

INSTRUCTOR'S GUIDE

FOR

**SCHOOL BUS
DRIVER
TRAINING**

Washington State Pupil Transportation

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The project to completely redo the Instructor's Guide for School Bus Driver Training began in the fall of 1998. Lessons were rewritten, transparencies were developed to accompany lessons and resource material was gathered. The materials were designed to be user-friendly. The Production Team hopes their countless hours of work will prove helpful to school bus driver trainers throughout the State of Washington.



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Foreword

In 1962, I remember leaving a graveyard shift job in Seattle five mornings in a row to attend a **school bus driver training class**. Each morning, I drove against the morning commuter traffic (at that time it took only 20 minutes to get from Capitol Hill to the Highline School District) to a classroom. Each day I received four and 3/4 hours of information — including some first aid. That basic “24 hour class” was a first in the training area.

Before this, school bus driver training usually consisted of a road test to see that potential drivers did not drive in the oncoming lane and that they understood the concept of “**brake vs. accelerator.**” If one completed the 24 hour classroom part of the program and could stay within the proper lane on the roadway, he/she became a school bus driver with just a little bit of training in an actual school bus. Only the more conscientious school districts stressed the behind the wheel part of training.

In 1979, the “24 hour class” was phased out and the school bus driver training program was changed to a task-oriented program. The assumption was that school bus driver trainers had judgement and could pass information on to their pupils. The potential driver was required to be tested for knowledge on 14 subjects ranging from **pre-trip inspection** to pupil management. He/she was then required to perform successful driving tasks in school buses that included: completing a pre-trip inspection, turning left and right, backing into a stall, turning corners less than 90 degrees, approaching a curb without scraping the sidewalls of the steering tires, avoiding traffic in adjacent lanes and so forth. It was a comprehensive course about driver knowledge and behind the wheel driving skills.

By the late 1980’s, the State of Washington added more to the training demands. The law required potential school bus drivers to also have at least a Class B Commercial Driver’s License. That served to sharpen the skills of questionable school bus driver trainers across the state and justified the skills of those who took the training process seriously in the first place.

Requirements, traffic and machinery have changed since the

1980's and this manual is an update which reflects those changes. Much of the information comes from experienced school bus driver trainers in Washington's 295 school districts. This body of knowledge isn't theory, its practice. It comes from people who are determined to graduate the best possible people who **safely transport children** to and from school.

Art Osmonson



Introduction

Historically, the Office of the State Superintendent of Public Instruction has actively supported school bus driver training and safety programs. During 1969-70, course content, the delivery system and program offerings underwent major revisions in order to more closely relate to the changing environment and local school district needs. Since that time, the training and authorized program has been under constant review, evaluation and revision, not only to meet changing needs, but also to upgrade driver competency throughout the statewide school bus driving staff.

The information contained in this manual is provided to assist local district officials in the administering of the district training and authorization programs in accordance with state requirements, meet local district needs, and provide a safe ride for all students.

RCW 46.61.380 empowers the Superintendent of Public Instruction to adopt and enforce rules and regulations regarding the design, marking, and mode of operation of school buses.

WAC 392-145 contains the rules promulgated for the mode of operation of school buses and is required content of any school bus driver training course as outlined in WAC 392-144.

In addition to the Washington State requirements, local school districts are responsible for providing technical training for school bus drivers which ensures that every school bus driver is competent to operate a school bus safely.

The local district superintendent is responsible for making appropriate recommendations to the board of directors relating to the school bus driver training requirements consistent with state rules and regulations and to establish local policy for the safe and economical operation of the school district buses.

Training Courses for Instructors and Trainers

In order to administer the requirements for districts to qualify employees to work directly in training programs for school bus drivers

at the local level, the Superintendent of Public Instruction offers courses of instruction on an annual basis for the purpose of qualifying instructor/trainers to conduct the prescribed courses for entry level and experienced drivers in comprehensive and in-service training. Districts must enroll persons yearly in order to remain authorized to conduct instructional courses.

It is the responsibility of the Superintendent of Public Instruction to notify school districts in each region of the schedule of instructor/trainer courses offered in each region.

It is the responsibility of each school district to assure that instructor/trainers continue to remain qualified by attending required courses when scheduled.

Two or more school districts can enter into a training cooperative agreement (WAC 180-20-220(2)) and designate a qualified person or designate a person to become qualified as an instructor/trainer, and each district in the cooperative would share the service of the instructor to meet their respective needs.

Courses of instruction offered by the Superintendent of Public Instruction do not include training for first-aid instruction.

In-service Training:

In-service training courses are intended to provide experienced school bus drivers with continuing instructional experiences relevant to current needs. The content of the course changes each year. The course is designed to be conducted at the local school district by state authorized training instructors.

School Bus Driver Instructor/Trainer

A school bus driver instructor/trainer is a person chosen by a local school district to receive a course or courses of instruction provided by the Superintendent of Public Instruction and offered yearly for the purpose of qualifying local district employees to conduct the content of the basic course, driving skills and in-service training for experienced drivers. Upon completion of these courses the

instructor/trainer will have the training credentials necessary to train new drivers and re-authorize all drivers as needed.

Instructor/Trainer should possess:

- a. General knowledge of Title 46 RCW (Revised Code of Washington).
- b. General knowledge of Chapter 392 WAC (Washington Administrative Code).
- c. General knowledge of school bus operations and maintenance procedures.
- d. Ability to work independently and under the direction of others.
- e. Ability to organize and instruct training activities in classrooms and school buses.
- f. Willingness and ability to work closely with school district administrators.
- g. Willingness to maintain and protect confidential reports and personnel records.
- h. Willingness to work with men and women of varying ages, origin, and/or social background.
- i. Willingness to take directions, follow policies, and implement procedures.

Qualifications:

- a. Possess a valid state driver's license with Commercial Driver's License and appropriate endorsements.
- b. Possess a valid Washington State School Bus Driver's Authorization.
- c. Two years experience in pupil transportation with school bus driving or school bus driver training responsibilities or driver training experience in a related transportation field.

NOTICE

Attention instructors not familiar with the information contained in this guide and/or not trained in its use:

The material in this guide has been assembled to assist school bus driver trainers in the performance of their duties.

Before being certified to transport children in the State of Washington, every person who operates a school bus is required to prove proficiency in each of the units of instruction contained herein, or be trained in a manner to comply with the requirements.

However, it is not mandatory for every word, sentence or paragraph of this document be utilized, except those which are required by statute or rules and regulations where identified.

Individual trainers who qualify to conduct this course have the option to choose the materials in each unit best suited to their use. This includes films and handouts.

There are no minimum or maximum hours required in teaching the comprehensive program. The trainer must decide on an individual basis how much time needs to be spent with each candidate.

Trainers authorized to conduct this course must complete and keep on file a Training Units Completion Record for each person trained.



Section I:

DRIVER REQUIREMENTS

SECTION INCLUDES:

Authorization

Appearance and Attitude

Substitute Drivers

Rules for Drivers

Evacuation Drills

Driver Liability

Fatigue



CHAPTER I:

Driver Authorization Requirements

Overview

This chapter contains regulations regarding driver authorization requirements. This is to be explained to new candidates as well as currently authorized school bus drivers.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- WAC 392-144
- Requirements for becoming a school bus driver

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. List the three documents required to legally drive a school bus.
2. List the three provisions required on the class B C.D.L. Washington State Driver's License that allow the person to legally drive a school bus.
3. Tell how often the Medical exam must be renewed.
4. Explain why a person must submit to a background check to legally drive a school bus.
5. Tell how many speeding tickets he/she must NOT incur in order to drive school bus that are 10 mph or over the speed limit within 5 years.
6. Explain how many calendar days you have to report to your employer if any criminal charges are filed against you that do not meet the standards in WAC 392-144.

Lesson Plan

Introduction

WAC 392-144 contains driver authorization requirements. It defines terms like school bus driver, student, trainer, authorization, in-service course, minimum qualifications, grounds for denial, and many more features. The information here is legal and therefore not particularly exciting to hear, but very necessary for drivers and trainers alike to know and understand to properly perform their duties. These are tools which will help drivers make prudent decisions in their daily tasks.

NOTES:

Presentation

Lecture on WAC 392-144 and pay attention to sections that directly affect school bus drivers. Emphasize especially WAC 392-144-101, since this contains information that could eliminate unqualified drivers who seek to become school bus drivers in your district. This is an issue of safety and the liability of the situation could come back to the trainer if this information is not taught to entry level and existing bus drivers.

A minimum authorization requirement list is included as a transparency or classroom hand out (T-1). It should be used after the presentation is complete. It can serve as a partial summary or it can be used as a handout to keep the drive candidate “on track” during the training process.

Follow T-1 with T-2 so drivers know they need these documents AND the current annual school bus driver in-service to remain qualified to drive.

Summary

WAC 392-144 stipulates the requirements necessary to become an authorized school bus driver and to remain an authorized driver. It defines such terms as authorization, in-service, qualifications, reporting, requirements and other material drivers need to know in order to fulfill their obligations.

Evaluation

Review material with the driver candidates by asking questions regarding the procedures explained in this lesson.

1. List the three documents required to legally drive a school bus.

(First Aid Card, Physical Card, and a valid Commercial Driver’s License.)

NOTES:

2. List the three provisions required on the class B C.D.L. Washington State Driver's License that allow the person to legally drive a school bus.

(Air Brake Restriction removed, Passenger Endorsement, and S Endorsement.)

3. Tell how often the Medical exam must be renewed.

(It is renewed at least every two years.)

4. Explain why a person must submit to a background check to legally drive a school bus.

(This is done to eliminate any criminal person from driving school bus and putting pupils in danger.)

5. You may not drive school bus if your record shows how many speeding tickets that are 10 mph or over the speed limit within the past 5 years?

(Three speeding tickets in excess of 10 mph or over the speed limit.)

6. If any criminal charges are filed against you that do not meet the standards in WAC 392-144, how many days do you have to report to your employer?

(You must report in writing within 20 calendar days.)

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers can tell you the authorization requirements for a school bus driver.
- Provide each School Bus driver candidate a copy of WAC 392-144.

Minimum Authorization Requirements

- I. A five year driver's abstract. (Current within 60 days) Also needed is a permit for the C.D.L.
 - A. To acquire a permit to train, the candidate must go to the DOL and pass the written knowledge test prior to training behind the wheel.

