow radiators.
- Hoses should be free of bulges, leaks, cracks, and should not rub other surfaces.
- Check for color of coolant, should be green, red, blue, or orange-yellow.
- When adding fluid you use the same color and do not mix formula.
- A cursory look at the water pump for leaks and the fan shroud is also recommended.

Check all belts.

- Visually inspect the belts for cracking, or looseness or breakage. A loose or faulty belt can cause the failure of external engine accessories, i.e., alternator, water pump, power steering, etc.
- With the engine off, apply light pressure to the belt at a point midway between the pulleys. As a general rule, belt deflection should not exceed approximately ¼ to ½ inch.

Check power steering fluid level.

- Level must be maintained at the full mark on the dipstick.
- If there is no dipstick, reservoir should have adequate fluid. Check with a bus technician for proper fluid level.
- Do not overfill. Power steering fluid expands under pressure.
- Check for leaks and condition of hoses.
- If equipped with a belt driven pump, check the condition and tension of the belt.
- Check for color of fluid, should be clear or red.

Check steering components.

- Steering Column
- Steering Box
- Pitman Arm
- Drag Link
- Bolts and Cotter Pins
- Tie Rods

Check windshield washer fluid.

- The windshield washer fluid container should be full.
- If not, add fluid

Under Hood Air System

- Physically check compressor for looseness.
- Visually check for oil seepage.
- Check for damaged or cracked air lines.
- Check for worn, cracked or frayed belt having no more than ½ to ¾ inch of “slack”.
- Check junction box on fire wall.
- Check mounting of the evaporator and alcohol level.
- Check to see that the sensor wire is secured to the governor valve.
- Listen for sounds of leaking.
- Manual slack adjusters should have no more than 1 inch free play.

Hydraulic Brake System

- Check master cylinder
- Check hoses and clamps
- Check booster pump for condition
- Check for visible leaks front wheel cylinders
- Ensure that the pads are at least ¼ inch thick and cracks are no more than ½ across pads

Electrical Wiring

- Check for cracks
- Loose wiring
- Frayed wiring

Check the automatic transmission fluid level.
Some districts do not require drivers to check the automatic transmission fluid level. If you do check the level, ensure the transmission fluid is warm.

- Use district/manufacturer procedures.
- Check for color of fluid, should be red.

Check tires and suspension system.

- Check tires for abnormal wear patterns.
- Tread depth for front tires must be no less than 4/32 inch.
- Tread depth for rear tires must be no less than 2/32 inch.
- Check sidewall for bulges cuts.
- Check wheel and bead area for damage.
- Check lug nuts are tight and are not missing, (attempt to turn each lug nut by hand.)
- Check wheel seal for leakage.
- Check spring system is in good condition and that all clamps, bolts, hangers and shackles are properly fastened.
- Check shocks for leaks and that they are properly secured

First Walk Around - Right Side

We will start at the right front corner of the bus.

Exterior

- Glass
- Body Damage
- Lettering
- Cargo Doors
- Lenses
- Seals around windows
- Grab handles and steps

Ensure that it has the properly displayed lettering designating the school district or contractor's name and number. Make sure the decals denoting emergency exits are in good condition. Check the condition of reflective tape on the body. Check for body damage or damaged glass in the passenger compartment. Ensure that light lenses and reflectors are the proper colors and in good condition. All reflectors, clearance and cluster lamps will be red if mounted at the rear of the bus and amber at center and to the front. Check seals around the windows and doors for condition. Check the security of grab handles and steps and ensure the steps are in the upright position when not in use.

Fuel Compartment

When checking the fuel compartment, ensure that the cap is on properly so that the seal is not allowing seepage of fuels. Check that the tank and safety cage is secure and that there are no leaks from the tank and lines.

Inspecting the underside of the bus.

- Frame
- Driveline
- Exhaust

Look under the bus for the condition of the frame rails to ensure that they have not shifted or become distorted or cracked by stress or damage also checking for welds or extra holes. Ensure that there is no damage to the drive line; that all sections are straight and that the safety hangers are secure at every connection. The exhaust system should be free of rust, holes and cracks both in the pipes and muffler and securely supported by the hangers. Look for fresh fluid leaks around rear wheel and differential.

Rear Dual and Suspension System

At the rear dual system you need to once again inspect each of the two tires for abnormal wear patterns and depth of tread no less than 2/32 of an inch. If the rear tires are recapped, be sure to check condition of the cap to ensure that there is not any separation from the tire body. Each tire should have proper inflation. Strike each with a tire baton or hammer and detect the sound. A low tire will have a low sound with little recoil and a properly filled tire will have a solid sound with good recoil on the striking object. Notice that the sound of each tire is approximately the same. Once again ensure that there are no loose or missing lug nuts, checking each one for tightness. Ensure that there is nothing stuck between the dual tires that may cause damage or tire fires. If your unit is equipped with automatic chains, ensure that the chain wheel is not damaging the inside tire wall. Inspect that all components of the rear suspension is intact and in good condition. Paying particular attention to the leaves for shifting and the shocks for securement and wear. Inspect the pins and bolts for the spring hangers and ensure that the pin in the overload or torsion spring is not backing out. Check that the rear mud flap is in good condition and secure to the wheel well. Make sure the mud flaps are covering both tires and are not mounted more than 10 inches from the ground. Check the inside of the wheel for fluid leaks, occasionally a brake cylinder or axle seal will leak.

- Check light lenses and reflectors
- Check emergency door
- Check tail pipe
- Check License plate
- Check proper operation of door holder

Check the condition of all lenses and reflectors to ensure that they are of proper color and in good and clean condition. Open the rear exit and check for serviceability and note that the seals are in good condition so as not to allow exhaust fumes to enter the compartment. Check the operation of the door holder (if applicable) holding and releasing. Ensure that the emergency exit decal is in good condition. Check the tail pipe for any broken hangers

and that the pipe is clear of any debris. Look at the side of the bus, check for any body and glass damage. Ensure that the license plate is firmly attached.

First Walk Around - Left Side

Check the same items that exist on the right side, i.e. underside, rear tires and suspension, body and glass, reflectors and light covers. There are however; some items that are not on the other side.

- Battery Box
- Stop Arm
- Air tanks

Check the batteries.

- Located under the hood or in a side compartment.
- Check the batteries for securement**.**
- Check batteries for corrosion as it can cause a loss of electrical power.
- Check batteries for bulges.

The technician generally checks fluids; however if a driver does this check ensure they use proper precautions when handling battery fluids as they are very caustic. Rubber gloves are advisable.

Stop Arm

Hinge is free and opens and closes with ease.
Color is not faded.
Lamps will be checked during a future light check.

Air Tanks

Tank is secure.
All lines into and out are well connected and have no audible sign of leakage.
Periodically draining the tank should be done in accordance with district standards or by manufacture's recommendation.

Lenses and Reflectors

Check all lenses and reflectors to ensure proper color and that there is no damage.
Ensure lenses on 8-way are in proper placement.

Mirror Struts

Check that the mirror struts are firmly secure.

Check the tension spring on the windshield wipers.

The Entry

- Handrail/ Clearance
- Barriers
- Door Operation
- Step Light lens
- Tread
- Glass and seals

As you approach the bus, ensure that the Idaho Code for illegal entry sticker is clearly

visible with the door in the open position;
Check that the glass is not foggy or discolored.
Seals are not broken.
Hinge, closure arms and controls are working properly.
Check the condition of the step tread, securely fastened with nothing that may trip passengers.
Check the stepwell light to ensure that it is intact and not discolored from moisture.
Check the hand rail and door area for draw string hazards and report if noted.

Bus Interior Checks

Checking Emergency Equipment

- Fire Extinguisher
- Reflective Triangles
- First Aid/Body Fluid Kit
- Accident Kit
- Seat Belt Cutter

As you enter the bus, check all the emergency equipment. It is important that you are familiar with each and every different type vehicle you may be driving. This would include knowing the location of your emergency equipment in case you need to use it.

Fire Extinguisher

Check the fire extinguisher to ensure that the needle registers in the green area of the gauge. The extinguisher should be securely mounted with a proper seal to “lock” the pin in place. The extinguisher should have a breakable type seal. The extinguisher should be inspected annually by an authorized service representative and checked monthly by the driver or technician and the inspection tag initialed by whoever does the monthly check.

Reflective Triangle

Ensure that you have three reflective triangles present in the storage box and that the box is secured in the driver’s compartment. The box should have a breakable type seal. Periodically check to ensure that the triangles are functional and have not deteriorated with age and vibration from bad roads.

First Aid/ Body Fluid Kit

The first aid and body fluid kit should be opened and checked for completeness. Then the kit should be sealed with a breakable type seal. Sealed kits must have correct contents verified prior to sealing. The driver must report if any of the required contents are missing Or used or if the seal has been broken. The driver must follow up on replacement of required contents.

Required Contents for First Aid Kit:

2- 1”x 2 ½” yards adhesive tape rolls
24- Sterile gauze pads 3”x 3”
100- 3/4” x 3” adhesive bandages
8- 2” bandage compresses
10- 3” bandage compresses
2- 2”x 6” sterile gauze roller bandages
2- Non sterile triangular bandages approximately 39” x 35” x 54” with 2 safety pins
3- Sterile gauze pads 36” x 36”
3- Sterile eye pads
1- Rounded end scissors

1- pair medical examination gloves
1- Mouth to mouth airway

Emergency Packet for Minor First Aid – optional

Medical examination gloves, bandages, absorbent, and paper towels.

Required Contents for Body Fluid Kit:

1 pair medical examination gloves
Absorbent
1 Scoop
1 Scraper or hand broom
Disinfectant
2 plastic bags

Accident Kit

Ensure that the appropriate documentation for the vehicle is onboard and that you have an accident kit available in case of an incident.

Seat Belt Cutter

An approved seat belt cutter should be mounted in the driver compartment within reach of the driver, while properly belted. Drivers should familiarize themselves with its location in the event it is needed.

Driver's Compartment

- Seat and belts
- Windows and Mirrors
- Control panel and switches
- Steering wheel and gauges
- Brake systems
- Transmission selector

Check driver's seat - Adjust the seat so that your path of vision directly ahead and to either side is clear. You should be able to grip the steering wheel and operate controls comfortably and easily. Your feet should also operate floor controls comfortably and easily. Driver's seat should be securely fastened to the floor and should not wobble or twist. The driver's seat belt should operate properly.

Windows and Mirrors

Check windows - Check the windshield and side windows in the driver's compartment for obstructions and cleanliness. The inside of these windows often build up a thin film of oil and grease that can result in glare. Clean if necessary.

Check for cracked or pitted glass. Report for repair or replacement. Check that seals on insulated windows are not broken, causing windows to fog and accumulate moisture between panes of glass.

Mirrors

Check mirrors - Check all mirrors to make sure that they are not broken, are clean and adjusted so that all areas around the bus are visible from the driver's seat from normal driving position. The interior rear-view mirror should provide a good view of passengers and the area directly behind the bus.

The right and left side mirrors should provide a lens view for a distance of 200 feet along the side of the bus. Convex rear-view mirrors should provide a clear view from the forward body area past the rear of the bus.

The left and/or right front fender mounted crossover (convex) mirror(s) should provide a complete view of the blind area directly in front of the bus. Buses manufactured after September 1987, are required to have a mirror system that will provide a clear, unobstructed view by the seated driver of the area directly in front of the bus and the area immediately adjacent at the left and right front wheel at the service door.

It is recommended that older buses be updated to meet the newest mirror requirements. Refer to FMVSS 111 for updates to federal requirement affecting mirror use, adjustment, and configuration.

Starting the Engine

Before starting the engine, make sure the parking break is applied and the transmission is in neutral. Check visual and audible warning devices including hydraulic brake system.

If your vehicle uses special equipment; i.e., ether start, fuel heaters, etc., consult a bus technician for starting procedures. Make sure all electrical accessories such as heaters, fans, etc. are turned off before starting engine.

Turn the ignition key to engage the starter releasing the key the instant the engine starts. If it fails to start, do not keep the starter engaged for more than 15 seconds, as it may damage internal parts. Wait approximately 30 seconds between starting attempts.

When the engine is cold, do not idle engine over 1000 RPM's or the maximum as recommended by the manufacturer. Listen for unusual noises.
Check oil pressure to ensure that sufficient levels are obtained, if no pressure, immediately turn engine off.

Gauges

- Oil pressure
- Water temperature
- AMP Meter
- Volt Meter
- Air Pressure
- Fuel

Check gauges. Gauges indicate the condition of important engine function.

Oil Pressure

The oil pressure gauge should indicate oil pressure that is within the predetermined range established for your bus. Oil pressure should begin to register within seconds after starting the engine. If pressure is not registering SHUT ENGINE OFF IMMEDIATELY. Low or no oil can cause severe damage to the engine.

Temperature

The temperature gauge indicates the temperature of the engine coolant. After first starting the engine, the temperature gauge should read "cool" and move slowly to mid-dial as the engine warms. If the gauge reads "hot" or the temperature warning light comes on, shut off the engine immediately and report the problem.

Ammeter

The ammeter gauge shows whether the electrical system is charging properly. The gauge should be in the normal range. When a continuous discharge is indicated, the charging system is malfunctioning. Report it for repair. The ammeter may show a slight discharge if the engine is idling and many electrical accessories are on. Increase the RPM to 1000, and check to see the gauge comes back to proper level.

Voltmeter

The voltmeter gauge indicates the condition of the battery. The gauge should be in the normal range. Normal range is usually 13 - 15, depending on year and model of bus. Newer gauges have green zone for this range. If your gauge reads above or below normal readings, immediately bring it to the attention of your technician.

Air Pressure

The air gauge(s) is equipped with visible and audible warning devices which give continuous warning to the driver when air pressure in the system available for braking is 60 pounds per square inch (psi) or less. The normal operating range for air pressure is 90 to 120 psi. Do not operate the bus when air pressure remains below 100 psi. A complete brake check is explained further in the program.

Vacuum

School buses equipped with hydraulic brakes and a vacuum assist booster will be equipped with vacuum gauge(s) and a low vacuum warning light. Checking it gives a continuous warning to when vacuum in the system available for braking is 8 inches of mercury or less.

Fuel

The fuel gauge should be operable and indicate adequate fuel for the day's trip. It is a good practice to keep the tank full or never less than ½ full, as this will reduce the quantity of moisture build-up and sediment build-up within the tank.

Wheel and Horns

Depress the horn button to ensure the horn is operable and loud enough to be heard. Check the steering wheel for slack of not more than two inches on a standard twenty-inch wheel. This check is done with the engine running.

Control Panel

The control panel has a multitude of switches controlling many components of the vehicle.

Wipers and Washers

Check that the windshield wipers and washers work. In order to avoid scratching the windshield, the washer should be tested first, so that the wipers do not move against a dry windshield. At the same time from the driver’s view ensure that the blades are in good condition.

Heaters / Defrosters/ Fans

Check that the heater, defroster and auxiliary fans work. All heater and defrosters and fans have two speeds and both must work. Never store rags, paper, facial tissue, etc. near the heater compartment. Check that all defroster fans and heater pumps work. Also check the floor heater lines for leaks.

Miscellaneous

Other miscellaneous switches should be checked for proper operation; if they indicate use then they should work. (i.e. insta chains, sanders, ventilation)

Brake Systems

Check Brakes

Surface of all brake pedals shall be covered with rubber pads or a non-skid surface securely fastened.

Air Brake System

- Check warning systems
- Check spring brake lock-on
- Check building rate
- Check for Leaks
- Do applied check
- Check governor cut out switch
- Check spring brake hold

All air systems must be checked at the gauge.

Test Low Pressure Warning Signal

First, chock the wheels and release the brakes. Shut the engine off when you have enough air pressure so that the low-pressure warning signal is not on. Turn the electrical power on and step on and off the brake pedal to reduce air tank pressure. The low air pressure-warning signal must come on before the pressure drops to less than 60 psi in the air tank (or tank with the lowest air pressure, in dual air systems). If the warning signal doesn't work, you could lose air pressure and you would not know it. This could cause sudden emergency braking in the single circuit air system. In dual systems the stopping distance will be increased. Only limited braking can be done before the spring brakes come on.

Check that the spring brakes come on automatically.

Chock the wheels, release the parking brakes when you have enough air pressure to do it, shut the engine off. Step on and off the brake pedal to reduce the air pressure. The "parking brake" knob should pop out when air pressure falls to the manufacturer's specification (usually in the range between 20-25 psi). This causes the spring brakes to come on.

Check rate of air pressure buildup.

When the engine is at operating RPM, the pressure should build from 85 to 100 psi within 45 seconds in a dual air system. (If the vehicle has larger than minimum air tanks, the build up can be longer and still be safe. Check the manufacturer's specifications.) In single air systems (pre-1975), typical requirements are pressure buildup from 50 to 90 psi within 3 minutes with the engine at an idle speed of 600-900 RPM. If air pressure does not build up fast enough, your pressure may drop to low during driving, requiring an emergency stop. Don't drive until you get the problem fixed.

Test air leakage rate.

1. Engine off, all brakes off. With a fully-charges air system (typically 125 psi) and wheels chocked, turn off the engine, release all brakes, and time the air pressure drop. The loss rate should be less than 2 psi in one minute for single vehicles and

less than 3 psi in one minute for combination vehicles.

2. Engine off, service brakes applied. Then apply 90 psi or more with the brake pedal. After the initial pressure drop, the loss rate should be less than 3 psi in one minute for single vehicles and less than 4 psi in one minute for combination vehicle. Otherwise, you could lose your brakes while driving.

Check air compressor governor cut-in and cur-out pressures.

Pumping by the air compressor should start at about 100 psi and stop at about 125 psi. (Check manufacturer's specifications.) Run the engine at fast idle. The air governor should cutout the air compressor at about the manufacturer's specified pressure. The air pressure shown by the gauge(s) will stop rising. With the engine idling, step on and off the brake to reduce the air pressure. The compressor should cut in at the manufacturer's specified cut-in pressure. The pressure should begin to rise. (Air compressor cut-in on buses built after March, 1997 is 85 psi.) If the air governor does not work as described above, it may need to be fixed. A governor that does not work properly may not keep enough air pressure for safe driving.

Test parking brake.

Stop the vehicle, put the parking brake on, and gently pull against it in low gear to test that the parking brake will hold.

Test service brakes.

Wait for normal air pressure, release the parking brake, move the vehicle forward slowly (about 5 mph), and apply the brakes firmly using the brake pedal. Note any vehicle "pulling" to one side, unusual feel, or delayed stopping action. These tests may identify problems which you otherwise wouldn't know until you needed the brakes on the road.

Hydraulic Brakes

Check for hydraulic leaks, pumping the brakes at least three times should pressurize the brake lines. Hold the brake pedal for at least 5 seconds and watch for brake fade at the pedal.

Parking Brake (all vehicles)

Apply the parking brake. Put in second lowest gear and gently accelerate it to see if the parking brake will hold the vehicle. If the bus moves during this test, the bus must not be operated until repaired.

Service Brake (all vehicles)

On air and vacuum brakes wait until gauge shows normal pressure. Release the parking brake and move the vehicle forward or reverse slowly (about 5 mph). Apply the brakes firmly using the brake pedal. Take note if vehicle "pulls" to one side, has an unusual feel, or delayed stopping action. Any problem detected with the brakes should be reported immediately. The bus must not be operated until repaired.

Clutch and Shifter

Check the shifting on both automatic and manual transmissions to ensure that the vehicle goes into each gear properly with no problems. When you check the reverse gear also ensure that the back-up alarm system is activated. Make sure the T-bar shift lever on automatics is not loose. On manual transmissions ensure that the clutch pedal is properly

adjusted. If the pedal travels more than halfway to the floor in order to shift, have a technician look at it.

Check operation of all control panel switches.

Some vehicles will show discharge on ammeter when at an idle, if all electrical equipment is working at the same time. It may be necessary to increase idle speed during pre-trip.

Light Systems Check

- Head lamps
- Hazards
- Clearance
- 8 way system
- Interior system
- Step well
- Brakes and Backup
- Monitors and Indicators
- Directional
- Optional

Check that the amber 8-way lamps work. Leave on during interior check. Check that indicator light on panel is working properly. Check that the clearance lamps work. Leave on until pre-trip is completed. Check that the dome and step-well lamps work. Leave on during interior check. Check that the left turn signal works. Leave on during interior check. Check that the head lamps for high and low beam. Leave on until pre-trip is completed.

Check amber 8-way lamps and left turn signal.

Check front amber 8-way lamps and left turn signal by looking out the front window. Check rear amber 8-way lamps and left turn signal by opening the back emergency exit. This also checks the operation of the emergency door from the inside.

Use the buddy or other district approved system for brake and back-up lamps check. For rear engine transit buses, check your district procedures for checking the rear amber 8-way lamps.

Optional Lamps

Districts may vary in optional lamps; one example might be a strobe light. Again, if it indicates use, it should work as applicable.

Passenger Compartment

- Seat securement and condition
- Check Floor Runner
- Emergency Exits
- Heater Hose lines
- House Keeping

Check passenger seats and floors.

Examine seats for securement to floor. Check that seat cushions are secure. Check for

condition of upholstery. Check that floor runner and metal molding is secure. Check that wheel well cover is intact. Sweep floor daily to ensure that the bus is free of trash.

Check emergency exits.

Be sure emergency exits (door(s), hatches, and window(s) are unlocked and operable before picking up students. The rubber seal around door should be in good condition to prevent possible entrance of carbon monoxide fumes. Check that exit(s) warning buzzer(s) and door holders work properly. Check for operational instructions.

Check heater hose lines for leaks along the conduit.

House Keeping

Cleaning the bus should be done after each trip. This is extremely important not only to the students to have a clean environment, but in keeping with a good public image.

Outside Walk-Around

Doing a final walk around continues the light check. Checking left and right clearance, front and rear clusters, any side indicators, your 8 way red and stop arm, headlamps on low beam. Again, In checking the brake and backup lamps one may need the assistance of a fellow driver, this is called the "buddy system".

Preparing To Drive

This completes the pre-trip inspection. The required pre-trip documentation must be completed. Drivers must fill out appropriate paperwork before vehicle is placed in service each day.

The pre-trip inspections can be the single most important function of the school bus driver's day. The pre-trip helps ensure the safety of the students.

Reminder: defects cannot be repaired if they are not reported.

Post Trip

Post Trip: A passenger check should be performed, beyond that a post trip may vary (see district /contractor requirement). A post trip can be beneficial to the driver, technician and students. A post trip could catch something that could pull that bus from service. This could add to the stress on the next run, require use of a spare bus, and create time issues. Technicians could benefit from a post trip. Repairs could be made, possibly not impacting next day's work load. Students familiar with their regular bus, bus number, and type could benefit from a post trip. Spare buses have different numbers and may not look the same as their regular bus. This can cause confusion and concern not just for students, but also parents and school officials.

SECTION THREE: PRE-TRIP/POST-TRIP INSPECTIONS MODEL KNOWLEDGE TEST

Pre-Trip/Post-Trip Test should be included in the driver's personnel file.

NAME	**DATE**

1. Name at least two things you would check when approaching the bus.

   _____

   _____

2. How often should the bus be inspected?

   (A) Before each trip
   (B) Daily
   (C) Weekly
   (D) Monthly

3. What lamps should be inspected before each trip?

   (A) Headlamps, clearance lamps, tail lamps
   (B) 8-way lamps, stop arm lamps
   (C) Brake lamps, turn signal
   (D) All of the above

4. Which of the following statements is **false**:

   (A) Coolant levels will vary in radiators with plastic expansion tanks, depending on the temperature of the coolant.
   (B) It is not necessary to check the coolant level if no obvious leaks are noticed.
   (C) Hoses should be free of bulges, leaks and cracks and should not rub other surfaces.
   (D) Radiators with metal expansion tanks are usually marked with coolant level indicator line or sight glass indicator.

5. The responsibility to determine the safe operating condition of the bus lies with:

   (A) Mechanic
   (B) Supervisor
   (C) Driver
   (D) Superintendent

6. If the oil light stays on or if a gauge shows no oil pressure, the first thing to do would be:

   (A) Shut off the engine
   (B) Call mechanic
   (C) Immediately drive bus back to shop
   (D) Complete your run and then drive the bus back to the shop

7. During the pre-trip inspection with all heaters and all lamps running, if amp meter shows discharge, what is the first step you would perform?

   (A) Increase the idle speed and check for charging condition
   (B) Shut off all lamps and heaters
   (C) Call mechanic
   (D) Request another bus

8. In a bus equipped with air brakes, the following should be checked:

(A) Check for air leaks
(B) Check that warning system is working
(C) Check vacuum gauge
(D) Both A & B are correct
(E) Both A & C are correct

9. In a bus equipped with hydraulic brakes, the following should be checked:

(A) Check for brake fluid leaks
(B) Check for pedal travel
(C) Check for backup system operation
(D) All of the above

10. Why should the driver's seat be in proper adjustment?

(A) Driver's comfort
(B) To enable driver to reach all controls
(C) Visibility
(D) All of the above

11. The mirrors should be checked and adjusted:

(A) As needed
(B) Daily
(C) Weekly
(D) Only by mechanic

12. Pre-trip inspections can be the most important function to ensure the safety of the students.

True False

13. Not all school buses in Idaho are required to have a seat belt cutter.

True False

14. Identify the following fluids by color:

Oil _____

Antifreeze _____

Brake fluid _____

Trans or ATF _____

Power steering fluid _____

V C R -- Driver's Vehicle Condition Report -- V C R

Vehicle #_____ A.M. Speedometer:_____ Driver's Name:_____

Instructions: Indicate Date: Record speedometer: Make inspection of the listed items: Sign in inspection completed column: If no defects, so indicate and sign daily: Submit for repairs if needed and begin new VCR for remainder of the week: Submit last form at week's end:

APPROACH AND ENGINE COMPARTMENT

- ❑ **Fluid Levels** – Oil, coolant, Steering, Windshield Washer
- ❑ **Water Pump** – Leaks, Play, Hoses
- ❑ **Alternator** – Wiring, Pulley Play
- ❑ **Compressor** – Leaks, Play, Hoses
- ❑ **Leaks** – Oil, Coolant, Air, Exhaust
- ❑ **Belts, Hoses, Wiring, Battery**

DRIVER COMPARTMENT

- ❑ **Clutch, Gearshift, Driver's Seat, Two-Way, Seat**
- ❑ **Belt, Intercom**
- ❑ **Steering Play** – Engine running
- ❑ **Gauges** – Oil, temp, Ammeter, Volt, Fuel/Air, Dash Lamps, Other
- ❑ **Air Brake Test** – Builds Air, Park, Service, Static, Applied, Low Air Buzzer, Spring Brake Valve
- ❑ **Mirrors, Wipers, Windshield**
- ❑ **Safety Inspection Sticker**
- ❑ **Heaters, Defrosters, Fans, Vents**
- ❑ **Horns** – Electric, Air
- ❑ **Safety Equipment** – Fuses, Extinguisher, First Aid, Reflectors, Bio-Hazard Clean-Up
- ❑ **Interior Lamps** – Dome, Dash, Step
- ❑ **Indicator Lamps** – Loading, Signal, Hazard, Low Air, etc.