- II. A valid Washington State Driver's License, with:
 - A. Commercial Driving License (class A, B, or C)
 - B. Passenger Endorsement
 - C. Air Brake Restriction Removed (class A & B)
 - D. S Endorsement

Getting licensed requires written and driving tests:

- A. Four Written Tests
 1. General Knowledge
 2. Passenger Endorsement
 3. Knowledge of Air Brakes
 4. S Endorsement

- B. A Driving Test, which includes the following:
 1. A pre-trip inspection
 2. A basic controls (backing) test on a prescribed course
 3. A behind the wheel road test on a prescribed course. The trainer may assist the candidate in selecting a third party tester to administer the road test (all written tests are administered by the DOL at a local office)

- III. A Department of Transportation or Department of Licensing medical examination, a drug test, and an alcohol test (if required by your school district)
- IV. Valid and Current First Aid Card
- V. Criminal Background Check (finger printing)
- VI. Behind-the-wheel training (a permit must be acquired at the DOL prior to training)
- VII. Classroom Training
- VIII. Re-authorization requires:
 - A. The driver to attend an annual in-service presentation that is mandated by the State
 - B. An annual driving abstract
 - C. A physical agility exercise

DRIVER AUTHORIZATION DOCUMENTATION AND INSTRUCTION

Note: Without documents 1-5 and class 6 being current, one CAN NOT LEGALLY DRIVE A SCHOOL BUS in the state of Washington.

- 1. CURRENT DRIVER'S LICENSE with:**
 - A. CLASS B, C, or, A
 - B. PASSENGER ENDORSEMENT
 - C. AIR BRAKE RESTRICTION REMOVED (A & B only)
 - D. SCHOOL BUS ENDORSEMENT
- 2. CURRENT & VALID FIRST AID CARD**
- 3. CURRENT D.O.T/DOL MEDICAL CARD**
- 4. PHYSICAL AGILITY EXERCISE**
- 5. ANNUAL DRIVER'S ABSTRACT**
- 6. COMPLETE THE CURRENT YEAR'S IN-SERVICE CLASS**

Chapter 392-144 WAC School bus driver qualifications

Last Update: 7/6/06

WAC Sections

- [392-144-005](#) Purpose and authority.
 - [392-144-010](#) Chapter requirements -- Employment.
 - [392-144-020](#) Definitions.
 - [392-144-030](#) Training and qualifications of school bus driver instructors -- Administration.
 - [392-144-040](#) Application to contractors.
 - [392-144-101](#) Initial requirements for school bus drivers.
 - [392-144-102](#) Continuing requirements for authorized school bus drivers.
 - [392-144-103](#) Disqualifying conditions for authorized school bus drivers.
 - [392-144-110](#) Temporary authorizations -- Requirements and issuing procedures.
 - [392-144-120](#) School bus driver authorization -- Requirements and issuing procedures.
 - [392-144-130](#) Discipline -- Grounds for denial, suspension, or revocation of authorization -- Emergency suspension -- Appeals -- Adjudicative proceedings.
 - [392-144-140](#) School bus driver -- Reporting.
 - [392-144-150](#) School district -- Reporting.
 - [392-144-160](#) School district -- Verification of driver's continuing compliance.
-

392-144-005 Purpose and authority.

(1) The purpose of this chapter is to set the minimum standards and qualifications for public school district employees and contractors operating school buses for the transportation of school children.

(2) The authority for this chapter is RCW 28A.160.210.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906. 06-15-010, recodified as § 392-144-005, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210. 02-18-055, § 180-20-005, filed 8/28/02, effective 9/28/02; 93-08-007, § 180-20-005, filed 3/24/93, effective 4/24/93.]

392-144-010 Chapter requirements — Employment.

The requirements in this chapter shall not limit discharge, nonrenewal of contracts, or other employment action by employers of such drivers.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906. 06-15-010, recodified as § 392-144-010, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210. 02-18-055, § 180-20-007, filed 8/28/02, effective 9/28/02.]

392-144-020 Definitions.

The definitions in this section apply throughout this chapter unless the context clearly requires otherwise:

(1) "School bus driver" means a person, who is employed by a school district including contracted drivers under WAC 392-144-040 (1) and (2) and as part of that employment or contract, operates a school bus as defined in WAC 392-143-010, or other motor vehicles for the regularly scheduled transportation of students between home and school. School buses shall be operated by authorized school bus drivers when transporting students. An authorized school bus driver may also transport students on field trips and other school related activities.

(2) "A school bus driver's authorization" means an authorization issued by the superintendent of public instruction indicating that the person has met the requirements to operate a school bus or other motor vehicle for the purpose of transporting students to and from school routinely on scheduled routes and/or school activities. A school bus driver must be authorized prior to transporting students and such authorization shall continue in effect as long as the person continues to meet the requirements of this chapter. A school bus driver authorization is not valid if suspended, revoked or lapsed.

(3) "School bus driver instructor's authorization" means an authorization issued by the superintendent of public instruction to a person successfully completing the superintendent of public instruction approved school bus driver instructor course. This authorization qualifies a person to train and verify the training of school bus drivers. This authorization shall lapse unless the holder successfully completes an annual school bus driver instructor's in-service course.

(4) "School bus driver training course" means a course established by the superintendent of public instruction and taught by an authorized school bus driver instructor. This course shall be successfully completed by all applicants for a school bus driver's authorization.

(5) "School bus driver annual in-service training course" means an annual course taught by an authorized school bus driver instructor. The content and minimum time requirements of such course shall be annually determined by the superintendent of public instruction and shall be required to be completed no earlier than August 1st and no later than November 1st by all authorized school bus drivers.

(6) "School bus driver instructor's course" means a training program authorized by the superintendent of public instruction to qualify a person as a school bus driver instructor.

(7) "School bus driver instructor's annual in-service course" means an annual required course, the content of which shall be determined by the superintendent of public instruction. Successful completion of this course prevents the instructor's authorization from lapsing.

(8) "Serious behavioral problem" includes, but is not limited to, conduct which indicates unfitness to carry out the responsibilities related to the occupation or job performance of transporting children, such as: Dishonesty; immorality; or misuse of alcohol, a controlled substance, or a prescription drug; or furnishing alcohol or controlled substances to a minor or student. It does not include the orderly exercise during off-duty hours of any rights guaranteed under the law to citizens generally, except where such conduct indicates a safety risk for the transportation of students.

(9) "Medical examiner's certificate" means a written verification of passing a medical examination in accordance with the standards established in 49 CFR 391.41 through 391.49, of the Federal Motor Carrier Safety Regulations. School bus drivers must provide verification of passing a medical examination at a minimum of every twenty-four months. School bus drivers must continue to meet these medical requirements during the time between examinations. This requirement does not prevent a school district from requesting a more frequent examination.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906. 06-15-010, amended and recodified as § 392-144-020, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210. 05-19-107, § 180-20-009, filed 9/20/05, effective 10/21/05; 04-08-055, § 180-20-009, filed 4/2/04, effective 5/3/04; 02-18-055, § 180-20-009, filed 8/28/02, effective 9/28/02.]

392-144-030 Training and qualifications of school bus driver instructors — Administration.

The superintendent of public instruction shall determine the qualifications necessary for applicants for the school bus driver instructor course and qualifications necessary for continuation of the school bus driver instructor authorization. Each school bus driver instructor shall verify annually that they continue to meet said qualifications. Intentional falsification of school bus driver training records shall result in permanent revocation of the school bus driver instructor authorization. In the case of denial of authorization or disqualification, the superintendent of public instruction shall provide an appeal process consistent with the provisions of this chapter.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906, 06-15-010, amended and recodified as § 392-144-030, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210, 05-19-107, § 180-20-021, filed 9/20/05, effective 10/21/05; 04-08-055, § 180-20-021, filed 4/2/04, effective 5/3/04.]

392-144-040

Application to contractors.

(1) Every contract between a school district and a private school bus contractor for pupil transportation services shall provide for compliance with the requirements of this chapter and establish the responsibility of the contractor or school district, or both, to assure compliance with such requirements.

(2) Each driver employed by a private school bus contractor under contract with a school district to provide pupil transportation services shall meet the requirements of this chapter, and shall be subject to the denial, suspension, and revocation of authority to operate a motor vehicle under this chapter.

(3) Every contract between a school district and a charter bus carrier or excursion carrier, or subcontracted carrier shall require a carrier profile report indicating a satisfactory rating from the Washington utilities and transportation commission before any service is provided. No driver under this subsection shall have unsupervised access to children. Supervision of children under this subsection shall be provided by a responsible employee of the school district.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906, 06-15-010, recodified as § 392-144-040, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210, 02-18-055, § 180-20-031, filed 8/28/02, effective 9/28/02; 93-08-007, § 180-20-031, filed 3/24/93, effective 4/24/93.]

392-144-101

Initial requirements for school bus drivers.

Every authorized school bus driver must meet the following initial requirements:

- (1) Be at least twenty-one years of age.
- (2) Have at least one year of experience as a driver of a truck or commercial vehicle requiring a special endorsement or, in the alternative, at least three years of experience as a driver of a passenger vehicle.
- (3) Submit to a criminal record check according to chapter 28A.400 RCW which shows that no offenses have been committed which would be grounds for denial of an authorization.
- (4) Satisfactorily complete a school bus driver training course.
- (5) Meet all applicable continuing school bus driver requirements in WAC [392-144-102](#).

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906, 06-15-010, amended and recodified as § 392-144-101, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210, 05-19-107, § 180-20-101, filed 9/20/05, effective 10/21/05; 05-08-014, § 180-20-101, filed 3/28/05, effective 4/28/05; 04-08-055, § 180-20-101, filed 4/2/04, effective 5/3/04; 02-18-055, § 180-20-101, filed 8/28/02, effective 9/28/02; 99-08-004, § 180-20-101, filed 3/25/99, effective 4/25/99; 96-20-042, § 180-20-101, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-101, filed

3/24/93, effective 4/24/93.]

392-144-102

Continuing requirements for authorized school bus drivers.

Every authorized school bus driver must continue to meet the following requirements:

- (1) Have a valid driver's license or commercial driver's license, as required by law, issued by the state department of licensing.
- (2) Satisfactorily complete the annual school bus driver in-service training course.
- (3) Hold a current and valid first-aid card which certifies that the applicant has completed a course in first aid.
- (4) Submit annually to the school district a disclosure of all crimes against children or other persons and all civil adjudications in a dependency action or in a domestic relation action and all disciplinary board final decisions of sexual abuse or exploitation or physical abuse as required by RCW 43.43.834(2) and disclosure of all convictions which may be grounds for denial, suspension, or revocation of authorization under WAC [392-144-103](#).
- (5) Every authorized school bus driver must continue to meet the following physical requirements:
 - (a) Is physically able to maneuver and control a school bus under all driving conditions; and
 - (b) Is physically able to use all controls and equipment found on state minimum specified school buses; and
 - (c) Is physically able to perform daily routine school bus vehicle safety inspections; and
 - (d) Has sufficient strength and agility to move about in a school bus as required to provide assistance to students in evacuating the bus. The driver must be able to move from a seated position in a sixty-five passenger school bus, or the largest school bus the driver will be operating, to the emergency door, open the emergency door, and exit the bus through the emergency door, all within twenty-five seconds; and
 - (e) Provide verification of holding a current and valid medical examiner's certificate.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906. 06-15-010, amended and recodified as § 392-144-102, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210. 05-19-107, § 180-20-102, filed 9/20/05, effective 10/21/05.]

392-144-103

Disqualifying conditions for authorized school bus drivers.

A school bus driver's authorization will be denied or revoked as a result of the following conditions:

- (1) Misrepresenting or concealing a material fact in obtaining a school bus driver's authorization or in reinstatement thereof in the previous five years.
- (2) Having a driving license privilege suspended or revoked as a result of a moving violation as defined in WAC 308-104-160 within the preceding five years or have had their commercial driver's license disqualified, suspended, or revoked within the preceding five years; a certified copy of the disqualification, suspension, or revocation order issued by the department of licensing being conclusive evidence of the disqualification, suspension, or revocation.
- (3) Incurring three or more speeding tickets of ten miles per hour or more over the speed limit within the last five years.
- (4) Having intentionally and knowingly transported public school students within the state of Washington within the

previous five years with a lapsed, suspended, surrendered, or revoked school bus driver's authorization in a position for which authorization is required under this chapter.

(5) Having intentionally and knowingly transported public school students within the state of Washington within the previous five years with a suspended or revoked driver's license or a suspended, disqualified or revoked commercial driver's license.

(6) Having refused to take a drug or alcohol test as required by the provisions of 49 CFR 382 within the preceding five years. Provided, That this requirement shall not apply to any refusal to take a drug or alcohol test prior to January 31, 2005.

(7) Having a serious behavioral problem which endangers the educational welfare or personal safety of students, teachers, school bus drivers, or other coworkers.

(8) Having been convicted of any misdemeanor, gross misdemeanor, or felony (including instances in which a plea of guilty or *nolo contendere* is the basis for the conviction) or being under a deferred prosecution under chapter 10.05 RCW where the conduct or alleged conduct is related to the occupation of a school bus driver, including, but not limited to, the following:

- (a) The physical neglect of a child under chapter 9A.42 RCW;
- (b) The physical injury or death of a child under chapter 9A.32 or 9A.36 RCW, excepting motor vehicle violations under chapter 46.61 RCW;
- (c) The sexual exploitation of a child under chapter 9.68A RCW;
- (d) Sexual offenses where a child is the victim under chapter 9A.44 RCW;
- (e) The promotion of prostitution of a child under chapter 9A.88 RCW;
- (f) The sale or purchase of a child under RCW 9A.64.030;
- (g) Any crime involving the use, sale, possession, or transportation of any controlled substance or prescription drug within the last ten years;
- (h) Any crime involving driving when a driver's license is suspended or revoked, hit and run driving, driving while intoxicated, being in physical control of motor vehicle while intoxicated, reckless driving, negligent driving of a serious nature, vehicular assault or vehicular homicide, within the last five years;
- (i) Provided, That the general classes of felony crimes referenced within this subsection shall include equivalent federal crimes and crimes committed in other states;
- (j) Provided further, That for the purpose of this subsection "child" means a minor as defined by the applicable state or federal law;
- (k) Provided further, That for the purpose of this subsection "conviction" shall include a guilty plea.

(9) Having been convicted of any crime within the last ten years, including motor vehicle violations, which would materially and substantially impair the individual's worthiness and ability to serve as an authorized school bus driver. In determining whether a particular conviction would materially and substantially impair the individual's worthiness and ability to serve as an authorized school bus driver, the following and any other relevant considerations shall be weighed:

- (a) Age and maturity at the time the criminal act was committed;
- (b) The degree of culpability required for conviction of the crime and any mitigating factors, including motive for commission of the crime;
- (c) The classification of the criminal act and the seriousness of the actual and potential harm to persons or property;
- (d) Criminal history and the likelihood that criminal conduct will be repeated;
- (e) The permissibility of service as an authorized school bus driver within the terms of any parole or probation;
- (f) Proximity or remoteness in time of the criminal conviction;

(g) Any evidence offered which would support good moral character and personal fitness;

(h) If this subsection is applied to a person currently authorized as a school bus driver in a suspension or revocation action, the effect on the school bus driving profession, including any chilling effect, shall be weighed; and

(i) In order to establish good moral character and personal fitness despite the criminal conviction, the applicant or authorized school bus driver has the duty to provide available evidence relative to the above considerations. The superintendent of public instruction has the right to gather and present additional evidence which may corroborate or negate that provided by the applicant or authorized school bus driver.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906. 06-15-010, amended and recodified as § 392-144-103, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210. 06-01-039, § 180-20-103, filed 12/15/05, effective 1/15/06; 05-19-107, § 180-20-103, filed 9/20/05, effective 10/21/05.]

392-144-110 Temporary authorizations — Requirements and issuing procedures.

(1) A temporary school bus driver authorization may be issued by the superintendent of public instruction upon application by an authorized representative of the employing school district when the following has been provided:

(a) Verification of successful completion of the school bus driver training course.

(b) Verification that it has on file a copy of a current and valid medical examiner's certificate.

(c) Verification that it has on file a current five-year complete driver's abstract, including departmental actions, of the applicant's employment and nonemployment driving record issued by the department of licensing verifying compliance with all provisions of this chapter. The issue date of this abstract must be within sixty calendar days prior to the date the application is being submitted for temporary authorization.

(d) Verification that it has on file a disclosure statement in compliance with preemployment inquiry regulations in WAC 162-12-140, signed by the applicant, specifying all convictions which relate to fitness to perform the job of a school bus driver under WAC [392-144-103](#) and all crimes against children or other persons, that meets the requirements of RCW 43.43.834(2).

(e) Verification that it has requested a criminal record check as required under chapter 28A.400 RCW and the date of such request.

(f) Verification that it has on file an applicant's disclosure of all serious behavioral problems which explains the nature of all such problems and/or conditions, a listing of the names, addresses, and telephone numbers of all doctors, psychologists, psychiatrists, counselors, therapists, or other health care practitioners of any kind or hospitals, clinics, or other facilities who have examined and/or treated the applicant for such problems and/or conditions and dates of examinations, therapy, or treatment and the school district has determined that any reported serious behavioral problem does not endanger the education welfare or personal safety of students, teachers, bus drivers, or other colleagues.

(g) Verification that the applicant complies with all of the requirements for authorized school bus drivers set forth in this chapter except for a first-aid card and/or the results of a criminal record check.

(2) Upon approval of the temporary authorization, notice will be provided to the employing school district.

(3) The temporary authorization shall be valid for a period of sixty calendar days. The temporary authorization may be renewed by approval of the regional transportation coordinator when the results of the criminal background check have not been received.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906. 06-15-010, amended and recodified as § 392-144-110, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210. 05-19-107, § 180-20-111, filed 9/20/05, effective 10/21/05; 04-08-055, § 180-20-111, filed 4/2/04, effective 5/3/04; 02-18-055, § 180-20-111, filed 8/28/02, effective 9/28/02; 99-08-004, § 180-20-111, filed 3/25/99, effective 4/25/99; 96-20-042, § 180-20-111, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-111, filed 3/24/93, effective 4/24/93.]

392-144-120**School bus driver authorization — Requirements and issuing procedures.**

A school bus driver authorization may be issued by the superintendent of public instruction upon application by an authorized representative of the employing school district subject to compliance with the following provisions:

(1) The employing school district shall forward to the superintendent of public instruction the following verifications relating to the applicant:

(a) Verification of successful completion of the school bus driver training course taught by an authorized school bus driver instructor.

(b) Verification that it has on file a copy of a current and valid medical examiner's certificate.

(c) Verification that it has on file a current five-year complete driver's abstract, including departmental actions, of the applicant's employment and nonemployment driving record issued by the department of licensing verifying compliance with all provisions of this chapter. The issue date of this abstract must be within sixty calendar days prior to the date an application was submitted for temporary authorization. If no request for a temporary school bus authorization was submitted, the issue date must be within sixty calendar days prior to the date of application of the school bus driver authorization.

(d) Verification that the applicant has a current and valid first-aid card.

(e) Verification that it has on file a disclosure statement in compliance with preemployment inquiry regulations in WAC 162-12-140, signed by the applicant, specifying all convictions which relate to fitness to perform the job of a school bus driver under WAC [392-144-103](#) and all crimes against children or other persons, that meets the requirements of RCW 43.43.834(2).

(f) Verification that it has on file the results of a criminal record check as required under chapter 28A.400 RCW and that such results establish that the applicant has not committed any offense which constitutes grounds for denying, suspending, or revoking an authorization under this chapter and the date of such request.

(g) Verification that it has on file an applicant's disclosure of all serious behavioral problems which explains the nature of all such problems and/or conditions, a listing of the names, addresses, and telephone numbers of all doctors, psychologists, psychiatrists, counselors, therapists, or other health care practitioners of any kind or hospitals, clinics, or other facilities who have examined and/or treated the applicant for such problems and/or conditions and dates of examinations, therapy, or treatment and the school district has determined that any reported serious behavioral problem does not endanger the educational welfare or personal safety of students, teachers, school bus drivers, or other colleagues.

(h) Verification that the applicant complies with all of the requirements for authorized school bus drivers set forth in this chapter.

(2) Upon approval of an application, the superintendent of public instruction shall issue a notice of school bus driver authorization to the employing school district.

(3) Subsequent authorizations for an individual driver with new or additional employing school districts must be issued from the superintendent of public instruction to such districts prior to the operation of any motor vehicle for the transportation of children.

(4) The superintendent of public instruction will provide each school district with a list of their authorized school bus drivers and each authorized school bus driver's status.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906. 06-15-010, amended and recodified as § 392-144-120, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210. 05-19-107, § 180-20-112, filed 9/20/05, effective 10/21/05.]