INSIDE INSPECTION

- ❑ **Windows** – Glass
- ❑ **Seating** – Secure, Vandalism, Lost Articles
- ❑ **Cleanliness** – Windows, Aisle, Seats
- ❑ **Emergency Exit Windows** – Opens, Buzzer
- ❑ **Special Needs Equipment** – Tie Downs, Restraints, Wheelchair Placements, Seat Belts, Evacuation Equipment, Chair Lifts, Equipment Storage Space, Damage, Cleanliness

Route Sheets, Daily/Weekly VCR, Other

WALK-AROUND

- ❑ **Front Suspension, Wheel, Brakes** – Springs, Mounts, Shocks, Rims, Hub Oil Seals, Lug Nuts, Hoses, Slack-Adjustor, Brake Chamber, Brake Shoes, U-Bolts, Tires, Drums, Valve Stems, Rub Stops
- ❑ **Steering Box** – Linkage, Pitman Arm, Tie Rod, Rod Ends
- ❑ **Front Lamps** – Entrance, Head, Hazard, Turn Signals, Clearance, Student Loading (8-Ways)
- ❑ **Mirrors** – Front, Left, Right
- ❑ **Entrance** – Door, Light, Steps, Rust, Damage
- ❑ **Emergency Exits** – Opens, Buzzer
- ❑ **Wheelchair Lifts** – Doors, Equipment
- ❑ **Fuel Tank** – Door, Cap, Leaks, Secure, Caged
- ❑ **Rear Suspension, Wheel Brakes** – Springs, Mounts, Shocks, Rims, Axle Seals, Lug Nuts, Hoses, Slack-Adjustor, Brake Chamber, Brake Shoes, U-Bolts, Tires, Drums, Valve Stems, Rub Stops
- ❑ **Spacers** – Dayton Wheels
- ❑ **Rear Lamps** – Tail, Hazards, Turn Signals, Clearance, Student Loading (8-Ways)
- ❑ **Clearance Lamps** – Left and Right Sides,
- ❑ Reflectors
- ❑ **Paint, Lettering, Hood Latch**
- ❑ **License Plate & Light**
- ❑ **Frame, Exhaust** – Damage, Rust, Welds, Secure, Hangers, Bent

LIST AND/OR SHOW DEFECTS BELOW

Week of _____, **20**_____

Day	Date	AM Odometer Reading	√ If No Defects	Sign When Inspection Is Completed
Mon				
Tue				
Wed				
Thu				
Fri				
Sat				
Sun				

WEEK'S END ☐ **REPAIRS REQUESTED** ☐

SHOW DAMAGED BODY AREAS BELOW

LIST REPAIR REQUESTS BELOW

VCR – Driver's Vehicle Condition Report – VCR

BUS NO. _____ VEHICLE LIC. NO. _____ WEEK OF _____ MONTH _____ YEAR _____

This report is to be completed and signed by each driver assigned to the bus each day. The report form is to remain in the bus until submitted to your supervisor once a week.
All defects must be reported, using organizational policy and procedures.

" " if okay "X" needs attention	**Date** > > > >																				
	Monday			Tuesday			Wednesday			Thursday			Friday			Saturday			Sunday		
	D1	D2	D3	D1	D2	D3	D1	D2	D3	D1	D2	D3	D1	D2	D3	D1	D2	D3	D1	D2	D3
1. Water, oil, and fluid leaks																					
2. Condition of belts and hoses																					
3. All gauges, indicators & warning devices																					
4. Required certificates																					
5. Horns																					
6. Driver's seat & seat belts																					
7. All doors, door emergency release & windows																					
8. All seats, handrails, & modesty panels																					
9. Interior & exterior lighting systems																					
10. All heating, cooling & ventilating systems																					
11. All glass and mirrors																					
12. Windshield wipers and washers																					
13. All required emergency equipment																					
14. Tires (pressure and condition)																					
15. Wheels (lug nuts, grease seals, etc.)																					
16. Exhaust system																					
17. Other (unreported body damage, etc.)																					
BRAKES 18. Air governor cut-in and cut-out pressure																					
19. Static air pressure loss																					
20. Applied brake pressure loss																					
21. Low air pressure warning devices																					
22. Emergency stopping systems																					
23. Parking brake check																					
24. Antiskid device (if equipped)																					
25. Hydraulic assist (if applicable)																					
26. Vacuum check (legal requirements)																					
27. Low vacuum warning devices																					
28. Check brake pedal for adjustment																					
29. Special needs equipment																					
30.																					

MONDAY
DR. NO. 1 SIG._____
DR. NO. 2 SIG._____
DR. NO. 3 SIG._____

TUESDAY
DR. NO. 1 SIG._____
DR. NO. 2 SIG._____
DR. NO. 3 SIG._____

WEDNESDAY
DR. NO. 1 SIG._____
DR. NO. 2 SIG._____
DR. NO. 3 SIG._____

THURSDAY
DR. NO. 1 SIG._____
DR. NO. 2 SIG._____
DR. NO. 3 SIG._____

FRIDAY
DR. NO. 1 SIG._____
DR. NO. 2 SIG._____
DR. NO. 3 SIG._____

SATURDAY
DR. NO. 1 SIG._____
DR. NO. 2 SIG._____
DR. NO. 3 SIG._____

SUNDAY
DR. NO. 1 SIG._____
DR. NO. 2 SIG._____
DR. NO. 3 SIG._____

I have inspected this bus and found it to be in safe operating condition on the date indicated. Driver is to sign in the appropriate box to the right.

REVIEWED BY:_____ TITLE:_____

SECTION FOUR: VEHICLE OPERATIONS

Vehicle Operations training should be included in both classroom and behind-the-wheel training sessions.

Notes and Comments	VEHICLE OPERATIONS
SDE Catalog Videos 1017B,1047C,1047D	In this section we will discuss some of the specifics of operating a school bus, including collision prevention, driving defensively, adequate following distances, and adverse driving conditions. We will teach proper mirror adjustment and usage, fuel conservation, use of two-way radios, basic vehicle control and driving techniques. **Common Sense** Let's talk for a minute about some items that most people would put into the category of "common sense." **Question**: Give me a statement about the operation of a school bus that you would know without ever having received bus driver training. • Buses are never to be driven with the doors open. • Bus drivers must always wear lap/shoulder belts while driving. • Only qualified bus drivers shall operate the bus with passengers on board. Never allow a student to operate the bus. • Drivers will not allow guns, weapons, or inflammable or explosive substances such as gasoline to be carried on a school bus. • If it is necessary to leave an unoccupied bus the driver shall shut off the motor, set the brakes, and remove the ignition keys. **Defensive Driving** Let's talk about the definition of Defensive Driving. Defensive driving is: "Driving to save time, money, and lives despite the conditions and actions of others." **Question**: How do you save time? If you start on time, you will arrive on time. Schedules are established with the purpose of student safety in mind. **Question**: How do you save money? By driving defensively, you are able to save the taxpayers money by avoiding collisions. You also save yourself money through savings on collision repairs, hospital bills, time filling out forms, lost time at work or home, lawsuits, possible loss of a job, and vehicle insurance cost. Driving for optimal fuel economy can save everyone money. **Question**: How do you save lives? By recognizing existing conditions and taking action to compensate for the incorrect actions of others. **Collision Prevention** **Question**: What are some of the everyday hazards that you may encounter that create possible collision situations? Another school bus, ice cream truck, school zone, bicycles on curb, dogs followed by children, balls rolling across road, fast food restaurant drive-through exit, emergency vehicles, dust trail from side road, parked cars, road construction, accident scenes,

intersections, railroad crossings, etc.

Proved time to list others.

Question: What are some defensive actions for the above hazards?

- Drive the appropriate speed for conditions
- Being aware of your surroundings
- Keep your mind on the job at hand
- Be extra alert.

By recognizing hazards that surround you, and being aware of the defense to prevent collisions, you will be able to ACT CORRECTLY and ACT IN TIME to prevent the collision.

SDE Catalog Videos 1080,1020

Condition of Driver

The driver's physical condition should be such that he/she is able to perform all duties that are required by their prospective employer. Some duties may include emergency evacuation, chaining up, pre-trip inspection, handling discipline problems, etc.

Question: What are some physical conditions that could affect your ability to drive safely?

- Vision
- Hearing
- Mobility
- Illness
- Fatigue
- Drowsiness.

SDE Catalog Video1036

School districts must have regulations limiting driving time, which cannot exceed the Federal Motor Carrier Safety Administration regulations. These maximums allow no more than 15 hours of on-duty time in a 24-hour period, with a maximum of 10 hours of actual driving time. Drivers must have eight hours of continuous off duty time before long trips and cannot exceed 60 hours of driving in a week.

The driver's mental condition should be such that he/she is able to perform all duties that are required by their prospective employer. Your mental condition should be such that you are able to deal with students, parents, and other drivers.

Question: What are some mental conditions that could affect your ability to drive safely?

- Family disputes
- High stress level
- Emotions
- Attitude
- Family emergency

Courtesy should be uppermost in your mind while performing your job duties. Remember, courtesy is something that you give, not demand. By being courteous to others (passengers, fellow employees, the driving public, parents, school employees) you will gain their respect.

The use of drugs (including alcohol), whether they are legal or illegal, may adversely affect your ability to operate your vehicle safely.

Question: What are some of the effects of drugs and alcohol?

Alcohol and drugs affect your judgement, awareness, vision, reaction time, and attitude. They can also cause drowsiness, impair coordination and contribute to a false sense of driving capability.

Federal, State, local, company, and employer laws and rules come into the forefront when you are involved in a collision. If you test positive for illegal drugs, you may be terminated or referred for counseling.

SDE Catalog Video 1062

Following Distance

Improper following distance is one of the leading causes of collisions. By following too closely you do not allow yourself adequate time to react to prevent a collision.

Question: Do you know what the "two second rule" is?

The two-second rule is an excellent method of checking that you have adequate following distance. The two-second rule was coined for defensive driving courses for the general motoring public. However, drivers of larger vehicles should have one-second distance between you and the vehicle ahead of you for every ten feet of your vehicle length.

When driving a passenger vehicle such as a car or pickup you should allow two seconds between you and the vehicle ahead if road and weather conditions are good. Since a bus is usually between 30 and 40 feet long, UNDER NORMAL CIRCUMSTANCES you should allow FOUR seconds between you and the vehicle ahead.

At speeds over forty miles per hour you should add an additional second for safety.

Also, add one-second for every poor road or weather condition. For example, slick and foggy conditions would add an extra two seconds to the above times.

You must also add seconds if the vehicle behind you is following too close. If you are being tailgated by a car add two seconds; a truck, add four seconds.

When driving in convoy with other school buses, allow at least eight seconds between buses. This allows enough space for other vehicles to pass you one bus at a time.

Question: Can you explain how you determine the number of seconds between you and the vehicle ahead of you?

Pick a stationary landmark ahead of you, such as a tree, telephone pole, bridge, etc. When the vehicle ahead of you passes that landmark, start counting the seconds. When your vehicle reaches that landmark stop counting. That will give you the number of seconds between you and the vehicle ahead of you.

Conditions of Driving

Question: What are some conditions that could affect your driving?

- Examples of **vehicle condition**: tires, brakes, steering, lamps, exhaust, wipers, mirrors, defrosters, windows, and other pre-trip items.
- Examples of **light conditions**: bright sun and snow, cloudy, dusk, dawn, night.
- Examples of **weather conditions**: rain (freezing rain), snow, fog, sleet, dust, wind.
- Examples of **road conditions**: high crown, black ice, soft shoulders, frost heaves, dirt road, banked curve, construction zones, washed out areas, water over road.
- Examples of **traffic conditions**: rush hour, morning and evening, weekend vacationers, lunch hour rush, 4 wheelers, bicycles, construction zones, multiple lane roads.

All of the above conditions including the condition of the driver have an effect on your

	ability to safely operate a vehicle and drive defensively.
SDE Catalog Videos 1021,1084	**Mirror Adjustment/Usage** There are two basic types of mirrors used on school buses. • Flat mirrors show an object the way it appears. • Convex mirrors show a large area, but distort the images, making things appear further away. Flat mirrors are used for distance viewing and convex mirrors are used for viewing the area close to the bus, especially while loading and unloading passengers. Mirrors should be positioned to accomplish the following: **Rear-vision Mirror** The mirror system shall be capable of providing a view along the left and right sides of the vehicle which will provide the driver with a view of the rear tires at ground level, a minimum distance of 200 feet to the rear of the bus and at least 12 feet perpendicular to the side of the bus at the rear axle line. **Crossview Mirror System** The crossview mirror system shall provide the driver with indirect vision of an area at ground level from the front bumper forward and the entire width of the bus to a point where the driver can see by direct vision. The crossview mirror system shall also provide the driver with indirect vision of the area at ground level around the left and right front corners of the bus to include the tires and service entrance on all types of buses to the point where it overlaps with the rear vision mirror system. **Question**: Where are some of the blind spots encountered while operating a school bus? Directly behind the bus, window posts, and behind the mirrors themselves. By identifying the blind spots, you can adjust your body position to compensate for the blind spots. Make sure what you see in your mirrors is what is really there. MIRRORS MUST BE KEPT CLEAN AND IN GOOD CONDITION. Before moving your vehicle you shall check all mirrors CAREFULLY, and while driving check mirrors every 3 - 5 seconds. **Fuel Conservation** Fuel conservation can be governed by driver behavior. **Question**: What are some ways to conserve fuel? • Do not allow prolonged idling of bus. • Stay within speed limits. • Use proper gear for speed desired. • Accelerate smoothly (no jackrabbit starts). • Brake smoothly. **Fueling**: There should be no students in the bus while the fuel tank is being filled.

Two-Way Radio Usage

The two-way communication system on school buses is to be used for official use only, not for idle chatter. If you have something to communicate, ask yourself, "Can this wait until I return to the bus facility?" Only essential information that must be communicated immediately should be transmitted over the radio.

All usage must comply with FCC rules and regulations and employer procedures. Profanity is not allowed at any time.

SDE Catalog Video 1006

Basic Vehicle Control

To drive a vehicle safely, you must be able to control its speed and direction. Drivers of Idaho's school buses are not to exceed 65 MPH, even if the posted speed is higher. Safe operation of a school bus requires skill in acceleration, steering, shifting gears and braking.

Hill Starts: Don't roll back when you start. You may hit someone behind you. Partly engage the clutch before you take your right foot off the brake. Put on the parking brake whenever necessary to keep from rolling back. Release the parking brake only when you have applied enough engine power to keep from rolling back. With an automatic transmission the same principles apply, only without the clutch.

Operators of diesel-equipped buses should be trained in "dead-throttle" starts.

Accelerating: Speed up smoothly and gradually so the vehicle does not jerk. Rough acceleration can cause mechanical damage. Speed up very gradually when traction is poor, such as in rain or snow. If you use too much power, the drive wheels may spin. You could lose control. If the drive wheels begin to spin, take your foot off the accelerator.

Steering: Hold the wheel with both hands firmly on the steering wheel and on opposite sides of the wheel at the three and nine o'clock position. If you hit a curb or a pothole, the wheel could pull away from your hands unless you have a firm hold.

Shifting: Correct shifting of gears is important. If you can't get your vehicle into the correct gear while driving, you will have less control.

An automatic transmission placed in the "D" or drive range will automatically shift gears at a preset speed or engine RPM. With an automatic transmission you can select a low range to get greater engine braking when going down grades. The lower ranges prevent the transmission from shifting up beyond the selected gear (**unless the governor RPM is exceeded**). It is very important to use this engine braking technique when going down grades.

With a standard transmission you may need to refer to the owners manual for the proper engine RPM or road speed to shift up or down

Discuss matching engine and transmission speeds. Provide handouts.

Upshifting: When your vehicle has reached the desired road speed or RPM to shift gears, release accelerator, push in clutch and change to the next higher gear. Then release clutch and press accelerator at the same time. Repeat this procedure until you are in desired gear. Most school buses have a synchronized transmission and do not require double clutching.

Downshifting: The same procedures for upshifting apply for downshifting, except that you will be selecting the next lower gear.

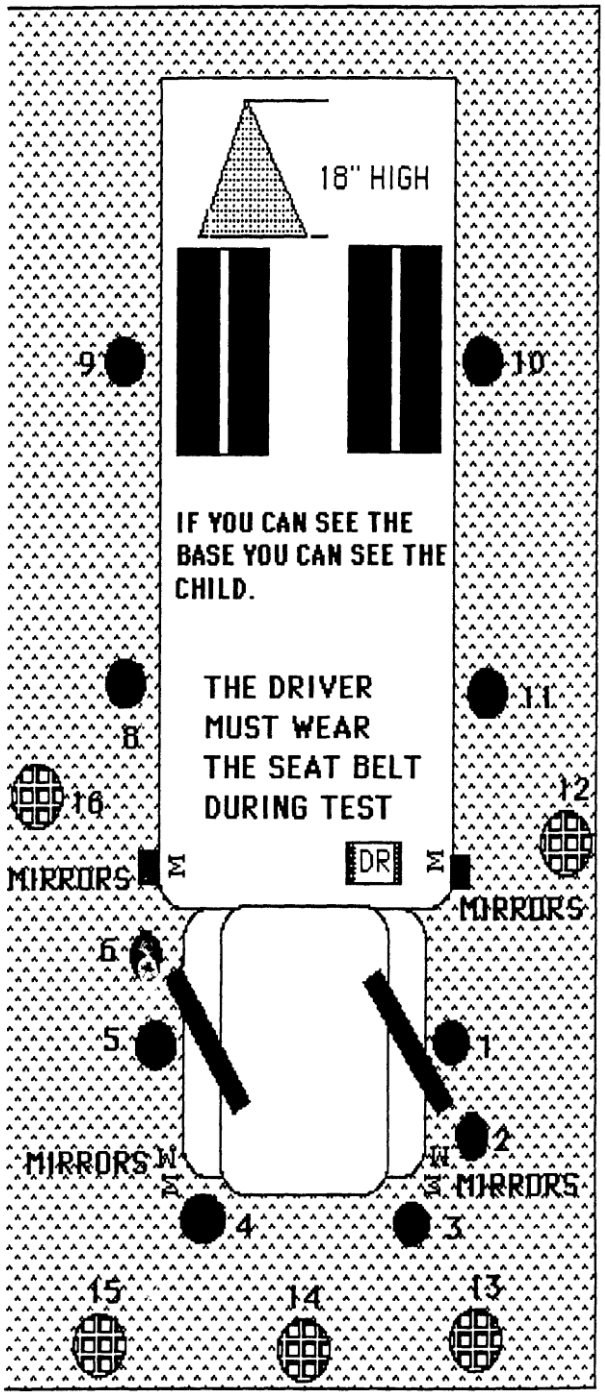
Do not downshift unless your road speed is at or below the top speed for the gear you are

	selecting or engine damage or loss of vehicle control may occur. Before starting down a hill, slow down and shift down to a speed that you can control without using the brakes hard. Otherwise the brakes can overheat and lose their braking power. Downshift before starting down the hill. Make sure you are in a low enough gear, usually the same gear or one lower gear than the gear required to climb the same hill. Before entering a curve slow down to a safe speed, and downshift to the correct gear. This lets you use some power through the curve to help the vehicle remain stable while turning. It also allows you to speed up as soon as you are out of the curve. **Braking on a hill**: Remember - the use of brakes on a long steep downgrade is only a supplement to the braking effect of the engine. The following is the proper braking technique on a hill: • Make sure the bus is in the proper gear to hold the bus near the "safe" speed. • When the bus accelerates to the "safe" speed, apply the brakes only hard enough to feel a definite slowdown. • When your speed is reduced to 5 m.p.h. below your "safe" speed, release the brakes. This application should last about three (3) seconds. • When your speed has increased to your "safe" speed, repeat steps 2 and 3. • Use a combination of stabbing and feather braking techniques. Light brake pressure is preferable to hard stabbing and coasting.
SDE Catalog Video 1000	**Stopping**: There are three or four things that add up to total stopping distance: • Perception distance • Reaction distance • Braking distance • Lag distance (Air brake equipped vehicle only) **Perception Distance**: This is the distance your vehicle travels from the time your eyes see a hazard until your brain recognizes it. The perception time for an alert driver is about ¾ second. At 55 mph, you travel 60 feet in ¾ second. **Reaction Distance**: This is the distance traveled from the time your brain tells your foot to move from the accelerator until your foot is actually pushing the brake pedal. The average driver has a reaction time of ¾ second. This accounts for an additional 60 feet traveled at 55 mph. **Braking Distance**: This is the distance it takes to stop once the brakes are applied. At 55 mph on dry pavement with good brakes it can take a heavy vehicle about 170 feet to stop. It takes about 4 ½ seconds. **Air Brake System Lag Time**: add one second. At 55 mph it will take about 6 seconds to stop. Your total stopping distance will be about the length of a football field. (60 + 60 + 170 = 190 feet). The weight of the vehicle affects the stopping distance. The heavier the vehicle, the more work the brakes must do to stop it and the more heat they absorb. **Driving Techniques**

SDE Catalog Video 1055,1056	**Turning**: Turning can pose special problems. The space around a bus is important in turns. Because of wide turning and offtracking, large vehicles can hit other vehicles or objects during turns. **Question**: What is offtracking? The rear wheels of the vehicle do not necessarily follow the same path as the front wheels. If your front wheels clear an obstacle, this does not necessarily mean that the rear wheels will clear, so you must steer with this in mind. Turn signals must be used to communicate to other drivers what your intentions are. Three good rules for using turn signals are: • Signal early. • Signal continuously for a minimum of 100 ft. or 4 seconds. • Make sure your signal has canceled after your turn. **Right turns**: Here are some rules to help prevent right turn collisions. • Turn slowly to give yourself and others more time to avoid problems. • If you are driving a bus that cannot make the right turn without swinging into another lane, turn wide as you complete the turn, not wide before you start the turn. This prevents you from being passed on the right before you start your turn. • If you must cross into the oncoming lane to make a turn, watch out for vehicles coming toward you. Give them room to go by or to stop. However, don't back up for them, because you might hit someone behind you. **Left turns**: When turning left, make sure you have reached the center of the intersection before you start the left turn. If you turn too soon, the left side of your vehicle may hit another vehicle because of offtracking. If there are two turning lanes, always use the right hand turn lane. Don't start in the inside lane because you may have to swing right to make the turn. It may be hard for you to see drivers on your right and you may collide with them.
SDE Catalog Video 1042	**Intersections**: Be aware of the size and weight of your vehicle when you cross or enter traffic. Here are some important things to keep in mind: • Because of slow acceleration and the space large vehicles require, you may need a much larger gap to enter traffic than you would in a car. • Acceleration varies with the load. Allow more room if your vehicle is heavily loaded. • Before you start across a road, make sure you can get all the way across before traffic reaches you.
SDE Catalog Video 1054	**Backing**: A school bus shall be backed only as a last resort. Plan ahead and don't get yourself into a situation where backing is the only option.
SDE Catalog Video 1051	**Passing**: Determine whether it is necessary to pass, and if it is safe to do so. Ask yourself, "WHAT WILL I GAIN BY PASSING?" Whenever you are about to pass a vehicle, pedestrian, or bicyclist, assume that they don't see you. They could suddenly move in front of you. Prior to passing, tap the horn lightly, or at night, and drive carefully enough to avoid a crash even if they don't see or hear you.

FMVSS 111 - MIRROR SYSTEMS

- Became effective December 2, 1993
- Apply to all school buses
- Require that drivers be capable of viewing, either directly or indirectly, critical areas around the bus through system A (rearview) and system B (crossview) mirrors
- Require that mirrors meet standards for image clarity
- Require that mirror systems be installed with stable supports
- Require that final stage manufacturer test and certify through photography the mirror system's ability to be adjusted to view cylinders placed at certain locations (see chart on following page)
- Require that mirror test cylinders be a specific size (1" diameter x 1" high for cylinders A through 0 and 1" diameter x 3" high for cylinder P)



IS A CHILD LIFE WORTH THE COST OF THAT EXTRA MIRROR?

SECTION FOUR: VEHICLE OPERATIONS MODEL KNOWLEDGE TEST

Vehicle Operations Test should be included in the driver's personnel file.

NAME	**DATE**

1. Defensive driving is "driving to save time, money and lives" despite:

   (A) Conditions and actions of others
   (B) How old your vehicle is
   (C) Feelings of self or others
   (D) None of the above

2. Collision prevention is to recognize hazards, drive defensively, and to act correctly.

   True False

3. Physical conditions that can affect your ability to drive safe:

   (A) Vision
   (B) Emotions
   (C) Attitude
   (D) All of these

4. What mental conditions affect your ability to drive safely?

   (A) Fight with spouse
   (B) Stress
   (C) Fatigue
   (D) All of the above

5. Effects of drugs or alcohol are:

   (A) More alert
   (B) Improves attitude
   (C) No affect on judgment
   (D) Slows your reaction time

6. Most rear-end collisions are caused by following too close.

   True False

7. Your bus is 37' long. You are traveling 50 mph. How many seconds of following distance should you maintain?

   (A) 3 seconds
   (B) 4 seconds
   (C) 5 seconds
   (D) 6 seconds

8. Your bus is 37' long. You are traveling 50 mph. It's snowing. What should be your following distance?

   (A) 4 seconds (B) 5 seconds
   (C) 6 seconds (D) 7 seconds

9. When in a convoy with two or more buses, your following distance should be?

(A) 6 seconds
(B) 8 seconds
(C) 10 seconds
(D) 12 seconds

10. To determine following distance you should start when a vehicle ahead passes a fixed object, start counting one thousand one, one thousand two, etc., until the front of your vehicle reaches the fixed object.