392-144-130**Discipline — Grounds for denial, suspension, or revocation of authorization — Emergency suspension — Appeals — Adjudicative proceedings.**

(1) A request for an authorization may be denied or an authorization issued under this chapter may be suspended or revoked for failure to meet any of the minimum requirements set forth in WAC [392-144-101](#) and [392-144-102](#) or for disqualifying conditions set forth in WAC [392-144-103](#), established by a preponderance of the evidence.

(2) Conduct, which by a preponderance of the evidence, amounts to a serious behavioral problem which endangers the educational welfare or personal safety of students, teachers, school bus drivers, or other colleagues is grounds for denial, suspension, or revocation whether or not the conduct constitutes a crime. If the act constitutes a crime, conviction in a criminal proceeding is not a condition precedent to denial, suspension, or revocation action. Upon such conviction, however, the judgment and sentence is conclusive evidence at the ensuing hearing of the guilt of the authorized driver or applicant of the crime described in the indictment or information, and of the person's violation of the statute on which it is based.

(3)(a) Any person in treatment for alcohol or other drug misuse shall have his or her authorization suspended until treatment is satisfactorily completed and the completion is confirmed by a state-approved alcohol or drug treatment program at which time the authorization will be reinstated.

(b) In all cases of deferred prosecution under chapter 10.05 RCW, the authorization shall be suspended until the court confirms successful completion of the court approved treatment program at which time the authorization will be reinstated.

(4) Emergency suspension. If the superintendent of public instruction finds that public health, safety, or welfare imperatively requires emergency action, and incorporates a finding to that effect in its order, emergency suspension of an authorization may be ordered pending proceedings for revocation or other action. In such cases, the superintendent of public instruction shall expedite all due process actions as quickly as possible.

(5)(a) Appeals and adjudicative proceedings. Any person desiring to appeal a denial, suspension, or revocation of a school bus driver authorization may do so to the superintendent of public instruction or designee in accordance with the adjudicative proceedings in RCW 34.05.413 through 34.05.494, and the administrative practices and procedures of the superintendent of public instruction in chapter 392-101 WAC.

(b) The superintendent of public instruction may assign the adjudicative proceeding to the office of administrative hearings and may delegate final decision-making authority to the administrative law judge conducting the hearing.

(c) The superintendent of public instruction may appoint a person to review initial orders and to prepare and enter final agency orders in accordance with RCW 34.05.464.

(d) Any person who disagrees with the school district's determination of failure to meet any school bus driver authorization qualifications may request that the school district forward the pertinent records to the superintendent of public instruction. After review or investigation, the superintendent of public instruction shall grant, deny, suspend, or revoke the authorization.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906. 06-15-010, amended and recodified as § 392-144-130, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210. 05-19-107, § 180-20-120, filed 9/20/05, effective 10/21/05; 02-18-055, § 180-20-120, filed 8/28/02, effective 9/28/02; 99-08-004, § 180-20-120, filed 3/25/99, effective 4/25/99; 96-20-042, § 180-20-120, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-120, filed 3/24/93, effective 4/24/93.]

392-144-140**School bus driver — Reporting.**

(1) Every person authorized under this chapter to operate a motor vehicle to transport children shall, within twenty calendar days, notify his or her employer in writing of the filing of any criminal charge involving conduct listed in WAC [392-144-103](#). The authorized driver shall also notify his or her employer of any disqualifying traffic convictions, or license suspension or revocation orders issued by the department of licensing. In cases where the employer is providing transportation services through a contract with the school district, the contractor shall immediately notify the school district superintendent or designee.

(2) The notification in writing shall identify the name of the authorized driver, his or her authorization number, the court in which the action is commenced, and the case number assigned to the action.

(3) The failure of an authorized driver to comply with the provisions of this section is an act of unprofessional conduct and constitutes grounds for authorization suspension or revocation by the superintendent of public instruction.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906. 06-15-010, amended and recodified as § 392-144-140, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210. 05-19-107, § 180-20-135, filed 9/20/05, effective 10/21/05; 02-18-055, § 180-20-135, filed 8/28/02, effective 9/28/02; 93-08-007, § 180-20-135, filed 3/24/93, effective 4/24/93.]

392-144-150 **School district — Reporting.**

(1) Every school district employing authorized school bus drivers to transport children or contracting with a private firm who provides such authorized drivers as a part of a contract shall, within twenty calendar days, notify the superintendent of public instruction in writing of knowledge it may have of the filing of any criminal charge involving the conduct listed in WAC [392-144-103](#) against any authorized school bus driver.

(2) The notification in writing shall be by certified or registered mail and shall identify the name of the authorized school bus driver, his or her authorization number, the court in which the action is commenced, and the case number assigned to the action.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906. 06-15-010, amended and recodified as § 392-144-150, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210. 05-19-107, § 180-20-140, filed 9/20/05, effective 10/21/05; 93-08-007, § 180-20-140, filed 3/24/93, effective 4/24/93.]

392-144-160 **School district — Verification of driver's continuing compliance.**

(1) Every school district shall evaluate each authorized school bus driver for continuing compliance with the provisions of this chapter annually. The results of this evaluation of all drivers shall be forwarded to the superintendent of public instruction on SPI Form 1799, Verification Statement and Confirmation of Updated Records, no later than November 15th of each year.

(2) This report shall verify that each authorized school bus driver's medical examination certificate expiration date, first-aid expiration date, driver's license expiration date and most recent school bus driver in-service training date has been updated in compliance with OSPI procedures.

(3) This report shall verify that each authorized school bus driver has made an updated disclosure in writing and signed and sworn under penalty of perjury which updates the disclosure required in WAC [392-144-102](#)(4).

(4) This report shall verify that each authorized school bus driver's five-year driving record is in compliance with WAC [392-144-103](#).

(5) This report shall verify that each authorized school bus driver remains in compliance with the physical requirements of WAC [392-144-102](#)(5).

(6) This report shall be a written verification that the evaluation has been conducted in accordance with the requirements of this chapter and that all drivers are in compliance, or if all drivers are not in compliance, a list of drivers who are out of compliance and the reason for noncompliance shall be provided.

[Statutory Authority: RCW 28A.160.210 and 2006 c 263 § 906, 06-15-010, amended and recodified as § 392-144-160, filed 7/6/06, effective 8/6/06. Statutory Authority: RCW 28A.160.210, 05-19-107, § 180-20-145, filed 9/20/05, effective 10/21/05; 96-20-042, § 180-20-145, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-145, filed 3/24/93, effective 4/24/93.]



CHAPTER 2:

Personal Appearance and Attitude

Overview

This chapter deals with appropriate personal appearance, positive image building, and how drugs and alcohol can affect one's decision to drive or not to drive.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Personal appearance
- Image building
- Alcohol and drugs

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. Describe the district policy involving upper wear and lower wear and a safe driving shoe.
2. Name three illegal drugs that affect the driving task.
3. State what an antihistamine does to reduce the driver's skill behind the wheel.
4. Name four driver characteristics that are obstacles to safe driving.
5. Name three behaviors that other motorists exhibit that are traffic frustrations.
6. Name three things that maintain good public relations.
7. Explain what the best shoe for a bus driver is to wear.

Lesson Plan

Introduction

How drivers deal with the areas of personal appearance and emotional control is a reflection of their attitude. A poor attitude is shown by taking advantage in any of these areas. When a driver's attitude is professional, he/she can work with these guidelines with skill. It is up to you, as the instructor, to start bus drivers on their careers with a good attitude and to help them maintain this attitude.

Drivers will learn the safety and personal effect of proper clothing and appearance. Positive self-image building can be done by following six rules. Alcohol and drugs have no place in the driving profession.

Presentation

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Appearance

Appearance is a geographic thing. What is acceptable in a farming or logging community may be completely unacceptable in a suburban or urban area. However, there are some guidelines that apply.

Whether or not school bus drivers think so, the way they dress and look affects many parts of their job.

As a school bus driver, it is necessary to identify oneself as an adult, not a student. In order to accomplish this, the driver must dress in a manner designed to instill a degree of respect. If one dresses in a careless way: i.e., blue jeans with patches or holes, tight blouses and no bra, jackets with risqué sayings on them, or any clothing that is more related to school kids than adults, the driver cannot expect to receive the amount of respect from the students on the bus that is needed to maintain good discipline.

Some type of dress code is necessary in most work situations. Most school districts have dress codes which encourage an acceptable degree of modesty for drivers.

Immodest shorts or halter tops should not be worn by school bus drivers.

Skirts have generally been unacceptable, although the individual district may decide. It is directed that if skirts are allowed, they be no shorter than knee length, because they tend to become shorter in the sitting position. If an emergency occurs, the driver must, of necessity, disregard any modesty and think only of the students and their safety. This can cause embarrassment after the emergency is over. It is safer and more modest for women bus drivers to wear slacks or culottes. There are many job related duties, that will or could cause injuries to them, that might not occur or could be lessened if proper clothing is worn.

Types of shoes should comply with safety standards. This eliminates wearing open-toed shoes, sandals, clogs, wooden soled shoes of any type, or heels of more than two inch height. The best

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driving shoe is one that covers the entire foot, encloses the toe and heel area, and has a flat sole.

All drivers clothing should be clean and in good repair. School bus drivers could wear a type of uniform such as caps, jackets or shirts of the same color.

Uniforms help:

1. Create additional respect from students.
2. Administrators and teachers have no difficulty identifying the driver of the bus.
3. Drivers feel more a part of their group.
4. Drivers feel and look more professional.
5. Give the driver something on which to display his/her safety award patches and school district patches. This creates respect.

Many districts hire school bus drivers who appear young. Through no fault of their own, these drivers look more like one of the students than a figure of authority. A standard jacket or uniform will help them in all aspects of their position.

Dress code samples:

Following are some examples taken from various school districts as to the dress codes their drivers are required to adhere to:

School District #1

Appearance and apparel — The professional driver wears clothing that is modest, functional and contributes to safety, public relations and student control.

Good judgment and taste, including neatness and cleanliness, are factors in the positive image you convey for yourself, your employer, and your profession.

On duty drivers shall wear shoes that cover and protect their feet,

but platform shoes, sandals, house slippers and shoes with exaggerated heels are prohibited for safety reasons.

Wearing of jewelry, scarves and long hair that cause vision interference or distraction should not be worn. Hair curlers, long dresses and shorts are also discouraged.

School District #2

WOMEN: Be neat and clean. No skirts for the ladies — slacks only! Women may not wear hair curlers, except in cases of emergency. (The office will define emergency.) A full shoe is required for all drivers while operating a school bus. All neck openings will be limited to a modest appearance.

MEN: Be neat and clean. Wear everyday normal attire. Hair must be neat and not extreme down the back of the neck. Sideburns must be squared and blocked. Mustaches must be short and neat. No shorts allowed. A full shoe is required for all drivers while operating a school bus.

MEN AND WOMEN: Management will decide what will be considered extreme or normal attire. If you feel you have a justifiable exception, please obtain permission of the management.

School District #3

Approved Driver Attire:

School bus drivers are expected to dress in a manner that will instill confidence and respect in the minds of the students being transported. On each bus you represent authority to your passengers. In order to maintain this image, it is necessary for you to dress accordingly:

1. Blouses or shirts - long, medium or sleeveless according to the weather.
2. Slacks or jeans - no dresses, skirts, or shorts.
3. Shoes - preferably tie oxford. (Remember: "Safety is our prime concern.") Not suitable for driving: slip-on sandals, high heels, open-toes or wooden soled shoes or clogs.

If school bus drivers are sloppy in their dress habits, it can be assumed they will be sloppy in other areas of their bus driving respon-

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sibilities.

Your School District:

Use your own district policy here or use School District #1 through #3 to develop a policy if you do not have a policy.

Alcohol And Drugs

Alcohol and drugs can cause changes in attitude!

1. It is illegal to operate a commercial vehicle with any alcohol in your system.
2. Any medications, oral or otherwise, that affect the central nervous system is prohibited. These include, but are not limited to, amphetamines, barbiturates, narcotics, or other dangerous drugs. School bus drivers must not operate a school bus while under the influence of any substance, whether prescribed by a physician or not.
3. Any drugs or substances which may be purchased “over the counter” may be considered unsafe for the bus driver as they may reduce alertness, bring on drowsiness, or slow reactions. These substances include, among others, some antihistamines, pain relievers, remedies for colds, and hay fever. If the medication is required, check with a physician or pharmacist as to the possible side effects before taking the medication and decide when to medicate and still drive safely. Be sure to let your physician or pharmacist know that you transport school children.

Any driver found to be intoxicated, or affected by any substance which impairs normal body performance or judgment should be relieved of any driving assignment.

NARCOTICS AT A GLANCE

Drug Used	Physical Symptoms	Look For	Dangers
Glue sniffing	Violence, drunk appearance, dreamy or blank expression	Tubes of glue, glue smears, paper bags, or handkerchiefs	Lung/brain damage, death through suffocation, anemia
Heroin, Morphine or Codeine	Stupor/drowsiness, needle marks, watery eyes, blood stain on shirt sleeve, runny nose	Needle or hypodermic syringe, cotton tourniquet, string, rope, belt, burnt bottle caps or spoons	Death from over dose, mental deterioration, destruction of brain and liver
Cough medicine containing codeine and opium	Drunk appearance, lack of coordination, confusion, excessive itching	Empty bottles of cough medicine	Causes addiction
Marijuana pot, grass	Sleepiness, wandering mind, enlarged pupils, lack of coordination, craving for sweets, increased appetite	Strong odor of burnt leaves, small seed in pocket lining, cigarette paper, discolored fingers	Inducement to take stronger narcotics
Cocaine "Coke"	Runny or bloody nose, diarrhea, dry mouth, aggressive behavior, rapid speech	Fine white powder	Causes addiction
LSD, DMT STP	Severe hallucinations, feelings of detachment, incoherent speech, cold hands and feet, vomiting, laughing and crying	Discolored sugar cubes, strong body odor, small tube of liquid, capsules and pills	Suicidal tendencies unpredictable behavior, chronic exposure causes brain damage
Pep pills Uppers Amphetamines	Aggressive behavior giggling, silliness, rapid speech, hallucinations fused thinking, no appetite, extreme fatigue, dry mouth, shakiness	Jars of pills of varying colors, chain smoking	Death from overdose
Goofballs Downs Barbiturates	Drowsiness, stupor, dullness, slurred speech, drunk, unconsciousness appearance, vomiting	Pills of varying colors	Death from overdose, and possible addiction

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Attitude

Personal pre-trip

Every driver should ask, “Am I mentally and physically ready to operate my bus in the safest manner possible? If the answer is no, don’t drive.

EXAMPLES:

1. Personal illness. How ill am I? Would it interfere with driving?
2. Mental stress or anguish. Does my personal problem interfere with driving?
3. Prescribed medication. Can I medicate at other times and drive safely?
4. Effects of alcohol or drugs. (Recreational)
5. Mental or physical fatigue. Have problems or illnesses caused me to be too tired to drive?

Emotional stress may be temporary or a permanent condition. In either case, the performance of the bus driver, the other driver, or a pedestrian is adversely affected. In collision analysis, generally one or both drivers involved behaved badly, or violated one or more traffic regulations.

A PROFESSIONAL DRIVER WOULD NOT TAKE ADVANTAGE OF AN IMAGINED ILLNESS OR INJURY JUST TO GET A DAY OFF!

Driver traits that are obstacles to safe driving:

1. A tendency to project the blame for collisions on something other than ones self (road conditions, vehicle, laws, other drivers, weather, etc.) An attitude that collisions are for other people is a failure to identify with the problem.
2. An ignorant sense of social responsibility about driving behavior. “I can take driving risks, but others should never do that.”

3. Permanent or temporary, physical, mental, or emotional strain or conflict (anxiety, anger, frustration, and guilt), results in human failings like haste, preoccupation, inattention, faulty judgment and aggression.
4. Inadequate knowledge and skill for coping with modern day driving.

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Authorities estimate that 80 to 90 percent of vehicle collisions occur beyond chance and are caused by the interplay between the personality of the driver and his/her driving environment. Generally, a collision is the result of a group of factors which include the whole range of elements in the driver's personality, the vehicle, and external circumstances. Because it is hard to get all those circumstances to jell at one time, drivers may "get away with" violations for years and tend to develop an illogical feeling of immunity to violations.

Collisions result from these driving violations:

- a. Speed too fast for conditions
- b. Failure to yield right of way
- c. Disregarding traffic sign or signal
- d. Following too closely
- e. Under the influence of alcohol or other drugs

Reasons that cause drivers to commit violations:

- a. Lack of knowledge. Some drivers do not know traffic laws or personal limitations. They find out the hard way. Ex. Someone may dart into a traffic circle rather than wait for other traffic before entering.
- b. Constant aggressive attitude toward driving and toward other life situations..."me first." Ex. Cutting people off, showing off and fast acceleration.
- c. Lack of alertness; thinking of other things; attention off the

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road. Ex. Wandering in the traffic lane, nearly missing a stop sign, following too close.

- d. Hostility toward everyone because of personal anxieties. Ex. Expressing disdain for the driving abilities of others.
- e. Showing-off as a means of gaining attention of others. Ex. Braking too hard, aggressive passing after being passed.

Drivers that cause traffic frustrations:

- a. The slow driver who holds up other drivers. Being angry/frustrated won't change their behavior.
- b. The inconsiderate driver who drives too fast for conditions. Speeding on glare ice, racing over potholes or speed bumps.
- c. The erratic driver who cuts back and forth in traffic trying to gain a few feet.
- d. The driver who passes on hills and curves.
- e. The driver who double-parks, causing other drivers to cut out around him/her.
- f. The driver who follows too closely, making other drivers uneasy.
- g. The driver who toots his horn the instant the light turns green to hurry other drivers.
- h. The driver who speeds past one vehicle and then slows down.
- i. The driver who will not be courteous and yield when he/she should at intersections.
- j. The driver who passes on the shoulder to the right of other traffic.
- k. The driver who will not dim his/her lights for approaching cars, or for the car he/she is following.

- l. The driver who does not signal his/her turns or changes of position.
- m. The driver who straddles traffic lanes.
- n. The driver who comes up fast on a cross street, then slams on his brakes at the last minute.

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Blockades to solving emotional problems:

- a. The person has not clearly identified the problem. “All pupils are lazy and irresponsible. I’m angry with them.”
- b. The individual will not face the problem or try to solve it. “Actually, pupils are not as perfect as I want them to be.”
- c. He/she does not know where to get help (counselors, social agencies, ministers, doctors and employee assistance programs)
- d. The attitude of other persons acts as a limitation to solving emotional problems.

Improving weaknesses in our emotional driving behavior

- a. Our behavior can improve as we get a better understanding of our emotional reactions and better ways to satisfy them. We may still get mad, but we will play it safe. We may get recognition from other means than risking ourselves in traffic or being furious with our fellow drivers.
- b. Our behavior will improve as we learn to cooperate with other people. Courtesy, a helping hand, and a smile, can earn more friends than skidding tires or angry outbursts of negative behavior.

Our self-concept is important in deciding behavior. What kind of a person am I?

(List on blackboard descriptive words the class furnishes in telling the sort of person they want people to think they are. How does this sort of person drive?)

NOTES:

People who know their weaknesses can compensate for them most of the time and still be safe drivers.

Public relations

“Public relations” is the responsibility of the individual school bus driver. It is an implied part of the school bus driver’s necessary skills.

The school bus driver must realize he/she is a representative of the school district. The careful, courteous driver makes good impressions. The careless, thoughtless driver creates harmful impressions. The school bus which weaves in and out of traffic attracts more attention and more comment than the one which observes proper lane usage and obeys speed limits. One discourteous, irresponsible act reflects an unfavorable example on all members of the transportation team. Courtesy, tolerance and fair play must be used by the school bus driver as he/she deals with students, parents, other drivers, and staff members.

Proven techniques for building good public opinion include:

- a. Exhibiting lady-like or gentlemanly behavior.
- b. Performing the daily job cheerfully and well.
- c. Maintaining good order (pupil management).
- d. Being fair in decision and actions.
- e. Dealing honestly and respectfully with students, parents, and school personnel.
- f. Keeping the bus clean and in safe repair.
- g. Combining courtesy with skillful driving.
- h. Being proud of your good record as a school bus driver.
- i. Having professional tools, equipment and supplies:
 - Reliable watch.
 - Pens or pencils and paper.
 - Flashlight.
 - Cleaning rags.
 - Special clothing for bad weather or other situations.

Developing and maintaining a better professional attitude

NOTES:

There is no magic formula for development of good attitudes. It is a matter of understanding the job and its responsibilities and doing consistently the best possible job.