True False

11. Which of these conditions does the driver control?

(A) Vehicle
(B) Weather
(C) Traffic
(D) All of the above

12. Which mirror is used for distance viewing?

(A) Convex
(B) Flat
(C) Cross-Over
(D) Convex

13. Convex mirrors make objects seem farther away than they really are.

True False

14. You should be able to see the rear tires at the ground level with your rear view vision mirror system.

True False

15. You should not change your body position to compensate for blind spots.

True False

16. Two-way radio usage should be kept to a minimum.

True False

17. To prevent rolling when making a hill start, you should apply the parking brake.

True False

18. If the drive wheels begin to spin, you should apply more power.

True False

19. A correct hand position on the steering wheel would be a 9 and 3 o'clock position with thumbs unhooked.

True False

20. You should **not** use lower gears with automatic transmissions, when going down hills.

True False

21. List three factors that make up total stopping distance.

_____

_____

_____

22. What term is used to describe why the rear wheels do not follow the same path as the front wheels during turns?

(A) Front wheel set back
(B) Rear wheel set back
(C) On tracking
(D) Off tracking

23. Turn signals are not necessary when you are turning from a turn lane.

True False

24. To prevent getting stopped in an intersection by traffic ahead of you, you should not enter an intersection unless you can safely get completely through the intersection.

True False

25. Backing a school bus should be done only as a last resort.

True False

26. It is O.K. to exceed the speed limit by less than 5 mph in order to pass another vehicle.

True False

SECTION FIVE: BUS DRIVING PROCEDURES

Bus Driving Procedures training should be included in both classroom and behind-the-wheel training sessions.

Notes and Comments	BUS DRIVING PROCEDURES
SDE Catalog Videos 1017I, 1017J	In this session you will learn some specific procedures that bus drivers must follow that are not required while driving other vehicles. These include learning about safe waiting areas and pick up locations for students, loading and unloading procedures, railroad crossings, and designated backing areas. **Considerations For Safe Waiting And Loading Areas For Students** There are several different types of lane configurations on roadways, and each pose different problems for the bus driver. A two-lane road has only one lane in each direction. A three-lane road could be one that has a center turn lane or a passing lane. A four or more lane highway has two or more lanes going in opposite directions with a divider or double yellow lines separating the traffic flow. On a two-lane and three-lane highway, when you stop to load or unload passengers, traffic in both directions must stop. When you are on a four- or more lane highway only traffic flowing in the same direction as your bus must stop. Consequently, you cannot allow students to cross a four lane roadway in order to board the bus except near intersections with traffic control signals. Even though traffic on a three-lane roadway must stop from both directions, it may not be the safest practice to require students to cross three lanes.
SDE Catalog Video 1073	It shall be the duty of every school bus driver to report the license number of any vehicle which violates any law endangering school children to his immediate supervisor. (IDAPA 08.02.02 - SISBO and IC 33-1509) There are legal requirements and recommendations from state and local agencies which govern the location of bus stops on public roadways. As an important member of the safety team one of your tasks is to assist in assessing the desirability of stop locations. Road repair conditions often require stop location changes. You should be prepared to supply your supervisor with a description of bus stop problems. At bus stop locations, students should be instructed to remain off of the roadway as much as possible. (Preferably ten or more feet from edge of roadway.) Students are to remain seated in a regular passenger seat at all times while the bus door is closed and the bus is moving. This is one of the most important safety requirements that you will teach students!
SDE Catalog Video 1069	**Loading/Unloading Procedures** When you stop to load or unload passengers there are several procedures that must be followed for the safety of your passengers and prospective passengers. When approaching a stop, you must be aware of traffic from all directions (front, rear and both sides). When approaching the bus stop, position your bus in the farthest right lane possible. When stopped, your bus should be in the center of this lane. The alternating amber lamps of your 8-way light system should be activated a minimum of 200 feet or 8 - 10 seconds before the stop. This distance can be increased if the safety of your passengers warrant.

AFTER your bus comes to a COMPLETE STOP, make a final check of traffic and then open your door to activate the red overhead lamps and extend stop arm.

Remember, the safety of your passengers is your first priority.

Stopping To Load Passengers

Only properly enrolled students, infants of properly enrolled young mothers and bus assistants may ride the bus on regular to-and-from school routes.

If the local district policy allows, exceptions may be made for passengers other than properly enrolled school students to ride the bus when special circumstances exist and space is available. An appropriate district authority must give prior permission, however.

Other persons and teachers who have officially been appointed as chaperones may be allowed on a school bus for field and extracurricular activity trips.

The time schedule for pick up and delivery must be followed as accurately as possible.

The driver shall load and unload only from the right hand side of the road in a location with at least 100 yards clear vision in both directions.

SISBO (Page 53); IC 49-1422

A driver loading or unloading students on a roadway having more than three lanes must load or unload students who live on the right side only except at intersections with traffic control signals.

The following procedures are required when stopping on the roadway to load passengers:

- Activate amber warning lamps at least 200 feet (or 8 - 1 0 seconds) before stopping.
- Stop in center of lane, at least twelve (12) feet before students on right side of road and at least twelve (12) feet before students on left side of road.
- With foot on brake, place transmission in neutral.
- Count students and note position.
- Check mirrors and traffic. Make sure all traffic has stopped.
- Open service door to activate red overhead lamps and extend stop arm.
- Signal students to enter bus from right, and to cross from left side of road. Students shall approach bus in single file to load bus. Use long steady blast of horn to warn students of any danger!
- Recount students as they enter bus.
- Recheck mirrors and traffic.
- Make sure students are seated.
- Close door deactivating 8 light system and retract stop arm.
- Put bus in gear.
- Check traffic and all mirrors.
- Proceed on route.

Stopping To Unload Passengers

It is important to teach students not to get out of their seat until the bus has come to a complete stop and the driver has opened the entrance door.

The following procedures are required whenever stopping on the roadway to unload passengers:

- Activate amber warning lamps at least 200 feet (or 8-1 0 seconds) before stopping.
- Stop in center of lane.
- With foot on brake, place transmission in neutral.
- Students shall remain seated until bus comes to complete stop and the driver opens the entrance door.
- Check mirrors and traffic. Make sure all traffic is slowing to stop.
- Open service door to activate red overhead lamps and extend stop arm.
- As students exit bus, if they must cross road they should walk twelve (12) feet in front of bus along the shoulder of road, and wait for prearranged signal from driver before crossing. At no time shall students cross behind bus! Use long steady blast of horn to warn students of any danger!
- Count students as they exit bus.
- Recheck mirrors and traffic.
- A count shall be made of all students going in all directions. Account for the whereabouts of all students before moving the bus.
- Close door deactivating 8 light system and retract stop arm.
- Put bus in gear.
- Check traffic and all mirrors.
- Proceed on route.

SISBO (Page 54); IC 33-1508, 49-335, 49-337, 49-648 and 49-649

SDE Catalog Videos 1059,1060,1068,1079

Railroad Grade Crossings

Procedures to follow at railroad crossings:

- Turn on hazard lamps at least 100 feet before stopping.
  Turn on Noise Suppression switch (if applicable)
- Turn off 8-way light system master switch if necessary to keep them from activating when door is opened, turn down radio, and quiet passengers.
- Position bus in center of proper lane, and stop not closer than 15 feet or more than 50 feet from nearest track.
- Open driver's window and entrance door.
- LOOK AND LISTEN. LOOK AND LISTEN AGAIN.

- Close door.
- Proceed when clear, without shifting gears, until bus has cleared all tracks.
- Turn off hazard lamps after rear of bus has cleared last track. Turn on 8-way master switch if necessary. Turn off Noise suppression switch (if applicable)

SDE Catalog Video 1054

Backing

A driver should never back a school bus unless absolutely necessary. You may use an older, responsible student observing from within the bus or an adult outside the bus to assist when backing.

SISBO (Page 52); IC 33-1502

Backing on routes must be approved by the local school board. When a backing situation has been deemed by the board to be absolutely necessary, the driver should always back while students are on board the bus.

That is, when loading students on the morning route, load the students *then* execute the backing maneuver. When dropping off students on the afternoon route, *first execute the backing maneuver*, then let students off the bus.

Use discretion when parking to avoid backing situations.

Loading Zones at Schools

Districts are required to provide adequate supervision at loading and unloading areas at the schools. Those providing supervision should be aware of the potential problems common to school bus loading and unloading areas and take actions to help avoid these problems.

Designated loading zones that are completely off the roadway at schools require a slightly different procedure than loading or unloading on routes. Under most conditions, the following procedure should be used:

- Do not use 8 way lamps. Hazard lamps can be activated. Check your local district policy.
- Use appropriate turn signal to enter loading zone.
- When stopped appropriately in the loading zone, place transmission in neutral and set parking brake.
- Check for all moving vehicles.
- Open door to load or unload students.
- After students have cleared doorway, close door.
- If students are loading, check that they are all seated.
- Put bus in gear, release parking brake.
- Check traffic and pedestrians.
- Turn on left signal, check mirrors, and look over left shoulder.
- Enter lane of traffic if clear.
- Cancel signal.

	Students should be instructed in the proper way to get on and off the bus. When loading, they should promptly sit down. When unloading students should remain seated until signaled by the driver to disembark. They should move directly away from buses and other traffic. Students should be instructed to walk on sidewalks or other safe places.

SECTION FIVE: BUS DRIVING PROCEDURES MODEL KNOWLEDGE TEST

Bus Driving Procedures Test should be included in the driver's personnel file.

NAME	**DATE**

1. If you have four or more lanes going in both directions, what divides traffic in opposite directions?

   (A) Single yellow line
   (B) Divider or two yellow lines
   (C) One solid line with one dashed line
   (D) Dashed line

2. When loading or unloading on a two or three lane highway, which traffic must stop?

   (A) Only traffic moving in the same direction
   (B) Only traffic moving in opposite direction
   (C) Traffic moving in both directions
   (D) Only the bus

3. It is allowable for a student to cross four lanes of traffic after unloading from a bus.

   True False

4. It is the duty of every school bus driver to report to his/her immediate supervisor the license number of any vehicle which violates any law endangering school children?

   True False

5. When do you use your mirrors?

   (A) Occasionally
   (B) At all times
   (C) Only when driving forward
   (D) When you notice other traffic in area

6. When you stop to load or unload passengers, you should position your bus:

   (A) In the center of the lane
   (B) In the farthest right lane possible
   (C) Pull to the right of your lane as possible
   (D) Only A and B are correct

7. When stopping to load or unload passengers, the amber lamps of the 8-way warning system should be activated at least:

   (A) 200 feet or 8 to 10 seconds before stop
   (B) When other cars are present
   (C) 100 feet or 4 to 8 seconds
   (D) Immediately when students become visible

8. Which item is your first priority?

   (A) Keeping on schedule (B) Fuel economy
   (C) Pleasant ride for students (D) Passenger safety

9. The red lamps of the 8-way light system are activated when the passenger door is opened.

True False

10. What is the signal that warns students loading and unloading of possible danger?

(A) Shouting loudly
(B) Blink lamps repeatedly
(C) Long steady blast of the horn
(D) None of the above

11. When loading or unloading passengers, you should:

(A) Count students
(B) Check mirrors and traffic
(C) Check to see that students are seated
(D) All of the above

12. When approaching a railroad crossing in a school bus, you should:

(A) Turn down the radio
(B) Activate hazard warning lamps
(C) Prepare to stop
(D) All of the above

13. Which lamps are used to warn other traffic that you are stopping at a railroad crossing?

(A) Head and tail lamps
(B) Hazard lamps
(C) Right or left turn signal
(D) 8-way warning lamps

14. When stopping at railroad crossings, a bus should stop not closer than fifteen feet nor farther than fifty feet from the nearest track?

True False

15. Which of the following procedures do you use at a railroad crossing?

(A) Open driver's window and entrance door
(B) Look and listen
(C) Deactivate hazard lamps only after clearing tracks
(D) All of the above

16. When is backing a school bus routinely acceptable?

(A) After school board approval
(B) When driver determines it is necessary
(C) After a parent makes a request

17. When loading students in a backing situation, you should:

(A) Load before backing
(B) Load after backing

18. What bus lamps should be used in a loading and unloading zone?

(A) No 8-way lamps
(B) Appropriate turn signals
(C) Hazard lamps can be used
(D) All of the above

19. Students should be instructed in the proper way to get on and off the bus.

True False

20. Students may not change seats while the bus is moving, regardless of the bus's speed.

True False

SECTION SIX: IDENTIFYING ROUTE HAZARDS

Identifying Route Hazards training should be included in both classroom and behind-the-wheel training sessions.

Notes and Comments	IDENTIFYING ROUTE HAZARDS

Background

An estimated 23 million public school students ride over 400,000 school buses twice daily to go to and from school.

Additionally, it has been estimated that another one to two million students ride school buses to and from school-related activities each day.

In the course of a school year, school buses transport students over four billion miles.

The safety of student transportation is of significant concern to Federal, State and local governments, school districts, school administrators, parents, and the general public.

Within the school transportation industry itself, there is a long history of significant efforts to make school transportation safe and efficient. Student transportation programs date back to the earliest years of the 20th century.

By 1910, thirty states had student transportation programs in place.

The first "vehicles" used to transport students were nothing more than horse-drawn carts which were borrowed from local farmers. With the development of automobiles and trucks with gasoline-powered engines, the school "wagon" was replaced with the school "truck."

During the 1920's and 1930's, the Nation's roadway system was expanding, especially in rural communities. This led to a greater need for vehicles to transport school children and the formation of an industry of school bus manufacturers.

As the number of school buses operating on the roadways increased, there came the inevitable problems. Several serious tragedies occurred involving school buses which caused school officials to think seriously about developing safety guidelines for school buses. In 1939, representatives from 48 states gathered to develop recommendations for school buses.

Since that time, there have been a total of 15 National Conferences on School Transportation where representatives from each state gather to revise existing and establish new safety guidelines for school buses and operating procedures for the safe transportation of school children, including those with disabilities.

The product of these national conferences is referred to as the National School Transportation Specifications and Procedures or more commonly known as "National Standards."

The National Conferences are jointly sponsored by the National Association of State Directors of Student Transportation Services (which includes the School Bus Manufacturers Technical Council), the National Association of Student Transportation, the National School Transportation Association, the National Safety Council, and Central Missouri State University.

To help ensure the transportation safety of students on school buses, the National Highway Traffic Safety Administration (NHTSA) establishes and enforces a series of Federal Motor Vehicle Safety Standards governing the safety performance and manufacture of school buses. NHTSA also conducts a safety defects investigation

program to identify safety defects in motor vehicles, including school buses, and requires manufacturers to recall and remedy defective vehicles free of charge.

In addition, NHTSA's Guideline #17, "Student Transportation Safety," establishes minimum recommendations for a student transportation safety program, including the identification, operation, and maintenance of buses used for transporting students; training of passengers, pedestrians, and bicycle riders; and administration.

Even with the school bus-specific Federal Motor Vehicle Safety Standards, NHTSA's safety defect investigation and recall program, NHTSA's Guideline #17, and the school transportation industry's National School Transportation Specifications and Procedures, a few school bus safety problems continue to persist.

One of these problems was identified as a contributing factor in a tragic crash that occurred on October 25, 1995, in Fox River Grove, Illinois.

On that day, a commuter train hit a school bus that was stopped at a highway-railway grade crossing.

Seven students were killed and the school bus driver and 24 other students were injured.

The school bus driver had taken all of the appropriate actions prior to crossing the railroad tracks, but unknowingly failed to completely clear the railway track while the school bus was stopped at a red traffic light.

The commuter train struck the rearmost side of the school bus.

At the conclusion of its investigation of the crash, the National Transportation Safety Board identified one of the factors contributing to the crash as an inadequate school district routing and hazard marking system.

The Safety Board noted that the substitute school bus driver operating the bus that day was unaware of the hazard at the highway-railroad crossing because "the methods employed by the school district to identify and evaluate route hazards were ineffective."

In addition to the Safety Board's investigation of the Fox River Grove crash, the U.S. Department of Transportation formed a Grade Crossing Task Force to review the decision-making process for designing, constructing, and operating railroad grade crossings.

The Task Force published its findings in a March 1996 report, *Accidents That Shouldn't Happen*.

One recommendation from that report calls for NHTSA to "work with State directors of student transportation, through relevant national organizations, to develop a system to improve school bus routing safety by focusing on highway/railroad grade crossings."

As a result of the recommendations from the Safety Board and the Grade Crossing Task Force, NHTSA provided a grant to the National Association of State Directors of Student Transportation Services to:

- Research the issue of school bus route hazards and route hazard marking systems.
- Develop a set of guidelines that school transportation officials could utilize in developing a system for identifying school bus route hazards that meets the needs of their locality
- Provide suggestions for reasonable and appropriate means of informing school bus drivers of potential school bus route hazards so as to educate them on how to deal

with any route hazards that cannot be avoided.

- Suggest methods to disseminate the information developed during this project to the school transportation community.

School Bus Driver Training

School bus driver training is one of the most important components of the school bus transportation system. A critical component of school bus driver training is the recognition of potential driving hazards and appropriate adjustment of driving behavior to ensure the safety of the school bus occupants.

The goal of this training session is to provide school bus drivers and substitute drivers with a list of locations and situations that should be recognized as being potentially hazardous.

School bus drivers should be properly trained to deal with these potentially hazardous conditions.

In addition, school bus drivers should be trained to deal with hazardous conditions that occur suddenly or are of a temporary nature.

Constant dialogue between school bus drivers and route planners is critical to ensure the continued safe transportation of students in school buses.

Methodology

The goal of the following activities is to develop a school bus route hazard identification system and a means of educating school bus drivers about route hazards.

SDE Catalog Video 1061

Define "**School Bus Route Hazard**"

From a practicable perspective, "school bus route hazards" can be grouped into two distinct categories.

- First, there are "driving hazards" that are encountered while operating a school bus route, such as railroad grade crossings and industrial intersections.

- Second, there are "school bus loading zone hazards" that are encountered at a school bus stop, such as a narrow, busy street without sidewalks or dangerous curves that do not provide the school bus driver, the students, or other motorists with an adequate view of the school bus loading zone.

While it is possible to develop a list of the potential hazardous locations and situations that a school bus driver could encounter in the course of driving a school bus route, it is not possible to develop a definitive list of every potential driving hazard.

Some potential school bus route driving hazards can be considered as "fixed," in that the situation or condition exists (such as a railroad crossing), can be identified, and drivers can be informed and educated about the potential hazard.

Other potential driving hazards occur without advanced warning, examples include:

- Inclement weather conditions, such as fog, sand storms, blinding sunlight, snow storms.

- Conditions that result from weather conditions, such as flooded roadways, fallen trees, downed power lines.

	Accident Locations Regular review of a district's route hazards list is encouraged. This will keep the document accurate and permit the addition of yet-to-be-discovered hazards. This training session focuses on potential school bus route driving hazards that are of a "fixed" nature. There are many potentially hazardous locations and situations that a school bus driver could encounter in the course of driving a school bus route. While a hazard could develop at any time while driving a school bus (for example, a tree could fall across a road during a storm, or a stream could overflow, or a wet road could suddenly ice over), this session only identifies fixed conditions that, by their presence, have been deemed a potential driving hazard. Also, the following list is limited to the hazardous locations and situations encountered while driving the school bus, not during loading and unloading operations. For each potential school bus route driving hazard, a list of factors or situations that could contribute to causing a hazard is also provided. It is important to remember that the following list of potential school bus route driving hazards, and the factors and situations within them, is not "all-inclusive." Local school districts may encounter factors and situations that are not listed and therefore routes should be periodically evaluated.
SDE Catalog Videos 1031,1059,1060,1079	**Railroad Grade Crossing** • Number of tracks • Visual obstructions to determine type and travel speeds of trains • Train schedules (consider unscheduled trains also) • Presence or absence of grade crossing controls • Unique characteristics or operation of grade crossing controls • Presence or absence of traffic control signals, including interaction with grade crossing controls • Size of queuing area before and after the tracks • Expected traffic conditions at various times during the day • Roadway design near the grade crossing
SDE Catalog Video 1042	**Dangerous Intersections and Roadways** • High-frequency crash locations as defined by state transportation and/or law enforcement officials • Uncontrolled intersections • Curves and intersections with limited sight distances • Areas with no shoulders • Visibility of traffic control signals

	• Coordination of traffic control signals with others in the immediate area **Bridges, Tunnels/Underpasses and Overpasses** • Weight capacity • Height clearances • Lane width • Queuing/Storage Areas • Short acceleration/deceleration lanes • Limited median areas crossing multi-lane highways • Turning lanes **Industrial Intersections and Construction Zones** • Areas where heavy vehicles/equipment operate on a regular basis, and may be entering, exiting, or crossing the roadway **Steep Downgrades** • Mountainous areas where brake condition and braking operations are important • Location of out-of-control vehicle run-off areas • Areas of significant speed differential between vehicles • On-off ramps to high-speed roads • Farm vehicle areas, including non-motorized vehicles on the road • Mountain terrain
SDE Catalog Video 1047G	**Pedestrian Areas** • School bus loading/unloading zones • Narrow streets with parked motor vehicles – children darting between vehicles • Congested shopping and business areas **Other Conditions Identified in Local Area** • Unique roadway locations • Roadways without guardrails which are next to rivers, lakes, etc. • Dirt or gravel roads that could affect braking • Rock quarry or open pits • Areas with problems related to right-turn-on-red laws

- Areas with visibility problems due to air quality, i.e., industrial smoke, etc.

- Areas where emergency equipment operate on a regular basis, such as fire stations or hospitals

School Bus Route Hazard Identification System

Local school districts should develop a "model" school route hazard identification system. It should be recognized that such a system would consist of three major components:

- A list of potential driving hazards

- A specified procedure/schedule for conducting on-site reviews of school bus routes

- An efficient and effective means of informing school bus drivers of the presence of potential driving route hazards

Of the three components, the first has been determined to be the most critical, since without a definition of what constitutes a school bus route driving hazard, the other components would have little utility.

Additionally, developing a procedure and schedule for reviewing school bus routes and an information dissemination plan should be viewed as administrative policy decisions that are independent of the technical issues related to identifying potential school bus route driving hazards.

Accordingly, constant communication between school bus drivers and route planners is critical to safety.

School districts should develop a systematic process to evaluate all school bus routes to determine whether any potential fixed driving hazards exist.

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An annual review of each school bus route by a person trained to identify potential route driving hazards would provide the basis for identifying any potential hazards.

In addition, school bus drivers should be trained in how to recognize a potential school bus route driving hazard, and to report any new potential hazardous conditions to the appropriate school transportation officials.

In effect, this would provide for continual monitoring and review of school bus routes so school bus drivers are aware of all potential fixed driving hazards on their routes.

Hazards can and do change, even on a daily basis. As such, daily updates of critical route hazards should be foremost in the minds of dispatchers and drivers.

A checklist format based on the above list of potential school bus driving route hazards would provide for a consistent means of ensuring that such items were considered during the review of each school bus route.

It is important to remember that a local school district should ensure that any potential hazard that may be unique to their area, or any potential hazard that they believe is missing, be added to the checklist.

There also can be potential driving hazards along routes taken for field trips or extra-curricular activities. In such cases, drivers may be able to identify potential route driving hazards based on their personal knowledge of the route or on a previous trip to the same location.

A major component of a school bus route driving hazard identification system consists of

a means of informing all regular and substitute school bus drivers of the potential driving hazards on their school bus route(s).

Therefore, there is a need for drivers and driver trainers to make clear notes of these hazards for all substitute drivers.

In addition to the drivers, school bus route planners, schedulers, dispatchers, etc. should be made aware of all information about potential driving hazards on the school bus routes.

This information would allow them to make changes or adjustments to the routes, when reasonable and practicable, so as to minimize or eliminate the exposure of school buses to these route driving hazards.

Informing the necessary people about potential school bus route driving hazards can be accomplished in a number of ways.

The most practical, and possibly most easily understandable, appears to be through the use of a map that is visually annotated to identify potential route hazards.

The same map could obviously be used for other purposes, including designating the actual school bus route and student pickup and drop off locations.

Information on the location of police, fire and rescue stations, hospitals, and other emergency care facilities, and "possible 'safe stops' where a school bus may pull off the road and await aid in the event of an emergency" could be added to the map.

A number of school districts currently use mapping techniques to document the streets in their district, the location of the students' homes, the school bus stops, and the routes traveled by school buses.

Inexpensive color printers allow school districts to print color maps of their bus routes, and computer software allows route planners to incorporate custom information, such as route hazards, on the map.

Whatever means is chosen, it is important that school bus drivers be provided with route hazard information in a standardized, consistent manner. Also, the route hazard information should be available to the school bus driver every day, no matter which school bus is driven on that day.

Training

The importance of training school transportation providers about school bus route driving hazards cannot be over emphasized.

Training in route hazards constantly works to instill in each driver the concept of "Expect the Unexpected."

However, training alone does not guarantee success.

Route hazards is an area in which some training can be afforded, but common sense and networking among drivers, local officials, and school district personnel is paramount to a safe and successful route hazard notification program.

Dissemination Approaches

The ultimate success of a school bus route driving hazard identification system is dependent on the awareness and use of the system by school transportation providers.

If drivers are not made aware of the potential driving hazards and trained on how to deal with such potential hazards, then no benefits will accrue from efforts to identify potential

route hazards.

Non-Fixed School Bus Route Hazards

As mentioned earlier, this session's primary focus deals with school bus route driving hazards that are "fixed."

However, it is recognized that other driving hazards can occur without advanced warning.

It is important for school bus drivers to be aware of such possibilities and be trained on how to deal with such sudden potential hazards.

Some examples of some non-fixed driving hazards include:

- Adverse weather conditions
- Extreme cold
- Extreme heat
- Wind
- Rain
- Fog
- Snow and ice
- Conditions affecting visibility
- Sun glare
- Darkness
- Fog, rain and snow
- Curves and hills
- Wild Animals

Wild animals are another example of a non-fixed school bus route driving hazard.

In many rural and suburban areas, animals such as deer and live stock can be a serious danger to motorists. School bus drivers should be made aware of such situations and learn how to deal with them.

Conclusions

- Driving hazards can and do exist on school bus routes.
- Driving hazards on school bus routes that are of a "fixed" nature can be identified.
- School transportation officials should establish a program to routinely and systematically evaluate all school bus routes for potential driving hazards.
- A list of potential fixed school bus route driving hazards has been developed for use in evaluating school bus routes.

	• Information on potential school bus route driving hazards should be provided to all regular and substitute school bus drivers, route planners, dispatchers, and other appropriate personnel. • School bus drivers should be trained on how to effectively deal with potential school bus route driving hazards, of both a fixed or sudden nature.

SECTION SIX: IDENTIFYING ROUTE HAZARDS MODEL KNOWLEDGE TEST

Identifying Route Hazards Test should be included in the driver's personnel file.

NAME **DATE**

1.	In the course of a school year, school buses transport students over four billion miles.	**T**	**F**
2.	The first vehicles used to transport students to and from school were nothing more than horse-drawn carts borrowed for local farmers.	**T**	**F**
3.	In 1939, representatives from 48 states gathered to develop recommendations for school buses.	**T**	**F**
4.	The National Transportation Safety Board (NTSB) is responsible for enforcement of all Federal Motor Vehicle Safety Standards.	**T**	**F**
5.	On October 25, 1995, a school bus slid off the roadway into a fast moving river. That incident is commonly known as the "Fox River Grove School Bus Incident."	**T**	**F**
6.	That accident was investigated by the National Highway Traffic Safety Administration (NHTSA).	**T**	**F**
7.	Following the Fox River Grove School Bus Incident, a task force published its report, "Accidents That Shouldn't Happen."	**T**	**F**
8.	The National Association of State Directors of Student Transportation Services (NASDPTS) was given a NHTSA grant to research the issue of school bus route hazards and route hazard marking systems.	**T**	**F**
9.	Identifying school bus route hazards is the sole responsibility of the school bus driver.	**T**	**F**
10.	Inclement weather is one example of a "fixed" driving hazard.	**T**	**F**
11.	School districts are expected to develop and maintain an inclusive list of school bus route hazards.	**T**	**F**
12.	A hazard can develop at any time while driving a school bus.	**T**	**F**
13.	Railroad grade crossing "queuing area" refers to the area where the train actuates the crossing control devices.	**T**	**F**
14.	Constant dialogue between school bus drivers and route planners is critical to ensuring student safety.	**T**	**F**
15.	Dispatchers require the same level of training in school bus route identification hazards as school bus drivers.	**T**	**F**
16.	A major component of a school bus route hazard identification system consists of a means of informing both regular and spare school bus drivers.	**T**	**F**
17.	It is not necessary to note fixed route hazards on route sheets, since the driver already knows that the hazard exists.	**T**	**F**
18.	It is impossible to identify field trip route hazards prior to taking the trip.	**T**	**F**
19.	School bus drivers can have their CDL license suspended for failure to comply with railroad grade crossing procedures and laws.	**T**	**F**
20.	Knowing geographical locations with "high accident rates" can help identify route hazard location or dangerous situations.	**T**	**F**
21.	Reference point driving can help establish the size of "queuing areas."	**T**	**F**
22.	Knowing the overall length of your school bus has no bearing on accurately identifying route hazards.	**T**	**F**
23.	The use of maps to identify route hazards is extremely ineffective.	**T**	**F**
24.	Identifying the location of fire stations, hospitals, police stations, emergency care facilities and possible safe stops may be a good idea, but knowing that information does not help in the identification of school bus route hazards.	**T**	**F**
25.	The importance of training student transportation providers about identifying school bus route hazards cannot be over emphasized.	**T**	**F**

SECTION SEVEN: DRIVING ENVIRONMENTS

Driving Environments training should be included in both classroom and behind-the-wheel training sessions.

Notes and Comments	SPECIFIC DRIVING ENVIRONMENTS
	In this chapter you will learn about specific driving environments that you will encounter as a school bus driver. These environments include night driving, rural driving, urban driving, highway and freeway driving, adverse weather conditions, mountain driving, and field trips.
SDE Catalog Video 1049	**Night Driving** You are at greater risk when you drive at night. Drivers can't recognize hazards as soon as in daylight, so they have less time to react. Drivers caught by surprise are less able to avoid a collision. The problems of night driving involve the following: **Vision** People can't see as sharply at night or in dim light. The eyes need time to adjust to seeing in dim light. Most people have noticed this when walking into a dark movie theater. **Glare** Drivers can be blinded for a short time by bright light. It can take several seconds to recover from glare. A vehicle going 55 mph will travel more than half the distance of a football field during the 2 seconds needed to adjust after glare blindness. **Fatigue and lack of alertness** The body's need for sleep is beyond a person's control. If you are sleepy, the only safe cure is to get off the road and get some sleep. **Rural Driving** Rural driving environments are varied and have many conditions that create a challenge to all drivers who operate a bus in these areas.
SDE Catalog Video 1051	**Passing Procedure** • Stay back at least 4 seconds • Check for signs and road markings • Check traffic ahead • Check traffic behind, to the left and glance over your shoulder • Signal lane change to left • Double check signs, markings and traffic • Move to the left and proceed to pass • Pull back to the right only when there is sufficient space between bus and vehicle you are passing and you have again signaled your lane change

Loading & Unloading

In a rural setting the loading and unloading procedure will vary slightly from urban driving in that some additional warning light distance may be needed to warn motorist traveling at faster speeds.

The driver should activate the alternating flashing amber lamps sooner than the required 200 feet before the stop. Some drivers prefer to use a time interval of 8-10 seconds before the stop.

The bus should be stopped in the middle of the right hand lane. The driver should stop twelve (12) feet before reaching the waiting students. This provides a good safety margin.

Activate the alternately flashing red lamps and stop arm only AFTER coming to a complete stop.

Before moving on, recount students, check all mirrors and be sure passengers are seated.

Close service door before pulling away from stop.

Bus Speed

In rural areas the roadway speed will often be higher than in urban areas and will require the driver to be more aware of his position and the position of other motorists. Greater following distances and an awareness of the surroundings are needed to ensure a safe trip.

Turning

In rural conditions turns must be completed with care. Proper warning prior to turn for oncoming motorists is critical. When making a turn, the condition of the road, width of roadway and traffic must all be monitored by the driver.

SDE Catalog Video 1042

Intersections

In rural settings intersections must be approached with caution. Most collisions occur at intersections.

Protected intersections have control devices or traffic control signals to regulate the traffic flow in that area.

Unmarked or unprotected intersections have no traffic control signals or devices. These are the most common type found in rural areas and require a driver's full attention in watching for other motorists approaching that may not stop, yield, or even see the bus.

Conditions to be aware of near these type of intersections:

- Limited visibility from buildings, trees, bushes, agricultural growth or weather conditions.

Extreme caution is the key to providing a safe crossing.

Railroad Crossings

Railroad crossings are always dangerous. In rural settings, crossings often do not have warning light systems or good visibility for drivers to see clearly for long distances. Trains will be traveling at higher speeds in the open country. Proper railroad crossing procedures must be followed at all crossing points.

Road Hazards

Road hazards in rural setting are numerous and varied and require a drivers full attention when encountered.

Question: What are some of the unique road hazards you might encounter in a rural setting?

Pedestrians Walking on Roadway or Crossing Roadway

Remember pedestrian right of way and courtesy when passing them.

Bicycles

Bicycles are classified as vehicles, and cyclists are expected to obey the same traffic rules and regulations as vehicle operators, however most cyclists are children and they may not know or obey the rules. Protect them by slowing down, tapping the horn and allow ample room when overtaking or passing them.

Animals

In rural settings animals are always a potential hazard.

- The bus driver should be aware that pets are often near children and can create potentially hazardous situations.
- Horses/Cattle - In rural areas these animals are unpredictable when approached by large vehicles such as a bus. They may bolt across roads at any point.
- Deer and other wild animals - Deer create a hazard, often in the low light time of day or evening. Often there is more than one animal so the driver needs to be aware of additional hazards.

Pavement Edges

In rural areas the pavement edges are often abrupt and have a drop off that will jerk the vehicle off the roadway if a tire goes over the edge.

Children

Children at play along roadway, games, sledding in winter not paying attention to the traffic.

Snow/Drifts/Blowing Snow

Winter snows in rural areas can be very dangerous and require a driver's full concentration, i.e. deep drifts or zero visibility areas.

Slow Moving or Stopped Vehicles

Drivers must watch out for these types of vehicles. Often there is little or no warning before the driver is upon them.

SDE Catalog Video 1005

Impaired Drivers

Drunk, drugged or sleepy drivers who are creating very dangerous conditions need to be approached or passed with great caution. Notify supervisors so law enforcement personnel can deal with these people.

Emergency Situations

Rural areas create some unique emergency situations: vehicle collisions, fires, road hazards that create a blocked roadway, weather conditions such as severe sand or dust storms, flooding that blocks the roadway, lightning storms, etc. The driver must know how to compensate for these conditions. Safety is the ultimate concern with each emergency situation.

Curves

When driving in areas where there are curves, basic laws of physics, such as momentum, gravity, friction, and centrifugal force need to be remembered.

Stability during the curve depends on several elements:

- Condition of road surface
- Amount of tire tread
- Composition of road surface
- Angle at which the curve is banked
- Speed - 65 MPH is maximum speed for school buses

Of these five elements, speed is the only factor the driver has control over while in the curve.

The judgment of the person behind the wheel will determine if the vehicle will enter the curve safely or at a speed likely to cause the bus to go out of control. Pay attention to posted speed signs on curves and remember they are based on good visibility and weather conditions. When approaching a curve brake before entering the curve, then accelerate slightly during the curve. Avoid braking in the middle of a curve.

Hills

The bus driver must be prepared to cope with mistakes made by other drivers. For instance, when approaching a hill on a two-way road, follow these procedures:

- Just before topping the crest of the hill, slack off the throttle.
- Move as far to the right edge of the roadway as is safe.
- Be prepared for the vehicle that could be making an unsafe pass.

Another hazard is the slow-moving vehicle coming up a hill while you are going down or topping the hill. In these cases, expect cars following the slower vehicle to suddenly try to pass. Make adjustments for the unsafe acts of other motorists.

Gravel Roads

Gravel roads in rural areas are most common and have many conditions that create driving problems:

- Traction will vary depending on the surface of the road; hard packed road, or loose gravel can increase stopping distance greatly.
- Dust conditions on gravel roads make it necessary for you to increase your following distance for safety.

- Flying rocks from other vehicles are common. Increase your following distance to avoid windshield damage.

- Curves and hills must be approached with care due to increased stopping distances and poor traction in curves.

- Edges of roadways are usually soft. Buses that drive too close to the sides of the road can be pulled off the roadway by soft shoulders. When meeting oncoming vehicles on narrow roads, slow down and be careful of edges.

Urban Driving

Loading and unloading procedures are the same statewide. Because of additional traffic, the driver should be thoroughly familiar with local district policy regarding specialized locations or procedures.

Speed

The driver of a school bus shall never drive at a speed that is faster than reasonable under existing conditions. The driver of a school bus shall not exceed 65 MPH or the posted speed limit, whichever is less.

65 MPH is maximum speed for school buses in Idaho.

SDE Catalog Video 1042

Intersections

The greater weight of school buses means slower acceleration. This is especially important at intersections. It takes longer for a bus to clear an intersection than it would a car. After a stop, a school bus may take 9-10 seconds to clear an intersection.

Alleys

Be alert for vehicles emerging from alleys and driveways especially when the driveway or alley is obscured by buildings, parked vehicles, or pedestrian traffic.

Crosswalks

Drivers must give the right of way to pedestrians when the pedestrian is in a marked crosswalk, turning a corner, or crossing the sidewalk at an alley or driveway.

Lane Changes

Check for signs and road markings. Check traffic ahead, including driveways. Check traffic around the vehicle and signal for lane change. Double check traffic and move into the intended lane. Signal for 3 to 4 seconds before any lane changes. Be sure to cancel the signal after completing a lane change.

Curves

It is best to compensate for increased height and weight by slowing down before a curve, maintaining reduced speed in the curve, and accelerating out of the curve.

Construction

When operating in construction zones, be cautious of the following hazards: narrow lanes, sharp turns, uneven surfaces, distracted drivers, construction vehicles and workers, upcoming loading/unloading locations, and obstacles on the road.

	You should drive slowly and carefully, watch for flaggers, use hazard lamps if warranted, and press the brake pedal slightly to activate brake lamps. **Traffic Control** An official traffic control device is "any sign, signal, marking, or device placed or erected by authority of a public body or official for the purpose of regulating, warning, or guiding traffic." **Highway/Freeway Driving**
SDE Catalog Videos 1032,1047I, 1067	Highway or freeway driving differs from the stop and start routine experienced in urban and residential driving. Driving on highways and freeways forces the driver to adjust to special driving conditions. Conditions vary and may change within a short distance. Road surfaces, shoulders, lighting, pedestrians, other vehicles, and weather conditions may change rapidly. **Speed** The most important aspect of highway/freeway driving is speed. As speed increases, your vision field must increase, stopping distance increases and the potential for damage and injury in a collision is more serious. The speed limit for buses is 65 mph on freeways. Speed must be considered in making driving decisions in this type of driving. A proper safety cushion can be maintained about 10 percent below the speed limit for minimizing braking and accelerating. **Turning** Turning procedures are affected by the speed of the vehicle. Always follow proper lane positions prior to making turns. Left hand turns across traffic can be extremely dangerous. Adequate planning is required. At intersections use correct lanes for making turns. The side mirrors should be used during turning and curves to check clearance at the rear of the bus. **Lane Changes** The correct position of your vehicle is essential for providing maximum protection for your passengers. The correct positioning of your bus in traffic will give you better visibility of traffic and prepare you to complete other driving procedures. Check traffic and signal your intentions to other drivers, giving them adequate warning time. Control the steering during lane changes and readjust your speed after the lane change has been made.
SDE Catalog Video 1051	**Passing** Passing another vehicle on a highway/freeway has the potential for being a dangerous maneuver. The decision to pass must include making decisions with proper planning. The distance of your bus in relationship to other vehicles must be considered. Ask yourself if it is *really* necessary to pass. If you decide you need to pass, the following actions are important to consider: • Make sure passing is legal - observe traffic signs and painted markings. • Check for obstructions to vision. • Make sure road conditions are acceptable to pass. • Use mirrors and signals to notify your intentions.

- Check for other traffic that may be entering the road.

The conditions needed to make a pass must also be considered when you are being passed. The safety of your passengers must be considered at all times.

Some areas are designated as no passing areas and must be recognized by the bus operator. Solid yellow lines, steep hills, intersections, railroad crossings, bridges, underpasses and curves are examples of no passing areas. Road and weather conditions must also be considered when passing. Watch for hazards of slow moving vehicles.

Bridges/Tunnels

When the temperature drops, bridges will freeze before the roadway freezes. Weather conditions and road conditions vary in tunnels and overpasses. No passing is allowed on bridges and underpasses.

Hills

Hills are unmarked hazards found in highway/freeway driving. "No passing" zones are usually associated with hills. Your sight distance is reduced in hill driving. Vehicle speed varies more on hill driving. Buses driving downhill on freeways or highways will be going slower than other traffic, so drivers must be aware and allow for adjustments.

Traffic Flows

Entering and exiting a freeway can present special conditions for the bus driver. When entering a freeway the following should be practiced.

- Check for traffic flows and potential areas of danger.
- Signal your intentions early to alert other drivers (4 seconds).
- Keep vehicle moving and merge with flow of traffic on freeway.
- Maintain space cushion with other vehicles.

Emergency Procedures

Highway/freeway driving emergency procedures present special conditions for the bus driver. Driving conditions due to speed, vision, road conditions and other vehicle traffic will effect how you handle emergency situations. Refer to Emergency Procedures section for more detailed training.

Adverse Weather Conditions

During the year, there will be a variety of hazardous conditions that will demand alert and skillful action. Conditions being faced are: ice, rain, mud, snow, fog, and wind. A driver must make a mental adjustment to fit the problem when these conditions exist.

A vehicle cannot be operated safely and efficiently at a high rate of speed when any of the above conditions prevail. After driving the route for a while you may become complacent and take the road for granted. But conditions change rapidly: potholes develop overnight; the grade washes away; shoulders become soft; railroad crossing approaches change; loose gravel appears; or slick spots develop through accumulations of water, snow, ice, and oil deposits. The driver must be on the alert to detect these changes before it is too late.

Refer to CDL manual about driving through standing water.

Accidents just don't happen because the road is slick. They usually happen because the driver fails to adjust driving skills to compensate for road conditions. Professional drivers can drive safely on extremely slippery surfaces by reducing speed and adjusting driving skills to cope with these conditions.

SDE Catalog Video 1001

Traction on Roadways

It will take longer to stop and it will be harder to turn without skidding when the road is slippery. Reduce speed by about one third (e.g., slow from 55 to 35 mph) on a wet road. On icy or snow packed roads reduce speed by half or more. Depending on road conditions, you may have to reduce speed to a crawl and stop driving as soon as you can safely do so.

When your drive wheels have poor traction, the retarder may cause them to skid. Therefore you should turn the retarder off whenever the road is wet, icy or snow covered.

Identify Slippery Surfaces

Shady areas of the road will remain icy and slippery long after open areas have melted. Bridges will freeze before the road will. Melting ice will make the ice surface more slippery. Black ice is a thin clear layer of ice that makes the road look wet and sometimes occurs when temperatures drop to near freezing.

Rain and Hydroplaning

Although not a direct result of cold temperatures, water on the roadway can cause slippery conditions. It's like water skiing: the tires lose contact with the road and the vehicle is actually traveling on top of the water. You may not be able to steer or brake because the tires have no traction on the roadway. This can occur at all speeds.

Temperature Based Changes

Winter Driving

Make sure your vehicle is ready before driving in winter weather. You should make a regular pre-trip inspection, paying extra attention to the following items.

- **Coolant Level and Antifreeze Rating**. Make sure the cooling system is full and there is enough antifreeze in the system to protect against freezing. This can be checked with a special coolant tester.

- **Defrosting and Heating Equipment**. Make sure the defrosters work. They are needed for safe driving. Make sure the heater is working and that you know how to operate it. If you use other heaters and expect to need them (e.g. mirror heaters, battery box heaters, fuel tank heaters), check their operation.

Other topics to consider:

- Buses with drop chains should be mentioned

- Air brakes and frozen air lines – condensation

- Diesel – jelling

- **Wipers and Washers**. Make sure the windshield wiper blades are in good condition. Make sure the wiper blades press against the window hard enough to wipe the windshield clean. If you can't see well enough while driving (for example, if your wipers fail), stop safely and fix the problem.

- **Tires**. Make sure you have enough tread on your tires. The rear tires must provide traction to push the rig over wet pavement and through snow. The front tires must have traction to steer the vehicle.

- **Tire Chains**. You may find yourself in conditions where you can't drive without chains, even to get to a place of safety. Carry the right number of chains and extra cross links. Learn how to put the chains on before you need to do it in snow and ice.

Summer/Hot Weather

Do a normal pre-trip inspection but pay special attention to the following items:

- **Tires**. Check the tire mounting and air pressure. Inspect the tires every two hours or every 100 miles when driving in very hot weather. Pay special attention to recapped tires. Under high temperatures the tread may separate from the body of the tire.

- **Engine Oil**. The engine oil helps keep the engine cool, as well as lubricating it. Make sure there is enough engine oil. If you have an oil temperature gauge, make sure the temperature is within the proper range while you are driving.

- **Engine Coolant**. Check the fluid levels prior to departure. Check the temperature gauge from time to time. If the gauge goes above the highest safe temperature, there may be something wrong that could lead to engine failure. Stop driving as soon as safely possible and try to find out what is wrong. Coolant level can be checked by visually checking the coolant reservoir. Never remove the radiator cap or any part of the pressurized system until the system has cooled.

Drive slow enough to prevent overheating. High speeds create more heat for tires and the engine. The heat will increase chances of tire failure, engine failure, or even fire.

Mountain Driving

When driving in mountains, the force of gravity plays a major role. On any upgrade, gravity slows you down. The steepness of the grade, the length of the grade, and the weight of the load will influence your choice of gears used to climb steep hills or mountains.

When coming down long steep downgrades, gravity causes the speed of your vehicle to increase. You must select the appropriate safe speed, then use a low gear that will take advantage of the engine braking power. You must also use proper braking techniques. You should plan ahead and obtain information about any long steep grades along your planned route of travel. If possible, talk to other drivers who are familiar with the grades to find out what speeds are safe.

You must go slow enough so your brakes can hold you back without getting too hot. If the brakes become too hot, they may start to "fade". This means you have to apply them harder and harder to get the same stopping power. If you continue to use the brakes hard, they may keep fading until you cannot slow down or stop at all.

Your most important consideration is to select a speed that is not too fast for the total weight of the vehicle and cargo, length of the grade, steepness of the grade, road conditions, and weather. You must use the braking effect of the engine as the principle way of controlling your speed.

Discuss “stab” and feather braking techniques.

SDE Catalog Video 1004

Field Trips

The prime consideration is, and must always be, the safety of each individual.

Field trips are those scheduled trips that are related to school activities but are not considered normal home to school and school to home routing. Activities such as athletic events, debate, music, and curriculum based activities can be either local in-district trips or out of town travel.

Each school system that provides activity bus transportation for students shall have comprehensive policies and guidelines regarding activity transportation.

The driver has the final authority on the bus. Prior to departure the driver should discuss with the group leader the riding behavior that is expected from all passengers on the vehicle, and ask the leader to help enforce the bus rules.

Question: What can the driver do ahead of time to prepare for the field trip?

The driver should know the group, destination, route, times, etc., as far in advance as possible in order to adequately prepare for the trip. This includes checking group itinerary, vehicle to be used, obtaining maps and/or directions, possible fueling locations, possible food/travel breaks, etc.

The driver is required to maintain the necessary records required for the trip, including mileage, passenger count, arrival and departure times, expense reports, work hours, etc.

Often on field trips, extra supplies and equipment are transported on the bus. The driver should pack cargo to eliminate shifting and falling. Load passengers and luggage to ensure that the aisles are clear. Check that emergency exits are accessible and in working condition and are not blocked by luggage or other cargo. Luggage must be secured.

SECTION SEVEN: DRIVING ENVIRONMENTS MODEL KNOWLEDGE TEST

Driving Environments Test should be included in the driver's personnel file.

NAME	**DATE**

1. What is the most important thing to consider when coming down a long steep downgrade?

   (A) Controlling speed by proper gear selection and proper braking method
   (B) Proper adjustment of the brakes
   (C) Proper gear selection
   (D) Gravity

2. In a rural setting, students need only cross 4-5 feet ahead of the bus.

   True False

3. Defensive driving may be described as:

   (A) Steering to avoid the other driver
   (B) Being alert for other drivers, recognizing road conditions and showing concern for the safety of all people
   (C) Driving in such a manner as to avoid collisions by staying out of the other person's way
   (D) All of the above

4. In a curve, it is best to compensate for increased height and weight by slowing down before a curve, maintaining reduced speed in the curve, and accelerating out of the curve.

   True False

5. Which of the following can be a problem in night driving?

   (A) Vision
   (B) Glare
   (C) Fatigue
   (D) All of the above

6. Before leaving on a field trip, the driver should prepare by:

   (A) Knowing the group, destination, route and times
   (B) Having adequate rest
   (C) Performing a thorough pre-trip on the bus
   (D) All of the above

7. Mirrors should be checked and adjusted:

   (A) Daily
   (B) While driving and as needed
   (C) Before each trip and as needed
   (D) With the help of another driver
   (E) All of the above

8. A driver needs to be aware of the following conditions when making a turn in rural conditions: condition of turn, width of roadways, speed of vehicle and other motorists.

   True False

9. According to the State Board of Education regulations, what is the correct maximum speed limit for buses while traveling on freeways?

(A) 65 mph
(B) 45 mph
(C) 55 mph
(D) None of the above

10. With reference to recognizing bridge conditions, which of the following statements is correct?:

(A) Roadways freeze before bridge surfaces
(B) Bridge surfaces freeze before roadways
(C) Bridges seldom ice or freeze
(D) Bridges never freeze

11. While on long activity trips, it is allowable to have luggage, sports equipment and instruments stored in front of rear door, side doors or in front of escape hatches.

True False

12. Fresh rain on oily road surface can create a dangerous slick condition.

True False

SECTION EIGHT: EMERGENCY TRAINING PROCEDURES

Emergency Training Procedures training should be included in both classroom and behind-the-wheel training sessions.

Notes and Comments	EMERGENCY TRAINING PROCEDURES
SDE Catalog Videos 1037	In this chapter we will familiarize you with some of the emergency equipment required on school buses. We will inform you of procedures to use when you are in an emergency situation, such as a collision or mechanical breakdown, and you will also learn how to conduct emergency evacuation drills with the students on your bus.
SDE Catalog Videos 1017G, 1024-1027	**Emergency Equipment** All school buses are required to have certain emergency equipment on the bus: **Four-way Hazard Lamps** The four-way hazard lamps are the amber and red lamps that are located at both the front and rear of most vehicles. Although these hazard lamps are not specific to school buses and are not usually considered to be "emergency equipment," they are important to use in emergency situations. They can also be used in non-emergency situations to warn other motorists that potential hazards may exist. These lamps are most commonly used when the driver must stop on or near the side of the road. On school buses they are used prior to stopping at a railroad crossing to warn other vehicles that the bus is about to stop in the roadway. They may be used when loading or unloading in the designated school bus loading zone out of the lane of traffic. Other situations may occasionally occur whereby the hazard lamps should be used to warn other motorists of potential hazards. **Seat Belt Cutter – Seat belt cutter should be located within the drivers reach in the belted position. Additional seat belt cutter added to Specially equipped school buses, July 1, 2012.** **Triangle Reflectors** Each school bus shall contain at least (3) reflectorized triangle road warning devices mounted in an accessible place in the driver's compartment. These devices must meet requirements in the Federal Motor Vehicle Safety Standards and must be placed within ten minutes of stopping. Placement of the triangles in an emergency situation shall be: • If you must stop on or by a one-way or divided highway, place warning devices 10 feet, 100 feet, and 200 feet toward the approaching traffic. (Refer to current CDL Manual) • If you stop on a 2-lane road carrying traffic in both directions or on an undivided highway, place warning devices within ten feet of the front or rear corners to mark the location of the vehicle and 100 feet behind and ahead of the vehicle, on the shoulder or in the lane you stopped in. (Refer to current CDL Manual) • If you stop back beyond a hill, curve, or other obstruction that prevents other drivers from seeing the vehicle, place warning devices within 10 feet of the vehicle and 100 to 500 feet toward the approaching traffic. (Refer to current CDL Manual)
SDE Catalog Videos 1017F	**First Aid Kit** The first aid kit is located in the driver compartment of most buses. Most often they are

bolted on the bulkhead above the driver's seating position. The required contents of the first aid kit are:

- 2 - 1" x 2 ½ yards adhesive tape rolls
- 24 - sterile gauze pads 3" x 3"
- 100 - ¾" x 3" adhesive bandages
- 8 - 2" bandage compresses
- 10 - 3" bandage compresses
- 2 - 2" x 6' sterile gauze roller bandages
- 2 - non-sterile triangular bandages approximately 40" x 36" x 54" with 2 safety pins
- 3 - sterile gauze pads 36" x 36"
- 3 - sterile eye pads
- 1 - rounded-end scissors
- 1 - pair latex gloves
- 1 - mouth-to-mouth airway

The driver shall check the first aid kit regularly to see that it contains all necessary items. Anything missing shall be reported by the driver, and the driver shall follow up to assure that the required contents are replaced.