- a. Establish contact with all school principals. Alert them about routes, bus numbers and drivers. Establish good relationships.
- b. Present a courteous attitude toward motoring public.
- c. Be on time on routes to establish good driver - parent relationships. Punctuality is one of the keys to a smooth operating bus and transportation department. It is absolutely necessary to be at the stop and school at the assigned time, barring unforeseen problems, example: breakdowns, foul weather, etc.
- d. Show courtesy, pleasantness in handling bad situations.
- e. Show consistency - fairness in handling of discipline problems.
- f. Be courteous toward parents.
- g. Don't be seen visiting taverns in local districts, particularly in bus uniforms.
- h. Be pleasant and helpful toward fellow drivers.

Summary

Review the following subjects briefly and answer all student questions.

1. Personal Appearance
2. Alcohol and Drugs
3. Emotional Stress and School Bus Driving
4. Attitude and Public Relations

NOTES:

Evaluation

Ask the driver candidates questions regarding the information explained in this lesson.

1. Describe the district policy involving upper wear and lower wear, and a safe driving shoe.

(Upper wear should be shirts and blouses and lower wear should be trousers, or slacks.)

2. Name three illegal drugs that affect the driving task.

(Codeine, morphine, opium, marijuana, LSD, amphetamines [pep pills], barbiturates [downers].)

3. State what an antihistamine does to reduce the driver's skill behind the wheel.

(Antihistamines usually cause drowsiness and a lack of attention to the driving task.)

4. Name four driver characteristics that are obstacles to safe driving.

(These include: 1. Blaming others for accidents. 2. Using irresponsible behavior. 3. Allowing stress to interfere with the driving task. 4. Not having the knowledge or skill to cope with modern day driving.)

5. Name three behaviors that other motorists exhibit that are traffic frustrations.

(These would include: 1. Driving too fast for conditions. 2. Cutting back and forth quickly in traffic. 3. Driving too slow for traffic. 4. Passing on hills or curves. 5. Double parking in the way of other motorists. 6. Following too closely. 7. Honking a horn the second that a traffic light turns green. 8. Speeding to pass and then slowing down. 9. Not showing courtesy at intersections. 10. Passing on the right. 11. Using high beam headlight without courtesy. 12. Uses no turn signals for a turn. 13. Driving on traffic lines. 14. Braking at the last minute.)

6. Name three things that maintain good public relations.

(1. Courteous adult behavior. 2. Keeping a cheerful attitude. 3. Maintaining good pupil behavior. 4. Using fair decisions. 5. Being honest and respectful with parents, pupils and staff members. 6. Keeping the bus clean and in safe repair. 7. Driving with professional skill. 8. Showing pride in ones good driving record. 9. Having the professional tools, equipment and supplies to perform the driving task.)

7. What is the best shoe for a school bus driver to wear?

(The best driving shoe is one that covers the entire foot, encloses the toe and heel area, and has a flat sole.)

NOTES:

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers explain the need for appropriate personal appearance;
- Make sure school bus drivers can tell how to maintain a positive outlook;
- Make sure school bus drivers explain when alcohol, drugs, or prescription drugs affect one's decision to drive or not to drive; and
- Provide copy of district policy for attire.



CHAPTER 3:

Substitute Drivers

Overview

This chapter presents a guide for new or inexperienced substitute school bus drivers. It includes a list of actions that a substitute bus driver may use to have a successful driving day.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Substitute driver responsibilities

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. List 4 items of what to do and who to see before “beginning” each work day.
2. List the major steps of a pre-trip inspection.
3. Describe the 5 steps for managing the bus on the new route.
4. Describe 4 of the steps to observe/write up at the end of the school day.

Information for the instructor

Some school districts assign authorized beginning or inexperienced drivers to school bus routes or field trips, when regularly assigned drivers are absent. The theory is: this type of experience will act as a substitute for a well-structured training program. **There is no substitute for a well-structured training program.**

It is the instructor’s responsibility to ensure the beginning/new driver is thoroughly trained in all aspects of vehicle operation, Washington State operating rules and district regulations, before driving a school bus with students aboard. The instructor should have the final say as to whether the beginning/new driver is capable of handling the driving task. Remember: the combination of unknowns for the new driver (strange equipment, unknown students, and unfamiliar routes) create greater risks for having a safe trip to and from school.

School districts should have strict requirements for new or substitute drivers which include but are not limited to the following:

1. NEW OR INEXPERIENCED DRIVERS:
 - a. Should be assigned to one bus, until proficient in driving other types of buses, rather than having to operate different unfamiliar vehicles on every route. (Ongoing training)

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- b. Should, if possible, be told ahead of time about the assigned route to familiarize the driver with the driving task.
 - c. Should be given as much knowledge and assistance as possible in all areas of student discipline. The necessity for training new drivers to deal with students of all ages should be obvious to any experienced school bus driver and/or instructor/trainer. If a new or inexperienced driver has the knowledge to control students on and around the school bus, that person can concentrate on the driving task. Safe driving is the goal.
 - d. Should, if possible, be accompanied by an experienced driver, or the instructor/trainer on the first few routes or trips. (Assistance should only be given when necessary. Evaluate skills in a positive manner during the first few assignments, and give support and encouragement to that person.)
 - e. Should be given every opportunity to ride routes being driven by experienced drivers and to see methods of student control practiced by them.
2. Extra care must be exercised in loading and unloading areas. If the regular driver on the run does not maintain good loading practices, unexpected events could occur, like students rushing the service door before the bus comes to a stop, or students crossing behind the bus.
 3. Follow the schedule. Substitute drivers should know the route the bus is to travel, the location of the stops on the route, and the approximate arrival time at the bus stops. The only allowable deviation, if any, could be to run a minute or so late on the morning runs to assure that no students miss the bus. Never be early. School bus stops that are made too early or in the wrong locations can cause students to walk in unfamiliar places with a higher possibility of being injured.
 4. Care, Cleaning and Fueling the Bus. Standards of bus care should be maintained for substitute drivers too. Daily bus inspections should be made and recorded. Buses should be cleaned after each run and fueled according to district practice. A regular driver should never have to fuel a bus before

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an A.M. run because the substitute driver left the fuel tank too low. Nor should a substitute have to fuel a bus prior to departing the compound because the regular driver forgot or refused to refuel.

Lesson Plan

Introduction

At best, the first time that a driver transports students is an uncomfortable time. The substitute driver is given a strange route, a bus with which he/she is not yet comfortable and a group of pupils that are strangers. Anything could happen while the new driver is adjusting to the bus, managing the strange route and attempting to anticipate the behavior of the pupils. Suddenly its all his/her responsibility.

Presentation

If there are no substitute driver directions for your school district, use the following as an explanation of what could be. Lecture on this and evaluate the progress of the driver. This example is an overview to keep the substitute driver on track.

Before you go out to the bus in the morning:

1. See the dispatcher for the bus keys and an explanation of the route complex.
2. Remove the directions/maps from the front of the route book. They are yours to use until you are finished with the route. At that time, put the directions/maps back into the front of the route book.
3. Check the driver's box every time you enter the building: morning, mid-day, afternoon, and evening.
4. Read the daily messages on all boards in the transportation area.

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After you go out to the bus in the morning:

1. Check under the hood for OIL, BELTS, AND WATER.
2. Complete the pre-trip inspection by following the checklist of items on which you received training.

After you're on the route itself:

1. Be sure of EACH of your starting TIMES and PLACES.
2. CAREFULLY do each route.
3. In the afternoon, the pupils may be noisier. Accept the higher noise level, but don't tolerate CHAOS.
4. If you have a difficult discipline problem, pull over to the side of the road in a safe place and deal with it. (Turn off engine, notify dispatch that you are stopping, discipline the pupils, and notify dispatch when you are moving again.)
5. After all of the pupils are off the bus at each school/route, check for damage, lost articles, and children who failed to depart.
6. Maintain a personal journal for noting the date and time of any extraordinary event occurring on the route. For example: sudden stops; rider misbehavior or counseling and any contacts with parents, adults, or school staff.

After you have returned to the bus garage:

1. Fuel the bus no matter what the fuel gauge reads or how few miles you have driven.
2. Park the bus in its numbered stall.
3. Sweep the bus and check the seats and interior for damage and lost articles. CHECK FOR STUDENTS.
4. Write up any mechanical or damage problems on a CRY SHEET/WORK ORDER/TROUBLE REPORT.

NOTES:

5. Finish filling out the district paper work (Logs, time sheets, etc.)
6. BEFORE YOU GO HOME, TALK TO THE DISPATCHER AND CHECK THE MESSAGE BOARD/BOX

Summary

Keep in mind the tremendous number of duties that a substitute school bus driver has to assimilate. There are unknown routes, unpredictable pupils, unfamiliar schools buses, and all these are crowded into the present day commuter traffic. The driver should be able to tell who to see in the morning before going out to the yard, what to do in the yard for the pre-trip inspection, what to do safely while on the route, and what to do when he/she returns to the compound.

Evaluation

Review material with the driver candidates by asking questions regarding the procedures explained in this lesson.

1. **Explain what to do and who to see before going out to the bus yard each work day.**
 - a. See the dispatcher for instructions.
 - b. Get the maps and directions.
 - c. Check the driver's message box.
 - d. Read the chalk boards in the hallway.
2. **Explain the major steps of a pre-trip inspection.**
 - a. Check under the hood for oil, belts and water.
 - b. Complete the pre-trip inspection for which you have been trained.
3. **Describe the steps for safely managing the bus on the new route.**
 - a. State each of your starting times and places.
 - b. Carefully do each route.
 - c. Afternoons, understand higher noise levels, but don't

NOTES:

- tolerate chaos.
- d. For difficult discipline problems, pull off the road to a safe place.
 - e. At each school, after pupils are off the bus, check for lost articles and damage. **Also check for students!**
4. **Explain what to do and who to see before “beginning” and “ending” each work day.**
- a. Fuel the bus.
 - b. Park in the proper stall.
 - c. Sweep and check for damage and for students.
 - d. Write up any mechanical problem or physical damage.
 - e. Finish all paperwork.
 - f. Before you go home, talk to the dispatcher and check for messages.

Chapter Checklist

As a trainer, you are responsible to:

- Make sure substitute school bus drivers are able to make their runs in a safe manner.

Possible Personal Driving Kit For Substitute Driver

Each substitute school bus driver may wish to maintain a personal driving kit. The kit can be taken with the substitute driver when he/she is on a run. The kit ensures the driver has the tools and forms to perform all the required function of pre-trip, bus operation, post-trip, pupil management and departmental administration.