SDE Catalog Videos
1007,1028,1034

Body Fluids Clean-up Kit

Each bus shall have a removable and moisture-proof body fluid clean-up kit. This kit is used to aid the driver in the clean up of body fluids such as vomit, blood, diarrhea or urine. When used properly it will protect the driver from exposure to communicable diseases. It shall be properly mounted and identified as a body fluid clean-up kit. You should become familiar with where it is located in the bus you operate since each manufacturer places them in a different place somewhere within the driver's compartment.

The contents of this kit should be checked daily. However, the individual items should not be opened unless you plan on using them. Minimum contents of body fluid clean-up kit shall be, but not limited to, the following items:

- 1 - pair latex gloves
- 1 - absorbent
- 1 – scoop
- 1 - scraper or hand broom
- 1 - disinfectant
- 2 - plastic bags

After the body fluid clean-up kit has been opened and used it needs to be properly

disposed of in accordance with the instructions found with each kit.

First aid and body fluid kits shall be checked for contents and then sealed with a "breakable" tie. When used, indicated by a broken tie, the contents should be rechecked and resealed. Additional bandages can be stored in a secondary location.

SDE Catalog Videos 1022,1023

Fire Extinguisher

The bus shall be equipped with at least one pressurized, dry chemical fire extinguisher complete with hose, meeting Underwriters Laboratories, Inc. approval criteria. Extinguisher must be mounted in a bracket, located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and easily read without moving the extinguisher from its mounted position.

The fire extinguisher shall have a rating of 2A10BC, or greater. The operating mechanism shall be sealed with a breakable type seal which will not interfere with the use of the fire extinguisher.

A properly charged fire extinguisher will have the pressure needle located in the green section of the pressure gauge. To use the fire extinguisher, remove it from its stored position, shake up the contents, pull the safety pin loose, maintain in an upright position, point the hose at the base of the fire and squeeze the handle.

The pressure of the extinguisher is to be inspected on a daily basis. Occasionally usually once a month) remove the fire extinguisher and tip upside down a few times. This will keep the contents from packing down and becoming ineffective. Located on the label are the types of fires that the extinguisher can be used on. Inspection tags attached to the extinguisher should be inspected and initialed once per month.

Emergency Packet

An emergency packet containing the name and phone numbers of agencies such as law enforcement, ambulance, transportation supervisor, insurance information, and accident report forms should be kept somewhere within the driver's compartment and also kept in the packet should be the vehicle registration. The location of this information needs to be shared with the older students on the bus so that, in the event the driver becomes incapacitated, they would be able to summon assistance.

Emergency Procedures - Mechanical Breakdown

When you become aware that you are having vehicle problems, turn on the four way hazard lamps. Look for a safe place to pull the bus to the side of the road and stop. Turn the engine off and remove the keys. Once the bus is stopped, control of the passengers must be maintained. If you feel that the location where the bus is stopped is not safe, then the students must be unloaded and walked to a safe area.

Assistance should be summoned at the very first opportunity when you have made sure the safety of the students is not jeopardized. A driver shall not leave an occupied bus. In case of breakdown the driver should radio for assistance. If electronic voice communication is not possible, the driver should send a school bus aide, ask a passing motorist for assistance, or wait for help. Only as a last resort should the driver consider sending two or three older, responsible students to call for help.

Remove the triangular reflectors from the bus and place them in the proper locations. (See "Triangle Reflectors" earlier in this chapter for placement).

If you are on a curve, hill or other obstruction that would prevent other drivers from seeing the vehicle within 500 hundred feet, a general rule of thumb to follow is if the line of sight is obstructed, move the rear most triangle to a point giving adequate warning. When putting out the triangles, hold them between yourself and the oncoming traffic for

	your own safety (so other drivers can see you).
	Responsibilities in The Event of a Bus Collision
SDE Catalog Videos 1002,1017E, 1017H, 1024	Each district has its own policy covering what to do in the event of a collision. Learn and know that procedure. If you are involved in a collision, there are some basic procedures that should be followed. The scene should be secured by placing the emergency triangles as explained above. Then the following should be done: • Check for injuries and call for an ambulance if needed. Provide first aid to those injured according to your ability. • Account for all students. • Remain alert regarding the possibility of fire in any or all vehicles involved. • Make a list of all passengers on the bus and where they were sitting. If they are injured and transported to the hospital you should know which hospital. • Fill out all reports required by law and school district policy. • Drivers or their supervisor must report all collisions to the local school authorities, the appropriate law enforcement agency, and the State Department of Education. The Accident Report Form shall be completed by the driver or transportation supervisor on IBUS within fifteen days of the collision.
	Emergency Evacuation Drills
SDE Catalog Videos 1019,1047A and B,1063	Emergency evacuation drills are required and should be conducted at least twice during each school year. Records verifying that drills were conducted need to be kept on file. Students must be prepared to evacuate in the event of a real emergency, such as danger of fire, drowning, or if the bus is in an unsafe position. The emergency evacuation drills should be as close to the real thing as possible. The drill should be discussed with the students prior to the day of the drill. The drill should follow the evacuation procedures for the appropriate exits used. Stand facing students and tell them they are having an emergency evacuation drill. Remind students to leave books, lunches, etc. on the bus. The drill can be timed if you desire, but most important is that the students learn to exit the bus calmly, orderly, and as quickly as possible. It is important that they follow your directions. When the drill is over have the students get back on the bus. Spend a few moments discussing the drill. Point out the good things that occurred and discuss the ways to improve the drill. Passengers on activity or field trips should receive emergency evacuation instructions prior to departure. **When evacuating the bus follow these procedures:** **Evacuating through the front door** • Set park brake. • Turn off engine. • Put transmission in reverse (manual transmission) or neutral (automatic

transmission).

- Turn on four-way hazard lamps (if operable).
- Driver should stand and face students.
- Test front service door to see if it is working before making any announcements.
- Get the student's attention - speak clearly and concisely.
- Evaluate the situation. Determine if there are any injuries, and determine a safe waiting area to move the students to.
- Announce to the students to exit through the front, give the first aid kit, fire extinguisher and reflective triangles to responsible students.
- Check to make sure all students are out.
- Assist the injured to the best of your abilities.
- Notify proper authorities.

Evacuating through the rear and or side door

- Steps 1 through 4 in the front door evacuations need to be followed.
- Assign two "helpers" to assist students.
- Instruct the helpers to "sit" on the floor at the emergency door and "scoot" out of the door onto the ground.
- One helper is positioned so that the emergency door will not swing against the students. The other helper is positioned on the other side of door area.
- The helpers need to hold a hand open, palm upward and extended for the student to place his/her hand on it. The other hand will support the upper part of the arm of the exiting student.
- Students should "squat" at the rear door to eliminate the possibility of hitting their head.
- Have the student "drop" out of the bus. Never have student "jump" out of the bus.
- Have them walk to the designated safe waiting area.
- Evacuate the bus, starting at back row and continue to the front.
- Give first aid kit, fire extinguisher, and emergency triangles to the last two students after they are out of the bus.
- Have the helpers assist you out of the rear of the bus.
- Assist the injured to the best of your ability.
- Account for all students.
- Notify proper authorities as soon as possible.

Evacuating through the front and rear doors

When evacuating through both the front and back doors at the same time, the driver must

	determine which seats go out which exit and then follow the procedures outlined for both front and rear door evacuations. Evacuation of handicapped and special needs students is addressed in the section that deals with special needs children.

SECTION EIGHT: EMERGENCY TRAINING PROCEDURES MODEL KNOWLEDGE TEST

Emergency Training Procedures Test should be included in the driver's personnel file.

NAME	**DATE**

1. All school buses are required to have certain emergency equipment on the bus. List four items.

   _____ _____

   _____ _____

2. A bus emergency packet should contain:

   (A) Insurance information
   (B) Vehicle registration
   (C) Emergency phone numbers
   (D) Accident report form
   (E) All of the above

3. Emergency evacuation procedures should be explained only for home-to-school riders.

   True False

4. How often should bus evacuation drills be conducted?

   (A) Once a year
   (B) Twice a year
   (C) Three times a year
   (D) Monthly

5. On a flat, straight, two-lane roadway, with two-way opposing directional traffic, where should the triangle reflectors be placed when you have a problem with your vehicle and have to stop?

   (A) 100 feet in each direction, 10 feet from rear of vehicle
   (B) 200 feet in each direction, 10 feet from rear of vehicle
   (C) All three within 50 feet of vehicle
   (D) 10 feet, 100 feet and 200 feet in the direction of oncoming traffic.

6. Where is the first aid kit located on most buses?

   (A) Driver compartment
   (B) Under seat in a storage box
   (C) Within first 2 seats
   (D) None of the above

7. When should hazard lamps be used?

   (A) At a railroad crossing
   (B) When the bus makes an emergency stop on or near a road
   (C) When following a slow vehicle
   (D) All of the above

8. A properly charged fire extinguisher will have the pressure needle located in which section of the pressure gauge?

(A) Red
(B) Green
(C) Black
(D) Yellow

9. According to Idaho Code, which lamps on the bus are to be used during an emergency situation?

_____

10. If a bus makes an emergency stop on the side of the road, and you don't feel it is safe, students must be unloaded and walked to a safe area.

T F

SKILLS TEST

11. Explain the proper way to maintain a fire extinguisher.

12. Show how to check emergency exits.

13. Show where to place emergency Δ's.

14. Explain how to evacuate a bus.

SYSTEM SECURITY AWARENESS FOR TRANSPORTATION EMPLOYEES

Introduction

The purpose of this section is to help heighten and implement security awareness in Idaho's Student Transportation Departments.

Credits:

John Green, State Director of Student Transportation with the Office of School Transportation in the California Department of Education

New Mexico Student Transportation Web Site
NASDPTS Web Site
Homeland Security Web Site

Security awareness involves a broad spectrum of topics, from terrorism to school bus hijackings to parent and student attacks on school buses.

What is terrorism?

"The treat or use of force or violence to coerce a government or civilian population in pursuit of political or social objectives." FBI

This covers a lot of different categories.

- Irate parents who try to coerce a driver into allowing their child to ride in spite of discipline problems
- Angry students out to get revenge on another student
- Gang bangers out to get a rival gang member
- Terrorist out to devastate a nation by targeting school buses

The worst thing a transportation department can do is to believe that terrorism can't happen to them.

"Security has to be system wide. It needs to be integrated at all levels. System-wide security would include ID badges, procedures for not letting vendors wander through your shop, not allowing people to arbitrarily drive and park in the back of your bus yard, making sure gates to the bus yard are closed, etc." John Green

Reasons for targeting school facilities/School Buses

- They are relatively unprotected and vulnerable
- There would be a large number of potential casualties
- They are everywhere in the nation
- Because children are involved they represent an emotional target
- Escape after an event would be relatively easy
- Attacks would demoralize the community, state and nation

To quote John Green, "I can't imagine a more devastating event than terrorists targeting four school buses somewhere in America at the same hour on a Monday morning."

To better understand the material in this course, you need to better understand your own personal experiences and concerns.

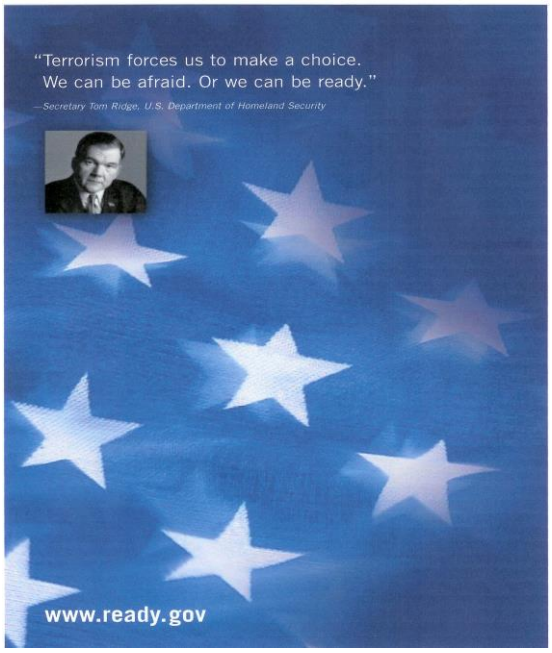
Class Exercise

Break class up into small groups of four to six people. Take about 5 minutes and work and work together to respond to the following questions:

- Have you ever been in an incident involving the potential (threat) or real presence of an explosive device or hazardous material?
- What concerns or questions do you have about suspicious packages, explosives or other terrorist methods relative to your specific job duties?

When the class is finished, you will make a list of the issues or concerns that were raised. Many of them will be addressed as you go through this course.

Security Coding Level



Preparing makes sense, Get ready now. *"Terrorism forces us to make choices. We can be afraid or we can be ready."* Secretary Tom Ridges, Homeland Security

The first step to being prepared is understanding the Security Advisory System. Know what the code levels mean. Know what to expect from your department, the city, State and Federal Government. At homelandsecurity.com a full explanation of these alert codes are listed. A Crises Management plan needs to be assessed and put in place in each Transportation Department.

RED/Severe, ORANGE/High, YELLOW/Elevated, BLUE/Guarded, GREEN/Low.

What is a Security System?

A significant problem we face in raising the levels of security awareness within the student transportation industry is to determine an appropriate level of action. We cannot ignore the remote potential for a security problem. Following a systematic and reasonable plan will not only help improve our ability to prevent acts of terrorism, but also strengthen our ability to react to the more common events that plague our industry.

A security system is made up or four components:

- People
- Procedures
- Facilities
- Equipment

Components of a Security Plan are:

- Vigilance
- Training
- Supervision

Vigilance

Security Audit

To determine the threat level to your student transportation system, you should conduct a system wide security audit. The audit will help you identify weaknesses and strengths within the operation.

The first determination should be to know:

- What is a Security Threat?

Any source that may catalyze an event or occurrence that endangers life or property or results in the loss of services or equipment.

- What is a Security Incident?

An unforeseen event or occurrence that does not necessarily result in death, injury, or significant property damage, but may result it interruption of services, i.e. a bomb threat at a local high school that turned out to be unfounded would be a good example of a security incident.

Review Current Security Policy and Procedure

To establish a Security System you must begin with a review of current policy and procedure regarding that system.

A security audit should include the following:

- What security and policies and procedures exist? Do these policies and procedures include a crisis management plan that includes all kinds of crisis?
- Do they address facilities, equipment, personnel and passengers?
- Have these policies and procedures ever been used? Were they effective?

Review Lines of Communication by Asking:

Lines of communication should be clear. Who calls authorities, who make parent contacts, etc?

- What lines of communication exist within your operation?
- Do they interrelate with local law enforcement, fire and emergencies services?
- Are they clearly defined and documented?
- Are all employees trained and familiar with them?
- Have these lines of communication been used? Were they effective?
- Is there an alternate communication plan if the normal systems were unavailable?

Review Personnel Security by Asking:

- Are all employees and visitors required to wear identification badges? Do they wear them? Is there a policy in place to deal with non-compliant employees? Do you have a sign in/sign out system?
- Are all employees required to wear uniforms? Do they comply? Do you have policy in place for those who refuse to wear a uniform?
- Are students registered on a particular bus? Do drivers have a list of riders? Are there procedures for accounting for each individual student, especially on activity trips and field trips?
- Do evacuation plans exist? Is there a designated place to relocate staff or students? Is your transportation department included in your district's school evacuation plan?

- Are your drivers trained in the correct procedures involved in evacuation drills? These procedures should include training students in special hand signals that a driver can use to communicate with students in case of a hijacking or types of attack that may occur on a school bus.

Review Operational Security by Asking:

- Are all vehicle doors, hatches and compartments locked when vehicles are unattended?
- Are facilities equipped with camera or video equipment and intrusion alarms?
- Do policy and procedures for locking doors and gates exist? Are the codes or combinations changed regularly?
- Are off-site locations secured?
- Is the exterior of the transportation facility, administration building, and maintenance facility secure?
- Is the bus yard secure? Do you have fencing or walls, vehicles or personnel gates, lighting?
- Is the interior of the transportation facility, administration building and maintenance facility secure, i.e. all rooms roofs, storage areas, closets?
- Are all bus routes safe and secure? Where are buses staged during the route if there is a layover period?
- Are all schools and school parking areas safe and secure? Are buses left at schools unattended during layover periods?
- Are commonly used school activity sites safe and secure? Do drivers leave the bus to watch the activity? Is there a post-trip inspection when leaving the bus at the activity? Is there a pre-trip inspection prior to departure for home?
- Do computer and communication systems exist? Can they be compromised? What can be done to prevent it?

Audit of Policy and Procedures

An audit should indicate any gaps in existing policies and procedures. Develop board and administration approved security and policies and procedures. These policies and procedures must be supported and enforced by the entire transportation organization

Audit of Security Measures for Bus Operations

- Pre-trip and post trip inspections that include :
  A. Signs of vehicle tampering
     1. Open or disturbed compartments or cabinets
     2. Unusually clean or dirty areas
     3. Items attached to vehicles or objects with magnets or duct tape
     4. Things that are out of place
- Security for :
  A. Facilities
     1. Shelters
     2. Garages
  B. Bus Routes
     1. People
     2. Activity
     3. Suspicious People
- What should you do??
  A. Discourage policies which make routes, schedules and locations available on the internet.
  B. Established board approved policies on the use of employee uniforms and Identification badges and student registration, i.e., bus basses
  C. Establishes board-approved policies on property security such as locked doors and gates, security cameras, alarms, employee photographs, public entry, cell phones, VHF radios.
  D. Establish command and control procedures that include a chain of command and specify the decision makers in any given situation.
  E. Establish emergency or security reporting procedures, such as who the driver calls in a security threat or emergency. Determine what circumstances constitute a security threat or emergency and when a driver must report a security threat or emergency to their supervisor.
  F. Established board policy regarding regular system safety and security training.
  G. Establish board policy for enforcing safety and security policies and procedures.
  H. Establish board approved policy regarding pre-trip and post-trip practices.

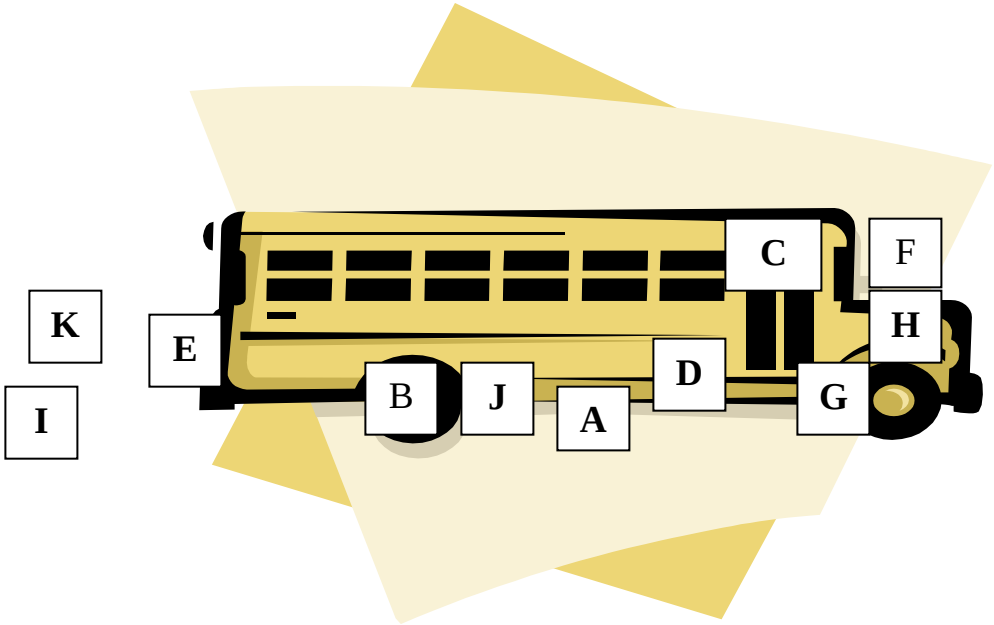
Training

Security training should be a primary element of policy and procedure. An individual's awareness is the single best weapon for preventing crime and increasing personal and business safety. This training should also include a crisis management plan that has been written in manual form and given to each employee at the time of training. This crisis plan should be reviewed at least once a year in an in-service or safety meeting.

Working as a team can be one of the most effective security tools in your organization if you remain aware at all times, use common sense and report unusual or out of the ordinary activity or objects in a timely fashion.

Training Topics

- What to do in case of an emergency
- How to use the radio, i.e. Radio codes for emergencies
- Rules for hostage situations
- How to conduct pre-trip and post-trip inspections
  - A. Exterior Search (Different than regular bus inspections)
    1. Wheel Wells
    2. Engine and other compartments
    3. Frame and underbody
    4. Exhaust
    5. Roof of the bus
    6. External lifts
  - B. Interior Search
    1. Floors and Compartments
    2. Above and below seats
  - 3. Operator area



A. Floors
B. Below Seats
C. Driver's Area
D. Steps
E. Wheel Chair Lifts
F. Lamps
G. Wheel Wells
H. Engine Compartments
I. Exhaust system
J. Fuel & Air Tanks
K. Back Emergency exit

SECURITY AWARENESS MODEL KNOWLDEDGE TEST

The Security Awareness test should be included in the driver's personnel file

NAME	**DATE**

1. What is the most common misconception about terrorism?

   (A) It can't happen to me
   (B) The police are taking care of it
   (C) I don't know where to start
   (D) All of the above

2. Terrorism is a force of violence to coerce a government or civilian population in pursuit of political or social objectives.

   True False

3. School Facilities and School buses are good targets because children are involved and represent an emotional target.

   True False

4. List the five levels of the Security Threat Level coding, and their color code.

   _____ _____ _____

   _____ _____

5. List the four components that make up a Security System.

   _____ _____ _____

6. The Components of a Security Plan are: Preparedness, Training and Planning.

   True False

7. The first step in establishing a security awareness plan is:

   (A) Training
   (B) Information
   (C) Audit
   (D) All of the above

8. When establishing a security plan, there must be _____and_____ that are Board approved.

9. Security Audit should include policies regarding pre-trip and post-trip inspections.

   True False

SECTION NINE: PUBLIC RELATIONS

Public Relations training should be included in both classroom and behind-the-wheel training sessions.

Notes and Comments	PUBLIC RELATIONS
SDE Catalog Videos 1044 A, 1044 E	In this chapter we will discuss the importance of good public relations in your job as a school bus driver. We will learn how your attitude as a driver affects those around you, including your co-workers, the students you transport, parents, school personnel, motorists, and the community. **Public relations in the Community** As professional bus drivers, driving a vehicle safely is not enough. A driver must also possess the necessary skills to work with customers; i.e., general public, young people, parents, teachers, and school administrators. The driver must also understand and accept the fact that as employees exposed to the public, we must maintain work standards that are acceptable to everyone with, and for whom we work. Confidence in our abilities and respect for students, the general public, parents, teachers, administrators, fellow workers, and other members of the community must be earned. Practically everything done while performing the job and the manner in which you conduct yourself while performing it, will contribute either favorably or unfavorably to the community's image of you and the transportation system. **I - I** **M - Maintain** **A - Actions** **G - Good (for)** **E - Everyone** Perhaps the first thing to be considered is that a courteous, careful driver makes a positive impression. The driver who is careless and thoughtless creates negative impressions. For example, a driver who weaves in and out of traffic attracts unfavorable attention and comments. One discourteous, irresponsible act helps to create an unfavorable image for all members of the transportation system. **Question**: Can you tell me why the school bus driver is so important in public relations? As a driver you represent your employer. The "way you act" can strongly affect public opinion. The fact that you work with children automatically creates the expectation that you are a good role model for those children. In the course of a daily route, you have more contact with the public than any other group because: • A large number of children ride buses. • A large number of motorists and pedestrians see buses in operation every day. • Since you are professional drivers, observers expect proficient driving, take good performance for granted, and are usually quick to complain of poor performance. There are many opportunities for a transportation department to participate in community activities which will leave a very positive feeling among the residents and a sense of pride

in what is being done by the department for the community.

Whenever the transportation department is involved, it is extremely important that drivers are well-groomed and the buses be clean inside and out. The driver's appearance, gestures, posture, actions, and speech all reveal attitude. These attributes must always be professional in order to win and keep the community's respect.

Always remember, the bus driver is a traveling billboard. The name of the employer will be widely advertised on the outside of the vehicle. What the public likes to see is the buses clean and operating in a professional way by courteous drivers.

Any sudden, unexpected or illegal movement will usually result in a very negative opinion by the general public. This uncalled for movement directly reflects on the bus driver, the employer, and the entire transportation department. You as a driver can prevent this from happening!

Never forget that taxpayers pay for school bus services and they expect (and rightfully so) to see that tax dollars are used in a proper way. The public travels the same roads as you do. If they see something they dislike, they may be quick to file a complaint.

Public Relations in the Workplace

The term "public relations" suggests good relations with only the public. However, good relations within an organization are also essential. In many cases, good public relations are dependent on good relations within an organization. How well you get along with fellow drivers, administrators, and governing board members can affect the public's view of the entire system.

Driver Attitude

SDE Catalog Videos 1044 F, 1066

Let's take a clear look at the role of the driver and the transportation system in building good public relations. The attitude exhibited by a driver, personal grooming habits, and care given the equipment are all factors that make the driver a key person in respect to good public relations. Consider the following:

- A driver's attitude towards the passengers helps to determine whether the public will have a good or bad impression of the employer.
- A driver's personal grooming habits are important because first impressions are often based on a person's appearance.
- A clean, well maintained bus is a sign the driver takes pride in his or her work.
- The driver's overall reputation in the community affects the public's confidence in him or her and therefore in the transportation system.

Another primary responsibility is to establish and maintain a working relationship with fellow employees and district personnel. A spirit of unity and proficiency should develop, and a pleasant environment should be established; however, this will not just happen. The driver must make it work.

A driver should exercise the following good manners:

- Courtesy and kindness.
- Recognize needs of others.
- Give others the benefit of doubt.
- Avoid gossip, keep a confidence.
- Be honest and loyal.

Compete with yourself, not with others. Be a team player rather than a loner.

Learn to communicate effectively:

Use facial expressions as a means of nonverbal communications

Use voice inflection.

Be a good listener.

Cope with feelings.

Express thoughts with clarity.

Dependability is a crucial trait of a school bus driver. If you are late for your route, many students, parents, and educators are affected by your tardiness. If you must be absent or late, inform your employer so adjustments can be made.

Inform others of your expectations as a driver.

Teachers: When on field trips or activities, teachers should know the rules of your bus. They should also be familiar with emergency evacuation procedures.

Principals: When seeking help from the building principals, drivers should maintain a positive attitude. Discuss the problem in a professional manner, and be supportive of decisions made by the principals.

Parents: When communicating with parents, let them know of your concern for student safety and well-being. Enlist their support for teamwork in solving problems.

Remember that you are a professional - become a good one by doing the utmost to encourage a close working relationship within the district.

Public Relations with Passengers

How passengers feel toward the system depends a great deal on how the drivers perform as a team in getting passengers to and from destinations.

Part of being a driver is knowing the names of the students and calling students by name instead of "hey you". It is said the sweetest sound to an individual is their own name. Students enjoy being recognized by their driver. This will generate positive feelings towards both the student and driver.

Passengers make quick decisions about drivers from the ride received. They appreciate a good smooth ride and will be quick to make favorable comments about their driver. A poor performance will quickly bring unfavorable remarks that will probably be distorted when repeated throughout the community. This does not help with public relations.

Always remember, respect is not granted to a person, it is earned! It is very hard to hide attitude. Many things provide clues to others about your attitude:

- Appearance
- Speech
- Body Language
- Behavior

If you look unkempt, speak rudely, slump in the driver's seat and do not give any acknowledgment or assistance to passengers, they will presume, and rightly so, that you have a poor attitude toward your job and yourself. But, if you speak politely, sit erectly in

	the correct position, look professional, and offer any and all assistance as needed, it will be presumed that you have a good attitude and take pride in the job and yourself.

SECTION NINE: PUBLIC RELATIONS MODEL KNOWLEDGE TEST

Public Relations Test should be included in the driver's personnel file.

NAME	**DATE**

1. Confidence in a driver's abilities and respect for students, the general public, parents, teachers, administrators, fellow workers, and other members of the community must be earned.

   True False

2. List three attributes that reveal proper attitude.

   _____ _____ _____

3. What can a driver do to create a positive image to people boarding the bus.

   (A) Personal appearance
   (B) Bus cleanliness
   (C) Courteous driving habits
   (D) All of the above

4. Unsafe driving skills result in a negative opinion by the public that directly reflects on the:

   a. _____

   b. _____

   c. _____

5. Dependability is a crucial trait of a school bus driver. Who will be affected if you are late on your route?

   a. _____

   b. _____

   c. _____

6. As a professional, you should do the utmost to encourage a close working relationship with the following people:

   a. _____

   b. _____

   c. _____

1.	The term “Public Relations” suggests good relations with only the public.	**T**	**F**
2.	School bus drivers have more daily exposure to the community than anyone else in the school system.	**T**	**F**
3.	As an individual, your attitude and conduct has little affect on your local school transportation system and the related industry.	**T**	**F**
4.	The general motoring public will call your supervisor with a compliment more often than a complaint.	**T**	**F**
5.	School buses attract little attention.	**T**	**F**
6.	A driver’s personal appearance is less important than displaying a clean bus for the communities’ view.	**T**	**F**
7.	Your school bus is a moving advertisement for your employer and co-workers.	**T**	**F**
8.	The safety of your passengers is more important than being on time to work to drive your route.	**T**	**F**
9.	Being a good team player is an important aspect of how your transportation department functions.	**T**	**F**
10.	A school bus driver’s attitude toward students is much more important than their relationship with parents, teachers and school administrators.	**T**	**F**
11.	Knowing students by their name and addressing them as such, is part of a professional school bus driver’s job description.	**T**	**F**
12.	How a driver greets a student at 6:30 AM can impact the course of that student’s entire day.	**T**	**F**

SECTION TEN: STUDENT MANAGEMENT

Student Management training should be included in both classroom and behind-the-wheel training sessions.

Notes and Comments	STUDENT MANAGEMENT
	Bus drivers are responsible for the proper discipline of students on the bus and must exercise this function in accordance with written policies and instructions of school authorities.
SDE Catalog Videos 1016,1044B, 1044C,1074,1078	A professional bus driver should always have a general knowledge of the passengers. Your success in managing passengers will depend largely on your ability to manage yourself and to get cooperation from others. Generally speaking, the background and personality of your passengers may very widely from yours. Therefore, it is essential that you understand the basic psychological patterns of your passengers. We hope to give you some of that understanding in this chapter. One of the first obstacles that you may encounter as a new driver is the adjustment of your attitude to deal with today's society. From the time that a student looks at you in the driver's seat until your last goodbye at the end of the day, you are part of that child's environment. Like everyone else, children are responding constantly to their changing environment and children themselves change quickly. Your personal knowledge of the individuals transported will not be as intimate as that of the teacher because you will be with the students only a short time each day. Even though you may not get to know each child well, there are behavior patterns you can anticipate within various age groups. If you are aware of the stages most children go through, you can adjust your attitude and approach each child much more empathetically. The use of proper management techniques will reduce the number of discipline problems while transporting students. The key to being a successful student manager is understanding that each child is an individual with individual needs. **Elementary** Let's progress around the behavior curve with a boy named Johnny. First, look at Johnny as a preschool youngster. His activity is very much restricted and regulated. He is schooled at home with some supplemental experience such as child development center or day care. Pretty soon Johnny is ready for kindergarten where, again, almost everything that he does is regulated and he expects and accepts this regulation. The few times he does something on his own he is under close observation. Soon, he will be ready for his next step. The next step from kindergarten to first grade is in itself not too big a step, so we are going to lump first grade through the third grade together. From this point on, things begin to happen at an increasingly rapid rate. In this first to third grade bracket, he is beginning to be allowed just a little bit of freedom of action. At home, he may be allowed to go next door and play in the yard with his friends. At school, he is still a part of a group. His every activity is directed and he is closely supervised. As a bus rider, he presents few disciplinary problems because he has no reason to be aggressive. His memory span is short and the bus driver must expect to constantly remind him and his group to remain seated, to hold down the noise level and to obey other bus safety rules. This is normal and expected behavior. **Provide Time for Questions or Discussion**

As Johnny progresses into the later stages of this age grouping, there is a little realization of the constant regulations and observations, and he is beginning to move about independently. At home, he is allowed a little more freedom. He may be able to visit down the block. At school, his teacher is beginning to allow him to use his own ideas in drawings and a few other things.

As a bus rider, he is beginning to be conscious of his responsibility, although at times he may experiment and do things he knows he should not do. Even so, he can be talked to and directed as part of a group with good results. The transition that we have been discussing up to this point is a more gradual one than are some of the later periods.

The next grouping is the fourth and fifth grades. Beginning in the fourth grade, Johnny will probably have his first experience with more than one teacher. For a short period each day, he will probably have a second teacher for sports or physical education. He is probably, for the first time, getting away from the teacher-mother image. He is being challenged for the first time in his life by competition.

For the next three years, he is constantly growing and expanding his field of operation. More is expected of him and he is given more freedom to develop. However, compared to older children, he is still closely regulated. However, he is likely to be experimenting to see how far he can go.

SDE Catalog Video 1046

Middle School

By now, he has reached the sixth grade. In some cases, he attends a school where the sixth graders are the oldest children in school. Hence there may be a tendency to show off and to prove he is one of the top guys on campus and, in many cases, a wise bus driver can channel this desire for leadership. Without proper channeling, our young man may cause some behavior problems himself or may be the cause of other student's misbehaving.

Our young man has survived all the problems up to the sixth grade and one glorious year, he may be top guy on campus. He is bigger stronger and most often, a better athlete. He is the fellow that most other students look up to.

Then Johnny is promoted to the seventh grade in a junior high school and what happens? He is no longer top guy. Suddenly, he becomes the low guy on the totem pole.

The seventh grader has many problems. We have already mentioned being reduced from top guy on campus to low guy on the totem pole. In addition, he has been taken out of the old familiar neighborhood school where he was very comfortable and put into a situation where there may be four or five times as many people.

In the new situation, he is now in a very real sense right back in kindergarten. What is the typical reaction? If he cannot gain or hold the attention he is accustomed to by excelling, how else can he gain that attention? Usually by misbehaving. He may try to make himself known by whatever means.

Another problem that Johnny faces at this time is body development. Earlier on the behavior curve, not much was happening in that area. There were some changes starting back in the sixth grade, but major changes start to happen during the middle school years. Another problem is the tremendous amount of energy that he must use up.

All of these things; the change in school environment, the change in his own status on campus, the physical changes, and the over-abundance of energy are working against that quiet, orderly bus situation that we would like to have.

A driver has to understand this and accept it as part of the occupation. Try to understand that this is part of every child's growing up. It is necessary to have some feeling for these

students and to be able to work within a framework of discipline tempered with understanding.

Allow Time for Questions or Discussion

Moving on to the eighth grade, we come to the top of our behavior curve. When Johnny reaches this grade, he is given more freedom. Generally speaking, he has more freedom in selection of classes and more freedom at home. Back in elementary school, his friends were primarily from his immediate neighborhood, but now he has friends from a much larger area.

He is getting old enough and brave enough to really start experimenting with his new freedom and his emotions. He had these problems back in the seventh grade, but back there he was low guy on the totem pole and was a little afraid to let his feeling out completely.

He is older now and no longer bottom guy. He is more aggressive and more apt to show his feelings in a negative way. It is not by accident that the eighth grade is placed at the top of the behavior curve.

At this point on the behavior curve, the local school organization becomes a factor.

If we have a situation where the ninth grade is the first year of high school, the adjustment timing of our typical student is changed somewhat. We have to remember that environment is always a factor in student behavior.

Discipline is learned. Behavior is caused.

First, let's discuss Johnny on the basis of an eight grade graduation to high school. In this scenario, in addition to the growth and adjustment problems that were mentioned earlier, he is top guy again. In many instances, this in itself can create inner conflicts in our typical bus rider. On the one hand, he still has all the mental, physical and emotional conflicts to which he is trying to adjust. The natural tendencies of experimentation and aggressiveness are there or at best are being held just below the surface. He might be compared to a tightly wound spring where the tension or energy must be released, but in a controlled manner.

On the other hand, he is again at the top of the school social order. Constantly, he is being told that he is approaching young adulthood and he is expected to live up to it. He is asked to, and sometimes tries to, set examples for the younger students. Because of his immaturity, the examples that he gives are not always the examples that we would prefer.

The student in the eight-year program has the same adjustment problems as the three-year junior high student; however, in his case, we are asking that he learn to cope with them a year earlier.

Let's discuss the sequence in a regular junior high program. The actual sequences of events are the same, but the grade level in which they occur will be a year apart.

In both situations, in the seventh and eighth grades, Johnny was very limited. He was limited in electives and, to a degree, in sports. As a ninth grader, he has more choice and opportunity. He is less frustrated and he is learning to live with his physical changes.

Whether in an eight-year or nine-year program, he will give fewer problems on the bus; but when there is a problem, it will often be a more serious one. Their trend of fewer but more serious discipline problems will continue as we progress down the behavior curve. This will be true on the bus and in the classroom.

During this two or three-year period, there has been more physical, mental, and emotional growth than in any other period in the life of the child. For this very reason, whether we

are speaking about teachers or bus drivers, we need to have our most qualified people working in this age bracket.

Allow Time for Questions or Comments

To be successful with this age bracket, a driver must honestly enjoy young people. A dislike or intolerance is impossible to hide. Students instinctively try to live up to expectations; and when the driver conveys a feeling of respect to his passengers, in almost every case, this same respect is returned. A driver whose own children are in this age bracket is accustomed to this behavior pattern and is adjusted to it.

High School

Let's take Johnny as an example again and move on up to a senior high school. His status is changed again from top guy on campus to the low rung on the ladder. Again, there are serious adjustments that he has to make. He has to reestablish his place in the social order. Again, we have the situation of moving from a smaller, less crowned environment to a larger, more complex one. We have a situation where competition is more intense and scholastic pressure is beginning to build. All of these things are on the negative side, but Johnny has some positive things working for him too.

For one thing, he has been through all of these things before and is better able to cope with them. Also, he is grouped with older, more mature students who are very nearly young adults, and the natural tendency is to try and pattern oneself after an older, more sophisticated person.

Allow Time for Questions or Discussion

The problems that the driver of 10th, 11th, and 12th grade students will encounter will be fewer in number than back in junior high. It is also true the problems that do occur can be of a much more serious nature. The driver has to behave in a different manner than with elementary school students. On the young side of the behavior curve, children expected and accepted group instructions and demands. We lined them up in straight lines, and we probably had them assigned to sit in strait rows. This worked because that was how their lives were regulated.

Obviously, the life-style is different for the high school student, and the bus driver must adjust his approach. Many of our former riders now have their own cars. Boy-girl relationships have formed, and students are more interested in being alone than riding a bus. Many extra curricular activities are taking place which justify borrowing the family car. The bus ride is no longer the preferred method of transportation.

Fewer numbers certainly mean fewer problems. The most important factor is that they are growing up, and the petty little things they used to do are no longer done. The bus driver's approach must be on a person-to-person level rather than on a group level. In order to get along with these young adults, there must be a feeling of mutual respect. Respect is an emotion that cannot be demanded from another. It must be earned by one person and bestowed by another.

SDE Catalog Video 1045

GROUP BEHAVIOR

Kindergarten and Elementary

The kindergarten and elementary child requires a great deal of physical activity and talking is often used as a substitute for this physical activity. Loud talking on a bus is a problem that requires much patience on the part of the driver, but absolute silence among students is not a healthy bus atmosphere.

Children vary in the amount of activity required and their behavior will vary from day to

day. Students of this age have very short memories, and the day after a behavior problem has occurred they will have forgotten it. By the same token, they bear no grudges against persons who discipline, and they have forgotten the instance by the next day.

Beginning bus drivers should not try to be "good fellows" by letting small misdeeds go unnoticed. Prompt, consistent and continued action should be the rule of all infractions of bus conduct.

Allow Time for Questions or Discussion

Middle School – Junior High School

These younger students are inclined to disregard the feelings of adults but, on the other hand, are apt to be sensitive as to what the adults think about them. They are more sensitive to the opinions of other youngsters than of adults. They are sometimes inclined to "pick on" children who do not fit in with the group.

Drivers must be careful not to allow individual children to hurt themselves socially by setting themselves up as "driver's pet". On the other hand, they must realize that certain individual students who have not yet learned to "mix" often indulge in poor behavior in order to attract attention.

The characteristics of this age group of students often make it possible to promote a group spirit "to make our bus the best". Many bus drivers have excellent results by discussing bus rules with the students and making them thought of as "our rules".

Some drivers develop a game of having each bus load try to excel in keeping the bus clean, in stressing good behavior on the bus, and in maintaining orderly conduct when loading and unloading. This method requires considerable skill and new bus drivers should consult experienced drivers before attempting to start this type of competition.

Allow Time for Questions or Discussion

High School

In the high-school-age groups, the girls are usually more mature than the boys and tend to be more like each other. Girls tend to be more easily influenced by boys than boys by girls. Boy-girl relationship problems may cause trouble on the school bus when some of the students are "going steady."

The other students tend to cover up intimacy in the rear of the bus, and drivers should be alert to stop such actions as soon as they become aware of these situations.

Students of this age are very much concerned about their dignity and want to be treated like young ladies and gentlemen, although they do not always act the part. They are apt to be erratic in their behavior, and they are very anxious to dress and act the same as all members of their group.

Bus Drivers who transport high school students must be very careful about making remarks concerning administrators and teachers. High school students are chronic gossips, and any disparaging remark made by a bus driver will be widely circulated and magnified in the telling.

Allow Time for Questions or Discussion

Youngsters likely to misbehave on the bus may often be identified by the way in which other students act toward them. In a bus of high school students, normally from two to five students are apt to be potential troublemakers. Those students will be easily identifiable by the bus driver after making a few trips. Young bus drivers must expect the

older students to resent any great show of authority by them, and therefore, they should not hesitate to ask for help from the supervisor or principal in helping them solve problems involving these students.

High school age students tend to organize in groups or gangs due to the normal tendency of any grown-up to belong to a group. Any action against a member of the group becomes an action against the entire group; and, if a group member refuses to go along with the majority, he is often punished. If the leader can be readily identified, it may be well to take action against him or her, and often the group will fall apart when the leader is no longer among them.

Allow Time for Questions or Discussion

SDE Catalog Video 1040

ESTABLISHING RELATIONS WITH STUDENTS

Question: How would you communicate each of the following to a student?

Positive Attitude - You are the first person a student deals with in the educational system. Set the tone for the day with a smile, be courteous, give a casual greeting.

Ability to Listen - Be attentive to what a student has to say. Give a response to what you have heard. What are some of the ways you can respond to show a student you are listening?

"I'll look into that as soon as I can and I'll get back to you." Use follow-up. Keep conversation off a personal level.

Ability to Compliment - Everyone likes a compliment. A driver should not hesitate to compliment a student's good behavior. Grade school students like to receive personal praise in front of their peers.

Question: What are some of the things students can be complimented on?

Appearance, grades, attitude, school activities, etc. DO NOT GET TOO PERSONAL WITH YOUR COMPLIMENTS!

Other ways of establishing good rapport with the students on your bus are:

- Be fair and impartial, don't have favorites, be consistent with enforcement of bus rules. Give attention to all students.
- Use reinforcements - be positive. Certificates, verbal recognition, small rewards can be used effectively, especially for younger students.
- Don't be afraid to ask for help - interact with experienced drivers.
- NONE OF US ARE AS GREAT AS ALL OF US
- To get respect you must give respect. To do so you need to pay attention to your conduct toward students. "Please" and "thank you" should be a permanent part of your vocabulary. Your attire and appearance can help in earning respect.

Question: What are some examples of courtesy and manners?

- "Please sit down."
- "Thank you for talking quietly."

Behavior Management

Now that we've learned some of the characteristics of students of various ages and we've given you pointers on establishing relations with students, let's talk about behavior management.

Behavior management is the ability to control the students on the bus. By "control" we do not mean that students must be robots that don't move unless the driver gives them permission. "Control" means that the driver enforces the safety rules of the bus.

In order to do this, a positive attitude is very important in a driver. A driver should be pleasant, happy, courteous, and tidy. A driver also needs to be respectful of the students. That way, when a driver corrects the action of a student, the student will respect the driver and respond to reasonable requests.

The following ***misbehaviors*** must be addressed by the driver:

- **Aggression**: Physical or verbal attack on others.
- **Immorality**: Acts such as cheating, lying and stealing.
- **Defiance to authority**: Where students refuse or are sometimes hostile to what they are told.
- **Disruption**: Talking loudly, calling out, moving around bus, clowning, tossing objects, etc.
- **Goofing around**: Fooling around or not doing the assigned task. Day dreaming.
- **Sexual harassment**: Unacceptable actions or words of a sexual nature.

There are three types of discipline

Preventive Discipline

- Rules should be posted on the bus and discussed with students. Students should be told that they are expected to follow directions the first time they are given.
- Students should be clearly informed of the consequences of breaking rules.
- Drivers must learn to be somewhat flexible without being inconsistent.
- Drivers should be positive with students. Let them know when they are doing well.

Supportive Discipline

- Drivers must be consistent. If you enforce the rule for one student, you must enforce the same rule for all students. You must not ignore the rules for a period of time, then, all of a sudden start enforcing them.

SDE Catalog Video 1044 D

- Drivers must have the backing of school administrators.

Corrective Discipline

- Drivers should talk to the student - privately if possible. Do not keep a student alone on the bus to discuss anything.
- Do not embarrass a student in front of other students.

- Drivers should document offenses in writing. Parents should be informed of discipline problems on the bus. The method of informing parents varies in each school district, so check your local policy.

- Punishment should be progressively more severe with each offense. Permanent suspension off the bus should be the decision of the local Board of Trustees.

Question: What sort of misbehavior would warrant a temporary or permanent suspension from the bus?

Local school districts are responsible for developing policies and rules regarding student duties and responsibilities.

Trainer should lead discussion about recommendations for passenger control and should go over local discipline policies at this point.

It should be stressed that the driver shall not remove any student from the bus for discipline reasons except at the school or the student's regular bus stop. A student picked up in the morning must be returned to the student's home bus stop unless other arrangements have been made with the student's parent or guardian.

SDE Catalog Video 1038

Sexual Harassment

Sexual harassment does *not* occur just between male and female students. It can also be student-to-driver, driver-to-student sexual harassment, or could involve persons not involved in the school setting. Victim and perpetrator can be of the same gender.

The definition of sexual harassment is any unwelcome sexual conduct which would offend or embarrass you. It takes many forms such as pinching, grabbing, patting, repeated requests for dates, embarrassing stories and jokes, comments or questions about your body, sexual activities, display of pornographic materials, indecent exposure, assault, or rape.

If a sexual harassment victim has indicated that the words or actions are not welcome, but the harassment continues, it must be reported.

As a driver, it is your obligation to report any incident of this type, then be involved in resolving it.

Each school district or business should have a designated person or persons responsible for sexual harassment reports. If you do not know who that is, report it to your immediate supervisor.

The offense should be reported verbally, but written documentation is also essential in case a formal compliant is filed.

Child Abuse

The definition of child abuse is mental, physical, or sexual mistreatment of a child. The mistreatment need not leave any obvious marks or scars. The law requires that if you suspect an act of abuse you must report it to Health and Welfare Child Protection Services within 24 hours. Some districts have a policy in place wherein the suspected abuse is reported to a specific person, then that person contacts Health & Welfare.

Some signs that might indicate abuse are:

- A child that is acting different than usual (withdrawn, afraid, emotional).

- A student that has bruises, cuts, abrasions, on or about the head, limbs or body parts.

- A student that has problems walking or is talking different than usual could be a victim of child abuse. (Ref I.C.33-1224, 16-1619, 16-16206.)

SECTION TEN: STUDENT MANAGEMENT MODEL KNOWLEDGE TEST

Student Management Test should be included in the driver's personnel file.

NAME	**DATE**

1. How would you communicate each of the following to a student?

   (A) Positive attitude
   (B) Ability to listen
   (C) Ability to compliment

   _____

   _____

   _____

2. What are some of the things students can be complimented on?

   _____

   _____

   _____

3. What are some examples of courtesy and manners?

   _____

   _____

   _____

4. What sort of misbehavior would warrant a temporary or permanent suspension from the bus?

   _____

   _____

   _____

5. What are three types of discipline drivers can use?

   _____

   _____

   _____

1.	As a school bus driver, you can successfully apply identical student management skills and attitudes to a junior in high school and a kindergarten student.	**T** **F**
2.	You can expect to have to remind very young elementary students to sit down several times during a bus ride.	**T** **F**
3.	Your expectations of students according to your own background can vary widely from how your students actually do behave.	**T** **F**
4.	A sense of humor is a key ingredient to successful student management.	**T** **F**
5.	Children follow general patterns of behavior as they progress through school.	**T** **F**
6.	Environment can be a factor in student behavior.	**T** **F**
7.	Never compliment a student because it will appear you are playing favorites.	**T** **F**
8.	We all like to do things differently, so don't depend on an experienced driver for student management advice.	**T** **F**
9.	Successfully enforcing safety rules on the school bus will help structure positive behavior.	**T** **F**
10.	It is not necessary to respect your students as long as they respect you.	**T** **F**
11.	Sexual harassment only occurs between students of the opposite sex.	**T** **F**
12.	Embarrassing a student in front of a bus load of peers is a good tool to use in gaining a student's attention.	**T** **F**
13.	The law requires suspected child abuse to be reported to Health and Welfare Child Protection Services within 24 hours.	**T** **F**
14.	A positive attitude and consistency in rule enforcement are the basics of good student management.	**T** **F**
15.	School bus rules should be posted and explained to students.	**T** **F**

SECTION ELEVEN: SPECIAL EDUCATION

Special Education training should be included in both classroom and behind-the-wheel training sessions.

Notes and Comments	SPECIAL EDUCATION TRANSPORTATION
SDE Catalog Videos 1011,4000,4015A-F, 5001,5004,5005	In this session you will learn general knowledge about students with disabilities. Often students with disabilities ride the bus with other neighborhood kids and depending on the disability the bus driver may not know that a student has special needs. But drivers should have a basic knowledge of the characteristics of students with disabilities and the laws that affect them. **Training** - Drivers and aides who actively participate in the transportation of students with disabilities must receive the appropriate training specific to the required needs, responsibilities and requirements of a student's IEP. In more specific terminology, drivers and bus aides are considered **paraprofessionals** under IDEA. **Paraprofessional** - An individual who is employed by a district and who is appropriately trained and supervised in accordance with state standards to assist in the provision of special education and related services. **Students with Disabilities** The education of students with disabilities is firmly rooted in the constitutional guarantees involved in the "protection of vulnerable minorities." This relationship means that the provision of services to students with disabilities is a basic civil right protected by the Constitution. The existence of a disability does not, by itself, mean that a student is eligible for transportation as a related service. To be eligible for services under the law, a student must have a disability that adversely affects educational performance and requires specially designed instruction. Under IDEA, in order to be eligible for transportation as a related service, students must be identified under one or more of the following categories: autism, cognitive impairment, deaf-blindness, deafness, developmental delay, emotional disturbance, health impairment, hearing impairment, language impairment, learning disability, multiple disabilities, orthopedic impairment, speech impairment, traumatic brain injury, or visual impairment including blindness. If a student with a disability needs only a related service and not special education, then the student is not eligible, unless the related service is considered to be special education under state standards. (In Idaho, speech therapy and language therapy are considered to be special education.) **Laws Defining Disabilities** Three federal laws have been passed to ensure these constitutional guarantees for individuals with disabilities: • The Individuals with Disabilities Education Act (IDEA) Amendments of 1997. The reauthorization of IDEA 1997 emphasized both *access* to education and *improved results* for students with disabilities based on data and public accountability. • Section 504 of the Rehabilitation Act of 1973 (Section 504) "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal

financial assistance."

Section 504 is a portion of the Rehabilitation Act that prohibits discrimination on the basis of disability. Individuals with disabilities cannot be excluded from or denied the benefits of any program or activity receiving federal financial assistance.

- Americans with Disabilities Act of 1990 (ADA)

  The Americans with Disabilities Act (ADA) is a broad civil rights law.

Question: Have any of you heard the term FAPE?

Free Appropriate Public Education (FAPE) - A basic IDEA requirement which states that special education and related services are provided at public expense (*free*); in conformity with an appropriately developed IEP (*appropriate*); under public supervision and direction (*public*); and include preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the State Department of Education (*education*).

The district is required to ensure that FAPE is available to students who reside in the district and are eligible for special education.

In 1982, the United States Supreme Court defined FAPE as including the following two components:

- An IEP developed in accordance with IDEA procedures
- An IEP reasonably calculated to enable the student to receive educational benefit

Question: Have any of you heard the term IEP?

Individualized Education Program (IEP) - A written document (developed collaboratively by parents and school personnel) which outlines the special education program for a student with a disability. This document is developed, reviewed and revised at an IEP meeting at least annually.

A team established by the IDEA and comprised of the student's general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and other knowledgeable persons is known as the **IEP Team**. The team is responsible for developing an IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually.