As each item of the kit is identified, the instructor should discuss the item and any applicable district policies/ procedures. Remember, if taken on the bus, this kit should be stored in an outside compartment or safely secured in the interior.

Possible contents are:

1. Clipboard
2. Flashlight
3. Hammer with metal head
4. Hand towel or cloth
5. Ice scraper
6. Suction clips
7. Box of band-aids
8. Magic marker
9. Driver's journal
10. "Washington State Patrol School Bus Violation" form
11. "School Bus Rider Misconduct Report" form
12. "Bus Condition Report" form
13. "Vehicle Work Order" form
14. "Fuel/Oil Log Sheet" form
15. Copy of "Rules for Students Riding School Buses"
16. "Daily Bus Log" form
17. Copies of the district's "Bus Pass"
18. Metal tally counter
19. Diagram of the bus yard and assigned parking stalls



CHAPTER 4:

Rules for Bus Drivers

Overview

School bus drivers are responsible to know, understand and comply with rules and regulations pertinent to their jobs.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- WAC 392-145

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. State under which four conditions a school bus is NOT required to stop at a railroad crossing.
2. Recite the distances under which a school bus driver must activate the overhead amber lights before reaching a school bus stop.
3. Explain when a school bus driver can require that a student leave the school bus at other than his/her stop.
4. Tell what the maximum speed for a school bus is when making a 90 degree right or left turn.
5. Explain how many feet of clear visibility school bus stops must have on hills or curves.
6. Explain when roadways with three or more marked lanes may have pupils cross.

Lesson Plan

Introduction

A very necessary part of a school bus driver's job is to know the rules which govern what drivers must do while driving a school bus. The rules are mandated by the State of Washington. Drivers must obey these rules in addition to the guidelines established by their district.

Presentation

Hand out the entire Chapter 392-145 WAC. The instructor might have each student in the class take turns reading the WAC aloud. The instructor will discuss each paragraph and clarify any inqui-

ries. Should a pupil ask further questions on a particular WAC, the instructor is obliged to explain further until the doubt is removed.

These are the rules the bus driver uses when he/she is out on the road transporting pupils. No supervisory people are present at that time. Therefore, it is important that school bus drivers understand the WACs.

Summary

WAC 392-144 stipulates the requirements necessary to become an authorized school bus driver and to remain an authorized driver. It defines such terms as authorization, in-service, qualifications, reporting, requirements and other material drivers need to know in order to fulfill their obligations.

Evaluation

Ask the driver candidates questions regarding the information explained in this lesson.

1. Under which four conditions are school bus NOT required to stop at a railroad crossing.
 - a. When traffic is controlled by a police officer or duly authorized flag person.
 - b. When traffic is controlled by a traffic control signal.
 - c. When traffic is protected by crossing gates or alternately flashing light signals extended to give warning of the approach of the railroad train.
 - d. When an official traffic control device gives notice that the stopping requirements do not apply.

2. Recite the distances under which a school bus driver must activate the overhead amber lights before reaching a school bus stop.

(500 to 300 feet if the speed limit is over 35 mph and 300 to 100 feet if the speed limit is 35 mph or less.)

NOTES:

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3. Explain when a school bus driver can require that a student leave the school bus at other than his/her stop.

(The school bus driver may never require that a pupil leave the bus at other than his/her stop.)

4. When making a 90 degree right or left turn, what is the maximum speed for a school bus making that maneuver?

(The school bus should go no faster than 10 mph.)

5. School bus stops on hills or curves must have clear visibility of at least how many feet?

(There must be at least 500 feet of clear visibility.)

6. When roadways have three or more marked lanes of travel, are pupils allowed to cross in that situation?

(No pupils are allowed to cross roadways with three or more lanes of travel.)

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers know and understand the rules they must follow when driving a school bus.
- Issue to each school bus driver copies of the applicable WACs and district policies.

Chapter 392-145 WAC
Transportation — operation rules

Last Update: 2/20/07

WAC 392-145-001 Authority and purpose.

The authority for this chapter is RCW 46.61.380 which authorizes the superintendent of public instruction to adopt and enforce regulations to cover the operation of all school buses transporting common school students. The purpose of this chapter is to establish the manner of operating all school buses owned and operated by any school district and all school buses which are privately owned and operated under contract or otherwise with any school district in the state for the transportation of students. This chapter does not apply to the operation of buses by common carrier in the urban transportation of students (e.g., the transportation of students via a municipal transit system).

WAC 392-145-005 Definition of a “school bus.”

The definition of “school bus” as the term is used in this chapter shall be as now or hereafter set forth in WAC 392-143-010.

WAC 392-145-011 School district requirements.

All school districts shall comply with the following requirements:

- (1) The provisions of this chapter shall be incorporated by express reference into all school district contracts for the transportation of students in privately owned and operated school buses. Every school district, its officers and employees, and every person employed under contract or otherwise by a school district shall be subject to the provisions of this chapter.
- (2) School district boards of directors shall adopt written policies or rules for passengers riding school buses not inconsistent with applicable state law and rules. A copy of these policies or rules shall be provided to each student who is scheduled to ride the school bus.
- (3) Every school bus driver shall be provided a copy of and shall be thoroughly familiar with all state and local rules and regulations pertaining to the operation of a school bus.
- (4) **School bus drivers shall be provided a copy of and training in school district rules and regulations pertaining to bullying, harassment, and for reporting sexual misconduct allegations.**
- (5) On highways divided into separate roadways as provided in RCW 46.61.150 and highways with three or more marked traffic lanes, school districts shall design bus routes that serve each side of the highway so that students do not have to cross the highway, unless there is a traffic control signal as defined in RCW 46.04.600 or an adult crossing guard within three hundred feet of the bus stop to assist students while crossing such multiple-lane highways.
- (6) No school bus stop shall be located on a curve or a hill where visibility is not at least five hundred feet. If it is impossible to secure a distance of at least five hundred feet of visibility for a school bus stop, the school authorities, the state patrol, and the traffic engineering department of the jurisdiction responsible for the roadway shall be advised and the stop shall be changed or proper signs installed.

WAC 392-145-016 Rules for students riding school buses.

The policies or rules for students riding school buses shall include, but are not necessarily limited to, the following:

- (1) Identification of the individual who has authority over the passengers;
- (2) Student riding privileges;
- (3) Loading and unloading procedures, including that if students must cross the roadway, they shall only cross in front and never behind the school bus;
- (4) Seat assignment;
- (5) Student conduct, including acceptable practices with respect to talking, moving around the school bus, use of windows, **behavior at highway rail grade crossings**, and other behavior;
- (6) Unacceptable hazards that may cause injury to others, e.g., firearms, breakable containers, etc.;
- (7) School bus cleanliness; and
- (8) Emergency exit procedures.

WAC 392-145-021 General operating requirements.

The following operating procedures are required to assure maximum passenger safety:

- (1) No school bus shall be operated unless each passenger aboard has been provided with a safe seat of sufficient size to accommodate each passenger within the seat compartment. There shall be no auxiliary seating accommodations such as temporary or folding jump seats in any school bus. Students shall remain seated while the school bus is in motion.
- (2) Passengers in school buses equipped with seat belts shall be required to wear them properly adjusted whenever the school bus is in motion.
- (3) Heavy, sharp, bulky, and/or other articles which may be hazardous in the event of an accident or an emergency stop shall not be transported **unsecured** in the passenger area of any school bus. Specific attention is directed to items such as skis, ski poles, vaulting poles, large musical instruments, riser platforms, etc. **In no case will items be secured in such a manner as to impede access to any exit.** Items which shall not be transported within the passenger area of a school bus include all forms of animal life (except service animals), firearms, weapons, breakable containers, flammables, and all other articles which could adversely affect the safety of the school bus and passengers.
Teachers and all other school district staff members shall be **annually** notified that students shall not be requested to transport prohibited items between home and school on a school bus.
- (4) When a teacher, coach, or other certificated staff member is assigned to accompany students on a school bus, such person shall be responsible for the behavior of the students in his or her charge **and shall ensure that passengers comply with state rules, and district policies and procedures for student transportation.** However, the school bus driver shall have final authority and responsibility

WAC 392-145-031 General school bus driver requirements.

The following are school bus driver requirements:

- (1) School bus drivers shall wear a properly adjusted seat belt whenever the school bus is in motion.
- (2) School bus drivers shall immediately report any suspected malfunction or needed repair of the school bus in their charge.

- (3) A school bus driver shall only allow individuals authorized under the provisions of chapter 392-144 WAC to operate the school bus with passengers on board. No person except the driver shall be allowed to sit in the driver's seat.
- (4) Except in accordance with district policy no school bus driver shall leave the driver's seat without first securing the school bus by setting the parking brake, placing the transmission in the manufacturer's recommended position, shutting off the engine, and removing the key from the ignition switch. The keys shall be kept in the driver's or other authorized school official's possession.
- (5) All school bus drivers shall meet the qualifications established in chapter 392-144 WAC **prior to transporting students**

WAC 392-145-041 Pretrip and posttrip requirements.

The following are requirements to assure safety and security of the school bus during operation:

- (1) Motor fuel shall not be put into the tank while the engine is running or while passengers are on the school bus. **School bus drivers, prior to commencement of any trip, shall assure that the school bus has sufficient fuel to prevent the school bus from running out of fuel.**
- (2) School bus drivers, prior to commencement of any trip, shall assure that the **mirrors**, windshield and rear window(s) of the school bus are clean.
- (3) Prior to commencement of and during any trip, with passengers aboard, every school bus driver shall ensure there are no articles in the following areas that could impede normal movement, visibility, or emergency egress: The service entrance step well; the entire main aisle from front to rear; the aisles or passage ways to any emergency door; the entire shelf area between the rearmost passenger seats and the rear emergency window (if so equipped).
- (4) Tools and other miscellaneous articles shall be carried in appropriate compartments. They shall not be carried loose upon the floor or dashboard area of the school bus.
- (5) School bus drivers shall be certain that all brakes, lights, stop signs, warning signal lamps, and other safety devices are working properly before starting on any trip and shall assure that the school bus is equipped with a **fully stocked** first-aid kit, **three reflective triangles**, a **body fluid clean-up kit** and a fire extinguisher **certified to be in good working order**.
- (6) School bus drivers shall check the latch, safety lock, and warning system for all emergency exits prior to each trip and no school bus shall be operated with passengers aboard unless all the emergency exits are functioning properly.
- (7) **At the end of each trip or route segment, the school bus driver shall thoroughly check the school bus to insure that no students are left on the school bus. Additionally, the school bus driver shall take reasonable action to insure that any articles left behind by students are safe, secure, and dealt with according to district policy**

WAC 392-145-050 Driving requirements.