Related services - Refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education and includes, in addition to transportation, speech therapy, language therapy, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, medical services for diagnostic or evaluation purposes, school health services, social work services in schools, and parent counseling and training.

Specific to the student's transportation needs may include:

- Travel to and from school, between schools, and other educational environments.
- Travel in and around school buildings and other educational environments.
- Specialized equipment if required to provide special transportation for a child with a disability.

Transporting the Special Needs Student

Transportation for students with disabilities is a highly personalized service, requiring a thorough assessment of the student's physical, social, emotional, and intellectual capacities, and making allowances for existing handicaps.

Unless it is specifically stated in a student's Individual Education Plan (IEP) that they must receive specialized transportation, each student with a disability is to be placed in an instructional setting that most closely approximates the learning environment of his/her non-disabled peers (regular classroom) in a manner beneficial to the individual student and students in the regular classroom. This is called "**least restrictive environment**" and applies to transportation as well as the classroom. In other words, if a child is able to ride a "regular" bus, he or she should not be segregated onto a "special education" bus.

Least Restrictive Environment (LRE) - refers to an IDEA requirement that students with disabilities be educated (*and transported*) with students who are non-disabled to the maximum extent appropriate.

SDE Catalog Video 4004

Characteristics of Various Disabilities

The varying needs of students with disabilities may require transportation personnel to have some familiarity with a wide range of practices and services. Whatever the situation, transportation personnel are expected to, and must, be ready to serve the student's needs.

At a minimum, this will require a comprehensive in-service training program - with periodic updates - to familiarize transporters with the characteristics of their special populations.

The most common disabilities that a school bus driver may encounter are:

SDE Catalog Video 4001

Autism - An IDEA disability category in which a developmental disability, generally evident before age 3, significantly affects verbal and nonverbal communication and social interactions and adversely affects educational performance.

Cognitive impairment - An IDEA disability category in which sub-average intellectual functioning exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period and adversely affect the student's educational performance. The term "mental retardation" was previously used to refer to this condition.

Deaf-blindness - An IDEA disability category in which a student demonstrates hearing and visual impairments, and where the combination of these two disabilities causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.

Deafness - An IDEA disability category in which a hearing impairment is so severe that, the student, with or without amplification, is limited in processing linguistic information through hearing, which adversely affects educational performance.

Developmental delay - An IDEA disability category used only for students ages 3 through 9 for whom a significant delay exists in one or more of the following skill areas: receptive/expressive language; cognitive abilities; gross/fine motor functioning; social/emotional development; or self-help/adaptive functioning. The use of this category is optional for districts.

Emotional disturbance - An IDEA disability category in which a student has a condition

exhibiting one or more of five behavioral or emotional characteristics over a long period of time, and to a marked degree, that adversely affects educational performance. These five characteristics include: (1) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate types of feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems. The term *does not* include students who are socially maladjusted unless it is determined they have an emotional disturbance. The term emotional disturbance *does* include students who are diagnosed with schizophrenia.

Health impairment - An IDEA disability category in which a student exhibits limited strength, vitality or alertness, including heightened alertness to environmental stimuli that is due to chronic or acute health problems (such as asthma, ADD or ADHD, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia) to such a degree that it adversely affects the student's educational performance.

Hearing impairment - An IDEA disability category in which a student has a permanent or fluctuating hearing loss that adversely affects the student's educational performance but is not included under the category of deafness.

Language impairment - An IDEA disability category in which a delay or disorder exists in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems and which adversely affects the student's educational performance. A language impairment may involve any one or a combination of the following: the form of language (morphological and syntactic systems); the content of language (semantic systems); and/or the function of language in communication (pragmatic systems).

Learning disability - An IDEA disability category in which a specific disorder of one or more of the basic psychological processes involved in understanding or in using spoken or written language may manifest itself in an impaired ability to listen, think, speak, read, write, spell or do mathematical calculations, adversely affecting the student's educational performance. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include a student who has needs that are primarily the result of visual, hearing, or motor disabilities; cognitive impairment; emotional disturbance; or environmental, cultural, or economic disadvantage.

Multiple disabilities - An IDEA disability category in which two or more impairments co-exist (excluding deaf-blindness), whose combination causes such severe educational problems that the student cannot be accommodated in special education services designed solely for one of the impairments. Multiple disabilities are generally lifelong, significantly interfere with independent functioning, and may necessitate environmental modifications to enable the student to participate in school and society.

Orthopedic impairment - An IDEA disability category that includes physical impairments that adversely affects a student's educational performance and are caused by congenital anomaly (e.g., clubfoot, absence of an appendage, etc.); disease (e.g., poliomyelitis, bone tuberculosis, etc.); or from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contracture).

Speech impairment - An IDEA disability category that includes articulation/phonology, voice, and fluency disorders.

Traumatic brain injury - An IDEA disability category that refers to an injury to the brain caused by an external physical force and resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in

	one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory perception and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma. **Visual impairment including blindness** - An IDEA disability category characterized by an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes partial sight, which refers to the ability to use vision as one channel of learning if educational materials are adapted, and blindness, which refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials. It is recommended that the driver become as familiar as possible with the above disabilities. **Driver preparation and attitude**
SDE Catalog Videos1044G, 4013	The success of programs for students with disabilities depends upon the people who have daily contact with the children. Such people should possess characteristics which are different in kind and degree from the average. They should have extra patience, mental alertness, flexibility, resourcefulness, enthusiasm, emotional stability, personal warmth, friendliness, understanding, and empathy. A driver should be able to develop and maintain rapport with children, and be able to exercise mature judgment in relation to both the care of students with disabilities and the responsibilities of driving. A driver should be aware of, and be willing to support, the objectives of the student's therapeutic needs as written in the IEP. Accept the child and his or her problems and treat the child in a kind, courteous and professional manner. The daily bus ride can be an important part of a child's progress toward independence. The child will learn how to leave his home, meet the bus, cross the street, and behave on the bus. You will explain the bus rules and help the student learn to obey them. The bus ride can be a pleasant experience or it can be a dreaded experience. Be thoughtful and careful about routine matters as assigning a seat or seat mate, the presentation and purpose of a seat belt, or about using discipline. Your primary purpose is to take students to and from school safely and dependably. A student's social adjustment may be less important than the safety of others on the bus. • Do not look angry • Use simple words • Use slow, deliberate speech • Observe closely • Play music • Be firm and CONSISTENT • Become familiar with proper procedures and policies **Behavior Management** **Goals** • Familiarize drivers and attendants with the theory of behavior management and

positive reinforcement.

- Give drivers and attendants a variety of behavior management strategies.

Objectives

- Set up behavior management strategies.
- Learn the vocabulary used with behavior management.
- Identify the four steps in developing a behavior management system.
- Know the difference between a token reinforcer (tangible, i.e., food, toys) and a social reinforcer (intangible, i.e., behavioral, rewarding good behavior).
- Understand the importance of using verbal praise.
- Know the steps to take when a student chooses to follow a rule.
- Know the steps to take when a student chooses to break a rule. Know the district's behavior management policy.

Management Strategy

- Establish rules for acceptable behavior on the bus.
- Create a seating chart and separate prospective trouble makers.
- Treat all students the same; don't show favoritism.
- Obtain the cooperation of the students with a "We're All In This Together" attitude.
- Incorporate IEP classroom behavior goals to bus behavior goals as appropriate.
- Communicate with parents/group home personnel on suggestions and helps.
- Communication with Child Study Team members as needed.

Communication

Parents Need To:

- Know the pick up and drop off times so someone can be there.
- Know exact location for pick up and drop off.
- Make special arrangements for bad weather, early dismissals, unplanned delays.
- Provide emergency numbers and information in case of problems.

The Driver Should Have Appropriate Background Information

- Have name, address, and phone number of the student.
- Have parent/guardian name and work phone number.
- Have knowledge of medical background, Doctor's name and phone number, disability or condition.

- Know what special equipment is needed (wheel chair, oxygen, etc.).
- Have a list of emergency contact persons for an individual student: name and phone numbers.
- Know whether the student can be released if no one is at the drop off location.

Public Relations

- Show a positive attitude.
- Every day is a new ride.
- Maintain consistency.
- Do not be afraid to set the limit.
- Be flexible.
- Allow appropriate behavior within those limits.
- Show understanding.
- Catch the student being good.
- Leave the past alone.

Student Accountability and Observation

- Report evidence of neglect and abuse.
- Report sexual harassment.
- Report seizures or other unusual incidents.

Universal Precautions

- Orient and train transportation staff. Training must be ongoing and must include new personnel.
- Maintain ongoing communication with parents, school staff, and school medical staff and/or the physician of a student known to be infectious.
- School transportation supervisor and staff should make provisions for personal and environmental cleanliness.
- Allow sufficient time for transportation staff to wash their hands after completing their bus runs.
- Provide ready access to hand washing facilities.
- Whenever possible provide disposable paper towels.
- Maintain separate storage areas for clean equipment, soiled equipment, and disposable items.
- Give the bus team disposable gloves and masks. Provide for the disposition of soiled

	gloves and masks in a sealed disposable bag. • Wash hands frequently and thoroughly with soap and running water for 20 seconds. • Disposable gloves must always be worn when in contact with any body fluids. • Avoid rubbing or touching ones' eyes. • Refrain from kissing or being kissed by students. • Avoid the use of excessive jewelry during working hours. • Do not share ones' personal care items. • Keep fingernails clean and trimmed. **On The Bus Procedures** • Wear disposable or utility gloves. • Clean and disinfect all soiled, washable surfaces as soon as possible, removing soil before applying disinfectant. • Small Spills: Use paper towels or tissue to wipe up soiled areas. • Large Spills: Apply a commercial sanitary absorbent agent on the soiled area. Put all material into a sealable plastic bag. Disinfect the area. • Clean and disinfect all bus equipment according to manufacturers' directions. • If possible, clothing and other non-disposable items should be placed in plastic bags. • Discard disposable gloves in a covered waste receptacle. • Plastic bags should be secured and disposed of after the bus run when used.
SDE Catalog Videos 4011	**Operations** **Pick Up and Drop Off Locations** (See local district policy.) **Loading and Unloading** The bus attendant should stand at the bottom of the stairs and the driver at the top of the stairs at the service door to assist student(s) as needed. **General Principles for Lift** • Be sure lift base is in the widest possible position. • Be sure the area is clear. • Be sure the passenger is secure, lift a few inches and check the passenger again before moving the lift. • Ensure wheel chair brakes are set.

	• Ensure required safety belts and devices are in place. • Ensure the power is shut off on an electric wheel chair. • Never leave a passenger alone on a lift. • A student in a wheel chair should face away from the bus when loading/unloading. • See the lift operation manual for using the backup (manual) system on a lift.
SDE Catalog Videos 4007,4011,4016	**Wheel Chair Safety** • Always make sure the chair brakes are on securely while a student is waiting. • Always make sure a student's safety belt is securely fastened. • On a ramp or incline, back down a ramp with the wheel chair. Push the passenger up a ramp facing forward. • On curbs, back wheel chairs down a curb. Use the tipping lever with your foot to place the front wheels on the curb. Lift up and push forward to get the back wheels on the curb. • Desirable features for transportation include a tubular metal frame, four wheels, high backrest, preferably with an extension to protect the head and neck, batteries where fitted, carried below seat height, adequately secured against acid spillage. • See manufacturer's manual for wheel chair securement directions. Discuss forward facing and 4-point securement.
SDE Catalog Videos 1041,4003 *NHTSA's (Guideline for the safe transportation of pre-school age children in school buses.) SISBO, page 30*	**Car Seats, Safety Seats & Booster Seats** • Ensure that a federally approved car seat is the correct size for the student. • Ensure the car seat has adequate shoulder/waist restraints. • Ensure that an approved car seat can be safely secured on the bus with the seat belt in a seat belt designed seat. • Booster seats are not recommended for school buses. • It is important to check with the National Highway Traffic Safety Administration (NHTSA) for the latest information on use of car seats, booster seats and safety vests. **Lifting Techniques** • Never lift a child by his or her clothing. • Never lift a child by their arms. • Never lift a child who is too heavy for the person assisting. • If a child can sit up without help, slide the child forward on the seat before lifting. • Plan the job. • Prepare and secure the equipment.

- Allow ample room for good footing.
- Wear shoes with good support.
- Face load squarely.
- Lower body to the level of the load.
- Bend legs (squat)
- Keep back straight and avoid arching.
- Tuck in the pelvis so the lower back can take the weight of the load safely.
- Do not lift from a kneeling position.
- Get a good grasp - make sure the grip is firm.
- Do a trial lift to check the weight of the load. A driver should not lift a load that is over one-fourth of the driver's personal body weight.
- Straighten legs in a steady upward thrust when rising to a standing position.
- Hold the load close to the body to provide the best mechanical advantage.
- Avoid twisting to change directions; move feet in short steps toward the new direction while keeping the body in good alignment.

Lifting a child with a weak trunk and shoulder girdle (two persons required)

- The person lifting the trunk should fold the child's arms on the chest.
- The lifter then places his or her arms under the child's upper arms and grasps the child's forearms and signals when to lift.
- The other person supports the child's legs under the knees.
- This technique is especially useful for children with muscular dystrophy.

Children with body jackets

- If a two-person lift is required, the trunk is lifted as described above.
- If the child is light enough for a one person lift, place one arm under the thighs and the other behind the back, leaning the child's back against your arm.
- Remember, if you lift with your hands pressing against the jacket, you will slide the jacket and it won't fit correctly.

During a field trip, the teacher is the number one monitor and should be given the same instructions as above. The driver should list the students that will be a problem in evacuation, by seat number, and list recommendations for handling these students. This list should be in writing and posted in a prominent location. Usually, outside help will be available very quickly and should assist only under the direction of the driver. The driver should always remain calm and show authority. This will greatly assist in handling the students.

SDE Catalog Video 4009

NOTE TO INSTRUCTOR

The following is a guide to additional training for Special Education Drivers. Include any other program(s) that will benefit designated Special Education Drivers.

It should be the duty of the training unit in the transportation department to carry out the proper instructional programs relating to drivers of buses carrying children with disabilities.

These programs should consist of additional behind-the-wheel time, instruction on use of lift buses, position of a wheel chair on the lift, adjustment and securing of wheel chair tiedowns, etc.

Include bus assistants riding on regularly scheduled routes in the training.

Visit various schools in the local district and observe the programs offered to students with disabilities.

Drivers should see the loading and unloading areas at the schools and meet the aides, school nurses, etc.

The trainer should instruct drivers on the proper position when "assisting" ambulatory students; i.e., should the driver remain in the driver's seat or be outside the bus to help?

The preceding information is intended to be an overview of working with individuals with disabilities. Additional information is available by contacting your transportation training office, the child's parents, teachers, school nurse, aide, or district staff development specialist.

Transporting Life Support Systems and Medical/Technical Devices

Some students with disabilities require the help of special equipment or devices. The first consideration in transporting a student who uses auxiliary equipment is: can the equipment be removed from the student's immediate person for transport? If possible, seek to schedule the use of each individual piece of equipment so that the student does not need to use the equipment or systems while riding the bus.

Never alter the manner, schedule, frequency or duration of the student's use of special equipment or systems without first consulting medical professionals!

Using special equipment and systems while riding the bus increases the risk of injury to the student, and creates additional problems in the safe transport of the equipment. Removing the student from his or her equipment for transport simplifies the task of the transportation provider.

The second consideration is to ensure that all equipment and equipment components are firmly secured. The National Standards for School Buses states: "Portable student equipment or special accessory items shall be secured at the mounting locations to withstand a pulling force of five times the weight of the item, or shall be retained in an enclosed, latched compartment."

The first choice for securing many types of items is the use of an outside luggage compartment. However, due to weather, dust, and other factors, this may not be an option for some types of equipment. Also, the student may need to have quick access to the equipment in an emergency.

Other choices for securing auxiliary equipment include inside, on board, enclosed compartments; various mounting brackets; and tie-down straps. A belt style wheel chair tiedown can be used to secure other types of equipment when not used for wheel chairs.

The third consideration is that the equipment must be secured during travel and traffic emergencies in order to protect passengers. The padded interior of the bus, including the absence of sharp, hard, protruding edges, is designed to protect passengers during an emergency.

Federal Motor Vehicle Safety Standard (FMVSS) 222 requires that all student seats have a padded barrier in front of the students. If seats are removed to make room for equipment, the integrity of the seat/barrier design must be maintained. Barriers may need to be added when seats are removed. Therefore, the rear of the bus is a good place for enclosed compartments and other securement brackets. Brackets and other mounting devices should be padded when possible, and located to limit student exposure in traffic emergencies.

If the student must use the special equipment while being transported, the same considerations should be made when placing the equipment next to the student. If the equipment is located on the wheel chair, it should be secured to the bus. If that is not possible or practical, determine that the wheel chair mount meets the above criteria and does not compromise the integrity of the wheel chair. When in doubt, the transportation specialist should consult the wheel chair's manufacturer.

Oxygen: Avoid carrying large bottles. Small personal bottles must be safely secured. Consideration must be given to the potential release of oxygen and the possibility of a fire hazard in a collision. Bottles should always be transported with the valve in the off position. Exceptions should only be made for emergency needs. If you must carry a large bottle, proper securement, hazard considerations, and related training are essential.

Respirators: Similar considerations exist as those for oxygen bottles.

Assistive Equipment: Care should be taken when securing the student who uses assistive equipment. Make sure that safety straps and other components of safety devices or assistive equipment do not create difficulties or hazards for the student. Devices and equipment may include but are not limited to:

- **Walkers, Crutches and Canes:** These are items that could go in an outside luggage compartment; however, the student may require immediate accessibility to this type of equipment in an emergency. Never transport equipment that is not securely tied down.

- **Unoccupied Wheelchairs:** If the wheelchair is collapsible, consider storing it in the outside luggage compartment. If a chair is transported inside, secure it so that it faces the aisle. Check for loose seat panels and other components which may not be secured to the frame, and secure them properly.

- **Wheel Chair Lap Tray:** Always remove the lap tray from the wheel chair, and secure it properly, whether the wheel chair is occupied or unoccupied.

- **Gurney:** If the gurney is occupied, carefully weigh the options for transporting the child with disabilities. It may be better if the child is transported in another vehicle such as an ambulance. It is difficult to safely secure a student on a gurney. If the gurney is unoccupied, properly secure the frame and all its components.

Personal Protection/Assistive Devices: Safety helmets, limb braces, neck collars, etc. must be properly secured on the passenger to avoid injury.

Some assistive equipment is a necessary part of the student and cannot or should not be removed.

Bus drivers and attendants should be trained in the proper handling of specific equipment

	or damage may result to the equipment. This training should be given by appropriate medical personnel and/or therapists. If a bus team member notices a need for a change or adjustment in a student's equipment or seating requirements, he/she should notify the student's school staff immediately. All decisions regarding the student's equipment or seating requirements should be made by the appropriate IEP team members, including a transportation professional.
SDE Catalog Videos 1010,4002,4006,4012	**Bus Evacuations** The primary responsibility of the school bus driver is to provide safe transportation for students. Being involved in a traffic collision is always difficult. No driver expects a traffic collision or vehicle breakdown. There is no such thing as an "on purpose" incident; almost every traffic collision is "an accident, to some extent." All school bus drivers are instructed in the safe operation of the school bus. Part of this operation is the safe evacuation of the bus in the event of a collision or emergency. **The driver will evacuate the bus if**: • There is any indication that the bus is on fire or in danger of catching fire. • The bus cannot be moved to a safe place, out of harms way. • A natural emergency requires evacuation. • Any time the driver believes that the safety of the children is in jeopardy. The most important part of a safe school bus evacuation is developing and practicing a safe plan before an emergency actually occurs. Bus staff should have an emergency evacuation plan which considers the individual capabilities and needs of each student; the type of behavior which might be exhibited during an emergency evacuation; and the type of wheelchair or support equipment being used for students. Some issues to consider when establishing an evacuation plan: • Which students are able to help, and to what extent? • How to deal with individual emergencies, such as seizures, during the evacuation process. • Whether students should be evacuated in their wheelchairs, or removed from their wheelchairs before evacuation. • How to disconnect or cut wheelchair securement and occupant protection equipment, including belts, trays, and other support equipment. • Identify students who may have a tendency to run away after an evacuation; evacuate these students last. • Know the survival time of a student that requires life support equipment or medical care procedures and if such a service can be interrupted or delayed during the evacuation process. Plan accordingly. **During an actual evacuation or drill, evacuate passengers as quickly as possible**: • Lower side lift halfway if operating. • Release chairs one at a time and remove chair from bus by first lowering chair to the lift and then to the ground.

- Electric chairs are too heavy for this. Remove the student from the chair and carry the student out of the bus.)

What can be done when rear or side emergency doors cannot be opened:

- Remove ambulatory passengers from the bus and send them to a safe location. Instruct them sit in a group.

- Remove wheelchair passengers from their chairs and carry them from the bus to a safe location away from the bus.

Every bus staff person should be able to verbally articulate his/her emergency evacuation plan upon request without hesitation. Many emergencies only allow three to five minutes to complete an evacuation before possible serious injury to students might occur.

Evacuating Ambulatory Students from the Special Needs Bus

Many states insist that all bus riding students experience a practical school bus evacuation drill as part of a yearly lesson on school bus safety. This means that ALL students that ride a school bus during the school year, for ANY reason, will usually take part in this drill.

Such drills are usually scheduled by student transportation personnel and supervised by the school administrator or his/her designee.

School bus drivers should never attempt to schedule or conduct a school bus evacuation drill on their own.

Drills are usually conducted at school or on school property.

All bus riding students, including those transported only on extracurricular trips, must participate.

All students with disabilities should participate in bus evacuation drills. However, some students with disabilities, because of their medically fragile condition, may not be required to physically leave or be taken from the bus during a bus evacuation drill. School staff should determine a suitable alternative preparation for the students, driver and school bus aide in these situations. Check district policy on this particular guideline.

The most important part of any safe bus evacuation or evacuation drill is developing and following a plan of action in the event of an emergency, school bus collision, or vehicle breakdown.

Make sure that everyone on the bus is aware of what must be done in the event of a real emergency.

Always use extreme care during an evacuation or evacuation drill. Never allow students to push or run. Never force students to jump from the bus during a bus evacuation drill. A bus evacuation drill should be a learning experience for everyone.

Remember, the planning and actions taken during a bus evacuation drill may one day save lives.

There are at least 3 methods of evacuating a school bus in emergency situations.

- Front door evacuation

- Emergency exit evacuation (rear, side and roof hatches)

- Front and emergency exit evacuation

Individual district policies will determine which of the evacuation plans will be used during a drill.

Evacuating Non-ambulatory Students from the Special Needs Bus

Students who ride to and from school in wheelchairs or other mobile seating devices must be given special consideration when it is necessary to evacuate them from a school bus, either in a drill or in a real emergency.

A good practice would be to develop written plans for the safe evacuation of students with unique and special needs who are transported by school bus. It is essential that everyone on the bus knows the plan of evacuation and clearly understands their role during an evacuation.

Special Needs
ABBREVIATIONS

EHA	Education of the Handicapped Act
FAPE	Free appropriate public education
FERPA	Federal Educational Rights and Privacy Act
FMVSS	Federal Motor Vehicle Safety Standard
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
MDC	Multidisciplinary Conference
NHTSA	National Highway Traffic Safety Administration
OSHA	Occupational Safety and Health Administration
PL	Public Law

☞BEHAVIOR MANAGEMENT STRATEGIES☜

TERMINOLOGY

Acting-Out - Any inappropriate behavior that can be seen or heard.

Appropriate behaviors - Any behavior that is acceptable for the situation.

Behavior management system - A planned system for dealing with student behavior.

Body language - The messages you send without words.

Bribery - Giving a reward first and then expecting the behavior to happen.

Consequences - The results of a student's behavior.

Consistent, constancy - Reacting to both appropriate and inappropriate behaviors the same way all the time.

Disciplinary slip - Sometimes called a referral slip. A piece of paper that tells a teacher, principal, or parent the inappropriate behavior of a student.

Engineering success - Planning for a student to behave appropriately on the bus, and making sure you do everything you can to see that the student does succeed.

Esteem - Feeling good about yourself, having self-respect.

Inappropriate behaviors - Any behavior that is not acceptable for the situation.

Interpersonal interactions - Any form of communication between two people.

Motivation - An emotion or need that makes a person do something.

Nonverbal cues - Similar to body language, signals you give students that their behavior is acceptable or not.

Peer pressure - The pressure students feel to act like everyone else.

SAMPLE OF INFORMATION TO KEEP ON BUS FOR SPECIAL NEEDS STUDENT

Arrival Time:_____

_____

Directions to this stop from the last stop.

L or R on_____

L or R on_____

L or R on_____

L or R on_____

L or R on_____

L or R on_____

L or R on_____

L or R on_____

L or R on_____

L or R on_____

L or R on_____

L or R on_____

L or R on_____

L or R on_____

Stop in Street [ ] or Driveway [ ]

Stop is on L [ ] or R [ ]

Description of home or building_____

_____

_____

Pick Up **Light:** **Stop Loc:** **Pass. #:**
Run #:

Name: **Age:**
Street: **Sex:**
City: **Phone:**

M T W T F Permission Slip: (date)

Program/School *Time:*
Impairment: *Attnd. Req.*

Special Equipment: W/O (Attendant) Oxygen + Oximeter

Protocol/Special Instructions:

RETT SYNDROME, SEIZURE DISORDER SLEEP APNEA. LOOK FOR 2 TYPES OF SEIZURES (1) OBSERVE LIPS AND NAIL BEDS FOR BLUE COLOR – (CYANOSIS) APNEIC SEIZURE (2) TONIC/CLONIC JERKING BODY MOVEMENTS, SPECIAL CARE OF OXYGEN AND OXIMETER.

Alt. Address Light: Stop Loc: Pass. #:
Run #:

Name:
Street:
City:

General Location:_____

_____

Emergency Phone:

Comments: OXIMETER MUST ALWAYS BE WITH (STUDENT'S NAME). OXYGEN STAYS WITH (NAME). CARRY INTO SCHOOL EACH DAY. SCHOOL STAFF WILL CARRY TO BUS. TANK GOES INTO HOME AT NIGHT. MOTHER REQUESTS RADIO ON IN BUS TO ASSIST IN RELAXATION. MOTHER'S WORK NUMBER IS_____

Last Update: (date)

SECTION ELEVEN: SPECIAL EDUCATION MODEL KNOWLEDGE TEST

Special Education Test should be included in the driver's personnel file.

1. When related to students with disabilities, what does IEP stand for?

   (A) Idaho Educational Personnel
   (B) Individual Evaluation Process
   (C) Individualized Education Program
   (D) Identification and Evaluation Procedure

2. Transportation personnel can choose to follow only certain parts of the IEP, at their convenience.

   (A) True
   (B) False

3. The child's bus ride is for transportation purposes only, and cannot be considered a part of his/her educational time.

   (A) True
   (B) False

4. Since school buses are exempt from the requirements for small children to be transported in a child safety seat, transporters should never utilize child safety seats in school buses.

   (A) True
   (B) False

5. What safety precautions should be used when utilizing a lift to load a passenger onto a bus?

   (A) Ensure that the wheelchair brakes are set.
   (B) Ensure to power is shut off on an electric wheelchair.
   (C) Ensure that required safety belts and devices are in place.
   (D) Never leave a passenger alone on a lift.
   (E) All of the above.

6. Because of confidentiality laws, the child's medical condition cannot be shared with the bus driver or attendant.

   (A) True
   (B) False

7. Assistive equipment used by a child, such as crutches, walkers, oxygen bottles, lap trays, etc., should be placed on the floor next to the child during their ride to and from school.

   (A) True
   (B) False

8. When developing an emergency evacuation plan for students with disabilities:

   (A) You should always evacuate students sitting in the front of the bus first.
   (B) You should develop a plan based on the capabilities and special needs of the students riding your bus.
   (C) You should always carry students with disabilities out the rear emergency door.
   (D) Students with disabilities are not capable of practicing emergency evacuations.

9. Which of the following is **NOT** considered to be a category of disability?

(A) Multi-Disabled
(B) Vertically challenged
(C) Autism
(D) Traumatic Brain Injured
(E) Orthopedically Impaired

10. All children with special needs must be treated differently from non-disabled students when it comes to behavior management.

(A) True
(B) False

SECTION TWELVE: MOTIVATING EXPERIENCED DRIVERS

Motivating Experienced Drivers training should be included in both classroom and behind-the-wheel training sessions.

Notes and Comments	WORKING OUTLINE
SDE Catalog Videos 1018,1030,1044 G,1082,1083	This section is left in outline form for flexible use by individual districts. The intent of this section is to provide suggestions for driver trainers to help in training, motivating and retaining experienced drivers.

SDE Catalog Books 5006,5017	Prior to school starting every year, SDE policy requires that all drivers participate in a minimum of three hours of pre-service training session.
	
	Drivers must also have at least seven hours of in-service training periodically throughout the school year.
	
	The suggestions in this section can be used when developing your annual training plan. There is no model knowledge test provided with this section.
	
	The information listed below is only a limited resource. The in-service facilitator should explore additional ideas.
	
	Personal Growth/Professional Growth
	
	• Use experienced drivers to help train new drivers
	
	• Assign experienced drivers to help with in-service training
	
	• Ask drivers to help with classroom training for students
	
	• Get drivers involved as a team with civic events
	
	Suggestions for Topics
	
	• Safety
	  o New traffic regulations or changes in existing traffic regulations
	  o Handouts/publications
	  o Trade publications (STN, School Bus Fleet, Newsletters)
	  o Excerpts from publications
	  o Videos and films
	  o District policy changes
	  o Other
	
	• Analysis of collisions - Preventable vs. Non-preventable:
	  o In district
	  o Out of district
	  o Publications (Insurance company records)
	
	Continuing Education

- Bulletin boards or newsletters
- Motivational posters/quotations
- Cartoons/humorous items
- Achievements
- Personnel profiles or showcase
- Current events
- Road or traffic conditions/reports
- First aid
- CPR

Support and Encouragement

- Driver to Driver
    - Friendly competitions, i.e., new drivers vs. experienced drivers in event competitions similar to a road-e-o event.
    - Experienced drivers assigned to new drivers as "mentor."
- Staff to Driver
    - Occasional social gatherings
    - Breakfast
    - Softball & pot luck picnic
    - Christmas parties
- Recognition of Drivers
- Safety Awards
    - Less brake wear
    - Collision free days
    - Collision reduction
- "Driver of the Month"
- Bus Driver's Day
- Humorous Awards
- Attendance Awards
- Year-end Picnic

	• Doing Your Job Awards Evaluations • Personal - Continuing Self-Evaluation • Supervisory - Performance And Route Safety Evaluations

SECTION THIRTEEN: MINOR MAINTENANCE TROUBLESHOOTING

Minor Maintenance Troubleshooting training should be included in both classroom and behind-the-wheel training sessions.

Notes and Comments	MINOR MAINTENANCE TROUBLESHOOTING
	Working Outline
SDE Catalog Videos 2025,2027	This section is left in outline form for flexible use by individual districts. The intent of this section is to use it as much or as little as required by the individual district. Training in this area can help the driver explain problems and help diagnose maintenance situations that occur while away from the maintenance facility. The trainer should consult a fleet technician about the correct way to teach the following concepts. This section should be taught with "hands on" training. This is not all inclusive. Each trainer may want to add additional information.

Trouble Shooting

- Explain engine warning devices and gauges
  - Drivers should become aware of normal and abnormal gauge readings for the variety of buses that the district or contractor may use.

- To allow drivers to help diagnose a problem, identify specified braking system/components and explain the basic operation of each of the following, and explain what to look for.

  - Air Brakes
    a. Hoses
    b. Canister/Chambers
    c. Slack Adjuster
    d. Drum/Linings

  - Hydraulic Brakes
    a. Hoses
    b. Disk/Linings
    c. Master Cylinder

- Identify brake warning devices used in your fleet and explain appropriate response.

- Identify water flow valves necessary for heater operation and explain their operation for buses in your fleet.

- The engine does not start. A mechanic should advise drivers concerning each of the following; have gear in neutral:

  - Engine cranks
  - Battery dead
  - Emergency door interlock
  - Neutral
  - Choke/accelerator (gas engine)
  - Diesel - kill switch
  - Diesel peculiar problems, ie: cold, glowplugs

- Leaks: Identify the following fluids:

  - Gas fuel/gasoline
  - Diesel fuel (on road/off road - dyed or undyed, red or green)
  - Engine oil
  - Power steering fluid

- Engine coolant
- Transmission fluid/oil
- Brake fluid

- Identify the following exhaust system components:

  - Engine manifold
  - Exhaust pipe
  - Catalytic converter
  - Muffler
  - Tail pipe

- Identify left and right sides of the vehicle.

  - Left or right is determined by the normal driver position while driving the vehicle. (Left is driver side - right is passenger side)

Minor Maintenance

- Minor maintenance should be kept to an absolute minimum and should be determined by local supervisory personnel or district policy. **Drivers should notify a bus technician when <u>any</u> authorized repairs are made.**

  - Change a headlight
  - Change wiper blades
  - Hose replacement
  - Wiring repairs

LOADING AND UNLOADING SAFETY

Best Practices for School Bus Drivers

A. STRICTLY ENFORCE SAFE CROSSING PROCEDURES

1. **Eye contact** between driver and student must be established before the student begins to cross. Teach children the concept "I See You, You See Me."

2. With **transit-style (flat front) buses,** students should still be trained to walk out at least ten big steps - someday they may ride a conventional style bus again.

3. Use a consistent **Safe Crossing Signal** when it's safe for the child to cross**,** pointing in the direction you want the child to walk. All bus drivers in your operation should use the same Safe Crossing hand signal, and all children should be trained about what it means.

4. Drivers and students must follow safe crossing procedures in the **morning**, too.

5. Teach children a consistent **Danger Signal** so they know what to do if a motorist fails to stop for your stopped bus. All drivers in the fleet should teach students the same signal. If the bus driver honks the horn while the child is crossing, it means "return to the side of the road you started from at once!"

6. When crossing, **students must stop and check for traffic** (looking carefully left, right, left, and listening carefully too) before entering the unprotected lane.

7. Enforce Safe Crossing procedures with **older students** too - don't give up on older students! And, older students set an example to younger children on the bus.

8. **Don't train discharging students to walk to a set location** before crossing, such as a tree or driveway - a substitute driver may not stop the bus in exactly the same spot, and the students could be confused.

9. On **routes with bus attendants,** children should still be taught to make eye contact with the driver and wait for the driver signal to proceed. The attendant's role is to accompany the crossing child and make sure the correct crossing procedures are followed. The attendant may not be there one day. Young children need to learn how to cross the street on their own.

B. COUNT AND RE-COUNT CHILDREN AT EVERY STOP, EVERY DAY

1. If you've lost count of a child who's gotten off your bus, secure the bus, shut it off, take the key with you, get out, and check under and around the bus.

2. Never take a chance! Appoint a **student bus helper** to double-check your student count at each bus stop, from inside the bus. It's still the bus driver's responsibility, but an extra set of eyes can only help.

C. ASSUME THE WORST WITH APPROACHING MOTORISTS

1. Continually **check for approaching traffic** during the entire loading/unloading process.

2. **Keep children inside the bus** until all visible traffic is stopped.

3. Be alert for vehicles (trucks, motorcycles, snowmobiles, bikes) **passing your bus on the right (passenger) side**, or on the shoulder. Train children to "check before they step" off the bus. Strictly enforce this safety procedure.

4. Whenever possible, **let traffic behind the bus pass** before you arrive at the next bus stop. Pull over only in a safe location, and come to a complete stop - don't "troll" along the edge of the road, it's dangerous and illegal. Be very careful when pulling onto a shoulder - watch out for drop-offs, soft shoulders, etc.

5. **Activate yellow school bus flashers** well in advance of the bus stop - two utility poles, or about 300', is recommended in residential areas, and further on higher speed roads, roads with limited visibility, during bad weather, or in heavy traffic conditions.

6. Even **emergency vehicles** (police, ambulance, fire) should stop for a school bus stopped with its red school bus flashers activated, but don't assume they will stop. If it's possible to do so safely, abort the loading or unloading process and let the emergency vehicle pass - it's for everyone's good. Funeral processions have been known to drive through school bus flashing lamps too - be careful.

7. **Be careful motioning students to their seats** after they've boarded the bus - waiting motorists have mistakenly interpreted this as a signal to proceed past the bus.

D. RESIST DISTRACTION DURING LOADING OR UNLOADING

1. Do not **use the internal overhead mirror** inside the bus while loading or unloading children. Your attention must be focused outside the bus until you're safely away from the bus stop. The internal mirror can be the most dangerous piece of equipment on a bus.

2. Check on **student behavior** and address any problems well ahead of the bus stop. Dealing with onboard behavior problems that occur as children are getting on or off must wait until the bus is safely away from the loading zone.

3. **Silence your onboard students** as you load or unload. Flash dome lamps on and off as a signal for silence during critical driving tasks such as loading and unloading.

E. STAY ALERT FOR SPECIAL DANGERS

1. **Kindergarten through third-grade children** are most vulnerable to a loading and unloading accident. Young children are short and harder to see near your bus. They are impulsive and inexperienced in traffic. Be extremely cautious when loading or discharging young children!
2. **Take-home** routes are the most dangerous. Children may be pent-up with energy after school - and bus drivers are tired.

3. **By-own-bus** accidents - children being run over by their own buses - are the most common type of student school bus fatality. Understand the danger and use extreme caution.

4. Beware **spring fever**. The most dangerous months for by-own-bus fatalities are December to May. Children, and bus drivers, may get sloppy about safety procedures after school has been in session for several months. "Pinch yourself!" - remember that an accident can occur in a split-second of inattention.

5. Children **should be on board whenever the bus backs up**. Minimize backing - all backing is dangerous, and especially backing near bus stops. Use a bus attendant or a reliable student as a spotter, from the inside rear of your bus. Back only at approved turnarounds.

6. **At bus stops located near corners, children should be on the bus when the bus turns right.** The rear duals of a bus can "track" over the curb and run over a child on the corner. Pick up children **before** turns and drop them off **after** turns.

7. **School loading areas** can be congested and hazardous. Be extremely alert in school bus loops!

8. **Group stops** (at trailer parks, apartment complexes, etc.) can be very challenging - watch out! Train students to wait for the bus in an orderly manner, and insist that discharging children move immediately away from the bus to prearranged spot.

9. Stops with **mixed crossers and non-crossers** can be challenging. The potential for confusion is high. **Discharge crossers first** - then non-crossers. Children who must cross should be clearly indicated on the route sheet.

10. If several students are crossing, they should **cross as a group.** Don't let children straggle across one at a time - it's harder to keep tabs on them, and waiting motorists are more likely to lose patience.

11. Be aware of children carrying **loose papers.** Tell children to keep belongings in a backpack or book bag.

12. Watch out for children's clothing with **dangling straps, drawstrings, or mitten strings.** Bus handrails, doors, even fire-extinguishers mounted near the exit can **snag** loose clothing as children get off the bus. Watch out for children wearing bulky winter coats and hoods – they can't see traffic or other hazards.

13. Be alert for students trying to retrieve an item from the **external luggage compartment** on your bus at school or at a bus stop.

14. **Don't run early or late on your route** - children can become confused, creating a dangerous situation. If the bus is early in the morning, children might chase after it without watching for dangers. If the bus is late, children may become confused and try to board another bus, or get on at another stop. Dangerous situations can result.

15. When **facing another school bus** while loading or unloading children, make eye contact with the other bus driver. Be sure both of you are finished loading or unloading before proceeding.

16. In **heavy fog,** get off the road to a safe area and stop. Use 4-way hazard flashers (and roof mounted strobe lamps if equipped). If you encounter dense fog approaching a bus stop and are worried that traffic behind you may not stop for your stopped bus, you might need to go past the stop. Train children ahead of time to wait well back from the roadway, especially in foggy conditions. Explain that they should go back inside or wait in a safe area until conditions have improved if their bus goes past the stop. Always alert base by radio, at once, if you can't make a stop for any reason.

17. Be alert for **pranks at bus stops the last week of school** (water fights, jumping out of bus exits, etc.) - don't let yourself become rattled, children have been run over in the chaos. Report any rumor about planned pranks to your supervisor ahead of time.

F. CORRECTLY ADJUST MIRRORS ON EACH BUS DRIVEN EACH DAY

1. **Checking mirror adjustment** is one of the most important parts of a **pre-check**. Never drive a bus whose mirrors are out of adjustment. It is against the law, and dangerous to children.

2. Are you sure your mirrors show you what they should according to state and federal regulations? Ask for assistance from a mechanic, trainer, or supervisor. **Front pedestrian (crossover) mirrors should show a seated bus driver the entire area in front of the bus hidden by the bus hood**, from the front bumper forward to where direct vision of the ground is possible.

3. **Check both pedestrian (crossover) and driving mirrors for children in or near the danger zones just before resuming forward motion,** and keep checking driving mirrors as you pull slowly forward to watch for children running up to the bus from any direction.

4. Pull away from the bus stop at **low (idle) speed** so you can stop quickly if a child suddenly appears near your bus.

5. **Mirrors can be deceptive** - force yourself to search mirrors slowly and carefully. Quick glances can easily miss a child. Search for children who have tripped and are lying on the ground, not just for children standing up; search for children wearing dark or low-contrast clothing.

6. Mirrors create **blind spots**. Move in the bus seat to "look around" mirrors before moving forward. Don't check mirrors only while leaning over to close the bus door. Your view into the mirrors is distorted. You could fail to see a child.

G. RESIST THE TEMPTATION TO RUSH

1. Driver rushing has been a factor in many school bus accidents - including **by-own-bus fatalities**.

2. Remember: **"One bus stop at a time."** Focus on what's happening as you load and unload children at the stop you're at. Keep other thoughts and concerns out of your mind at this "moment of truth."

3. **Focus and concentration are the signs of a professional.** If you are worrying about personal problems or thinking about errands you need to do after work, you can't load and unload children safely.

4. **Report unrealistic route times** to your supervisor. Don't give in to unrealistic time pressures on your route. "Safety first, schedule second."

5. **Never move the bus if children are within 15' on any side.** It's very dangerous. Don't allow students to walk back along the side of the bus.

6. **If you miss a stop by mistake, never back up** - go around the block, even if it's a long one. Alert base by radio. Backing is dangerous - especially near a bus stop. You could easily back over a child.

7. **Substitute drivers** must avoid rushing too. If a sub starts a route late, he or she should finish it late. Trying to "make up time" while driving a school bus is a recipe for tragedy.

8. Rushing doesn't just mean breaking the speed limit - **in a school bus you can rush at 20 mph.** Rushing means you're not being alert to potential dangers around your vehicle.

H. UNDERSTAND ROUTE AND BUS STOP SAFETY

1. **Never change the location of a bus stop (pick-up or drop-off)** without approval from your supervisor. Personal liability could result if a child was hurt and it was proven you had changed the location of the bus stop. Never alter your route without official approval!

2. If a child is waiting for your bus on the **wrong side of the road, or at an unapproved stop,** pick the child up that day as safely as you can, but alert base by radio and talk to your supervisor about the situation as soon as you return to base. Use good judgment and keep children's safety foremost when unexpected situations arise on your route.

3. You are the eyes and ears of the transportation department. **Report any unusual hazards,** such as dangerous cross-overs, to your supervisor.

4. When loading or unloading children, stop your bus **toward the right of the driving lane, positioned straight ahead and not at an angle - try not to leave more than 18" of driving lane on the right side** of your bus. This makes it harder for a vehicle to pass your bus on the right side.
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5. Under normal circumstances, **don't pull onto a shoulder** when loading or unloading children - however, if a wide shoulder or a bike lane is present at a bus stop, you may need to stop your bus more to the right. Every bus stop is unique. Ask your supervisor for guidance.

6. In the morning, stop your bus **before pulling right next to students waiting for your bus.** Make students walk to your bus - it's safer. Pulling up next to children could result in a tragedy in slippery weather or if a child moves suddenly into the road. Train waiting children to wait until your bus is fully stopped, and until you signal them it's safe, before moving towards your bus.

7. **Bus stops on corners can be confusing to motorists** entering a road from an intersecting road. Work with your supervisor to place bus stops safely back from intersections whenever possible.

8. **Train yourself to search for unusual hazards as you approach each bus stop** - criminal activity, strangers, dogs, cars backing from driveways, construction equipment, snow banks, etc. You can't be too careful today.

I. USE SAFETY EQUIPMENT PROFESSIONALLY

1. **Secure your bus at every bus stop**, whether one child or 10 children are assigned to that stop. **Set the parking or emergency brake** regardless of whether you're driving a bus with automatic or standard transmission, air or hydraulic brakes. To reduce the chance of the bus rolling back when you're preparing to leave the stop, to **leave the bus in Drive when setting the parking brake** in an automatic transmission-equipped bus is recommended. (Many school buses do not have a "Park" gear.) **Let your foot rest lightly on the service (foot) brake** while your bus is stopped to load or unload children. Brake lamps help wake up approaching motorists.

2. **Never move your bus with its door open and the red school bus flashers activated.** It's illegal and confusing to motorists.

3. **When it's dark, use your dome lamps** if you must cross children (for instance, early in the morning during the winter). The Safe Crossing signal may be more visible to children outside the bus. However, be careful that dome lamps don't create glare that makes it even harder to see.

4. If your bus is equipped with an **external P.A.** system, use it to supplement the Safe Crossing hand signal when crossing students, but not to replace it. Equipment can always break down. A spare bus might not be equipped with a P.A. system. Children need to be constantly reminded about the Safe Crossing signal.

5. If your bus is equipped with a **crossing gate**, think of it mainly as a training tool for children. Don't rely on crossing gates to keep children away from the bus. No piece of safety equipment is foolproof. Children are unpredictable. Don't use a bus equipped with a crossing gate (or any other piece of safety equipment, required or optional) if it's not in working order.

6. Check frequently to make sure your **Master Switch is activated and your school bus flashers are working** during the route. Check your "pilot" light next to the Master Switch, or your stop arm, to make sure they're working. Double-check the Master Switch after crossing railroad tracks, to make sure you've reactivated it.

7. **The most important piece of safety equipment** on a bus is a professional, alert, caring school bus driver.
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J. EDUCATE CHILDREN

1. Children learn by repetition, repetition, repetition! **Remind kids about safe crossing procedures every time they get off your bus.** You don't need to give them a speech, but say something every day that will keep safety in the forefront of their minds as they exit the bus. Daily instruction and reminders of safety procedures save children's lives.

2. Stress to children that they should **never return if they drop something near or under the bus.** However, be prepared for the unexpected - children may do so anyway. Training is very important, but children will always be unpredictable.

3. Use **bus safety drills** to test students' mastery of loading and unloading procedures. Conduct drills in an isolated section of a parking lot so you can let students practice crossing procedures safely. Ask your supervisor for help.

4. **Crossing children must be crystal-clear about what driver signals mean.** A single moment of confusion could cost a child's life if a car is speeding toward your bus. Teach children to check carefully for traffic before crossing, and to return to the safe curb if you sound the horn ("Danger Signal").

5. Teach children they must **ignore grandparents, parents, or friends while crossing** in front of the bus. A distracted child could run across the road without waiting for the driver signal and be struck by a passing motorist - it's happened. If parents or grandparents don't understand the safety reason for this, ask your supervisor to give them a courtesy call.

6. Teach children **not to place too much faith in red school bus flashers**. Remind children that the road is a dangerous place, and that cars **will** drive by the bus!

7. Train students to **wait for the bus safely back from the road, in an orderly line**. Many school bus drivers have been very successful at teaching children to wait in an orderly fashion.

8. Teach children about **mail box dangers.** Don't let students stand at the mail box right next to the road as your bus pulls away from the stop. Don't let them run across the street behind your bus to pick up the mail. If their parents permit it, children can get the mail after the bus has left the area.

9. Place a **"How To Cross Safely" poster** in every your school bus. Point it out to students periodically. But safety posters don't help unless bus drivers use them as teaching tools on a regular basis.

10. **Coloring books, stickers, certificates, buttons, etc.** are great ways to reinforce safe crossing procedures with younger kids.

11. Work with the school to arrange a session where the young children you transport can view an age-appropriate and accurate safety video about safe crossing, such as **"Safe Crossing: an 'Egg-Cellent' Idea"** or **Pooh's Great School Bus Adventure."**

12. **Driver-in-the-Classroom bus safety programs** to reinforce loading and unloading safety make a big difference. If your school system doesn't have a "driver-in-the-classroom" program yet, talk to your supervisor about what it would take to get one going.

K. ALWAYS EXPECT THE UNEXPECTED FROM CHILDREN

1. **Err on the side of caution - trust your intuition.** Children's lives have been saved when bus drivers "just didn't feel right" and checked under their buses. Young children will do almost anything around a bus. Children have crawled under buses, crawled into wheel wells, climbed on bumpers, played with crossing gates, grabbed hold of mirrors, etc. In some of these incidents, an attentive bus driver discovered the child; in others, the child was run over by the bus and killed.
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2. Watch out for **children running after a bus they missed** as it pulls away from the bus stop. If a child isn't at the bus stop in the morning, be especially careful as you pull away. The child may be late and could chase after the bus. Check the surrounding area carefully before you pull away.

3. Be alert for **parents following your bus in their own cars** to catch the bus at a later stop – or even at a traffic light! Children could run up to the bus door unexpectedly, just as you pull away.

4. Watch out for **students slipping off the bus while you are focused on crossers outside the bus.** Don't leave the door fully open - just "crack" it enough to keep the red school bus flashers activated. With air doors, place your right arm across the aisle to keep children from going out the door.

5. Watch out for a **student on the bus signaling to a motorist outside to proceed past the school bus flashers -** it's actually happened!

6. Be alert for **unsupervised younger brothers and sisters near a bus stop**. Tragedies have occurred when preschool children have rushed to meet an older brother or sister getting off the bus. Report to your supervisor any unsupervised children playing at or near a bus stop.

7. **Snow banks** near bus stops can be dangerous. Check carefully for kids playing or climbing on snow banks, or hiding behind them. Never discharge a child directly into a snowbank or any other unsafe situation.

8. Be **alert for last-second warnings from others** just before moving your bus away from a bus stop - from other motorists, other bus drivers, parents or teachers outside the bus, or even children on board your bus. Someone might have seen a child under or near your bus. Take warnings seriously.

9. **Silence students and turn the am-fm radio down at each bus stop**, so you can hear warnings. It's also a good idea to open the driver window at bus stop, to hear better.

10. **If no one is home to receive a young child or a child with special needs,** radio base and ask for guidance before proceeding. Know your school or company policy about dropping young children off. Never force a child off the bus who seems frightened or confused. Ask base what you should do.

L. USE MIDDLE LOADING WHENEVER POSSIBLE

1. In the morning, **keep children out of the rear and front seats** until all other seats are filled. In the afternoon, empty the rear and front seats first. Train children to fill the middle seats first. Children in rear and front seats may be more vulnerable to injury in certain types of severe collisions.

2. **Middle loading saves lives.** It has been recommended by the National Transportation Safety Board for many years.

3. Middle loading is especially important on bus routes with **high speed truck traffic.**

4. **Teach children why** you don't want them in the back or front seats if the bus isn't full.

M. LISTEN TO CHILDREN

1. **Don't force children off the bus if they tell you they should get off someplace else** – they may be pulling your leg, or they may be telling the truth. Always use your radio to check with base when unexpected situations arise on a route.
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2. Train children to **remind the bus driver every day if they have to cross** the road after getting off the bus**.** Getting children involved like this helps them remember safety procedures. **Substitute drivers** really benefit from this tip!

3. **If children say there's a problem, take it seriously.** Maybe they're joking - maybe not. Tragedies have occurred when drivers ignored children's warnings.

N. EDUCATE PARENTS AND TEACHERS

1. Explain the **importance of bookbags or backpacks** to parents and teachers. Bookbags and backpacks reduce the chance that a child will drop an item near the bus. Some drivers carry **plastic grocery bags** on the bus for kids who have forgotten their bookbags.

2. Explain the **danger of dangling drawstrings, straps, or mitten strings** to parents. Parents should buy coats and sweatshirts with short drawstrings.

3. **Large, distracting, or fragile items** should not be carried on the bus. Parents should bring such items to school. Children's safety is more important than parents' convenience.

4. **Encourage parents to reinforce loading and unloading safety procedures at home**. For instance, parents of very young children can practice the crossing procedure in the driveway using the family car. Parent training is a huge help! Give parents copies of the "How to Cross Safely" poster.

5. **Seek parent and school assistance in reinforcing safe behavior on bus**. Parents can be powerful safety allies. Help parents understand how student behavior problems could distract the bus driver and result in a tragedy.

6. Regularly remind your school and the whole community about the importance of never passing a stopped school bus. Take part in an annual **"Operation Safe Stop"** campaign in your area - its goal is to remind the public to stop for school buses. Work with Parent-Teacher Associations, civic associations, law enforcement, and local media to develop ongoing educational campaigns. Place posters in local stores, churches, and offices. Write a letter to the editor about the importance of stopping for school buses. Ask local politicians and Traffic Safety Boards to help remind the public to stop for stopped school buses.

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