In addition to the following school bus operating requirements, school bus drivers shall observe all driving regulations set forth in the laws of the state of Washington relating to the operation of motor vehicles (chapter 46.61 RCW, Rules of the road).

- (1) School bus drivers shall not **manually** change gears while proceeding downhill. Necessary gear changes shall be made before starting down a hill.
- (2) No school bus driver shall disengage the clutch **or place the transmission into neutral** and allow the school bus to coast.

- (3) Backing a school bus is prohibited unless an adult flagman assists or an emergency exists. Any deviation from this regulation shall require prior approval by an authorized school district administrator. **In all cases, the school bus driver will minimize the extent of such backing.** In the event of an emergency, backing of a school bus shall be permitted only when there is no danger to pedestrians or passengers.
- (4) School bus drivers shall yield the right of way to emergency vehicles.
- (5) The speed of a school bus shall not be allowed to exceed the legal truck speed or any other applicable posted speed limit.
- (6) When it is necessary to overtake and pass a slow moving vehicle, school bus drivers shall take reasonable action to assure that no third vehicle is drawing near. There shall be a visual road clearance of at least eight hundred feet on the road surface.
- (7) All school buses shall slow down to ten miles an hour or less before making a ninety degree right or left turn.
- (8) All school buses shall be operated with the headlights on when carrying passengers **or traveling on a public roadway.**
- (9) All school buses shall be operated with the doors closed when carrying passengers or traveling on a public roadway.

WAC 392-145-060 Loading and unloading procedures.

The following procedures are required to assure maximum student safety:

- (1) A school bus driver shall not order or allow a student to depart the school bus other than at his or her regular stop unless permission is first obtained in accordance with district policy.
- (2) School bus drivers shall pick up only the students and persons designated by an authorized school district administrator.
- (3) School bus drivers shall have the primary responsibility for the safety of passengers while they are boarding the school bus, while they are on the school bus, and while they are disembarking the school bus and crossing the roadway. If passengers must cross the road, the driver shall make every reasonable effort to insure that they cross safely and that they pass in front of the school bus and never behind the school bus. The driver shall likewise insure that passengers boarding or disembarking from the school bus are within his/her view at all times.
- (4) Prior to stopping the school bus on the roadway for the purpose of loading or unloading passengers, school bus drivers shall activate the alternating flashing amber lamps by means of a master sequencing switch. The driver shall activate the alternating flashing amber lamps:
 - (a) No less than one hundred feet and no more than three hundred feet from the school bus stop where the posted speed limit is thirty-five miles per hour or less; and
 - (b) No less than three hundred feet and no more than five hundred feet from the school bus stop where the posted speed limit is more than thirty-five miles per hour.
- (5) No school bus shall pull over to the left-hand side of the road to load or unload passengers.
- (6) The stop sign and alternately flashing red lamps shall be activated whenever a school bus is stopped on any portion of a traveled roadway to load or unload school children. Simultaneously flashing amber hazard lamps shall be activated whenever a school bus is stopped off the roadway to load or unload school children.
- (7) Whenever school children have to cross the roadway, the school bus shall stop on the roadway and

- display the stop sign and alternately flashing red lamps. A school bus driver shall not allow school children to cross any roadway having three or more marked traffic lanes or any highway divided into separate roadways as provided in RCW 46.61.150.
- (8) The stop sign and alternately flashing red lamps on a school bus shall not be used **while the school bus is moving** or to indicate that the school bus is going to stop.
 - (9) **While loading and unloading passengers on a traveled portion of the roadway, the school bus driver shall activate the alternating flashing red lights by means of a sequencing switch prior to opening the passenger load door.**
 - (10) **The school bus driver shall set the parking brake and place the transmission in neutral or park prior to loading or unloading passengers. When it is possible, the school bus driver shall maintain light pressure on the service brake to activate the brake lamps when loading or unloading passengers.**
 - (11) **The school bus driver shall assure that all students are seated or secure prior to releasing the brake.**
 - (12) In any case in which a school bus passes a stopped school bus which is loading and unloading students off the traveled portion of the roadway, **the passing school bus shall reduce speed and proceed with caution.**

WAC 392-145-070 Rail grade crossings.

The following requirements apply to drivers of school buses during rail grade crossings:

- (1) All school buses shall stop at all rail grade crossings except:
 - (a) Where traffic is controlled by a police officer or duly authorized flagman;
 - (b) Where an official traffic control device gives notice that the general stopping requirements do not apply;
 - (c) **Where local regulations or school district policy expressly prohibit stopping.**
- (2) In order to lessen the potential for collisions, school bus drivers shall use simultaneously flashing amber hazard lamps within two hundred feet prior to stopping for a rail grade crossing.
- (3) The school bus driver shall open the door and driver window to listen for approaching trains.
- (4) **Drivers shall take reasonable action to insure that passengers are quiet and shall turn off all noise making devices such as fans and radios while listening for approaching trains.**
- (5) Drivers shall not proceed until the door is closed, visibility is clear, and the school bus can safely proceed across and completely clear the rail grade.
- (6) Drivers shall not change gears of a school bus **equipped with a manual transmission** while the school bus is crossing a rail grade.

WAC 392-145-080 Emergency exit drills and procedures.

The following requirements are designed to provide maximum passenger safety in emergency situations:

- (1) All school districts shall prepare written policies or rules which establish procedures for school bus safety and emergency exit drills.
- (2) One actual emergency evacuation drill shall be held within the first six weeks of school each semester. The first actual exit drill shall be followed by at least one verbal review of the emergency exit drill prior to the second actual exit drill. **For schools on a trimester system, an actual emergency evacuation drill shall be held within the first six weeks of school of each trimester and no**

- verbal review is required.**
- (3) Only those passengers whose participation in an exit drill poses substantial difficulty to themselves or to other passengers shall be excused and/or excluded from exit drill participation. Passengers who are excluded from such participation shall receive oral instruction in school bus safety and exit drills at least three times during the school year.
 - (4) Required exit drills shall be held upon school premises.
 - (5) The school bus driver shall:
 - (a) Assure that emergency exit drills make allowance for individual differences;
 - (b) Provide instructions on the location and use of emergency equipment;**
 - (c) Provide instruction to helpers that they should offer a helping hand palm up and avoid grasping a student's hand or arm; and
 - (d) Time the exit drill to assure that procedures provide for an orderly and expedient exiting from the vehicle.
 - (6) At the start of each field trip or extracurricular trip, the school bus driver shall review with all passengers, the location and use of the emergency exits and emergency equipment, and any district emergency procedures.**
 - (7) No school bus driver, except in accordance with emergency procedures adopted by the district, shall leave the immediate vicinity of his/her school bus while there are passengers aboard. In the event of a school bus breakdown, assistance shall be sought in accordance with school district policy.
 - (8) The emergency evacuation of a school bus shall only be conducted when staying on the school bus is more hazardous than exiting the school bus.**



CHAPTER 5:

Evacuation Drills

Overview

A school bus driver is responsible to conduct emergency evacuation drills.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Emergency evacuation procedure and exit drills
- WAC Chapter 392-145-080 (6)

EQUIPMENT LIST:

- Overhead projector
- Screen
- TV/VCR
- Handouts
- Transparencies
- Video: "Just in Case: Suppression of Fires"

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. Describe the procedure for a single rear door school bus exit.
2. Explain the procedure for a single front school bus exit.
3. Explain the procedure for a two door school bus exit.
4. Define the process for securing the school bus when the driver is disabled.
5. Explain what to do if a school bus is covered with an active downed power line.

Lesson Plan

Introduction

Even with a fine program of driver education in our state, school buses are subject to increasing hazards on the highways. Every school bus driver and every child who rides a school bus should know what to do should it ever become necessary to evacuate the bus quickly and safely.

Bus drivers may become involved in accidents while the buses are loaded with students. The bus driver is responsible for the bus and the passengers. He/she must know exactly what procedures to follow in case an emergency situation arises.

The saving of many lives will occur if both the driver and students know the proper procedures to follow to evacuate the bus. Also, the driver may become disabled from impact or illness which will make it necessary for the student passengers to exit safely by themselves.

Presentation

NOTES:

Regulation

WAC 392-145-080 Emergency exit drills and procedures.

Drill considerations

1. The pupils will be instructed during the drill about the routine for securing a bus if the driver is disabled. They will:
 - a. Set the emergency brake.
 - b. Turn off the ignition.
 - c. Remove the ignition keys from the ignition switch.
 - d. Place the transmission in low gear.
 - e. Seek help if a two-way radio is not available. If students are sent to seek help, they must be mature and go in groups of three or more.

2. The instructor/driver should show and demonstrate the following:
 - a. Location and operation of the emergency exit doors and emergency valve.
 - b. Location and operation of the spring brake (parking brake).
 - c. Location, removal, and use of the fire extinguisher.
 - d. Location and removal of the first aid kit.
 - e. Pupils should go a distance of at least 100 feet from the bus and remain there in a group until given further directions by the driver or instructor.
 - f. Location and placement of triangular reflectors.
 - g. Reminder to aid driver if he/she is disabled.

3. The safety of children is the most important consideration.

4. All drills should be supervised by the bus driver or the instructor.

5. The driver/instructor is responsible for the safety of the pupils.

NOTES:

Advanced drill preparation

Hard and fast rules cannot be made which will fit all emergency school bus situations. Answers to the following questions will help establish practices and procedures which will fit your school district:

1. Are there any policies or rules on how drills are to be carried out?
2. Has a step-by-step procedure been developed for conducting the drill?
3. Consider the various age levels of the pupils. High school pupils can absorb more information than first graders.
4. How will the driver handle the following problems?
 - a. The child who freezes in his seat.
 - b. The child who does not move fast enough and blocks the aisle.
 - c. What do children do with personal belongings?
 - d. How many student helpers are needed?

Emergency evacuation

T-1 through T-9

Usually, students are safer on the bus during an emergency, BUT THESE SITUATIONS REQUIRE IMMEDIATE EVACUATION FROM THE BUS (see corresponding transparencies):

- | | |
|---|----------|
| 1. Fire inside of the engine compartment or school bus | T-1 |
| 2. Break down near a building that is engulfed in fire | T-2 |
| 3. Disabled school bus that is stalled over fuel spills | T-3 |
| 4. Disabled school bus on railroad tracks | T-4 |
| 5. Disabled school bus under "live" power lines | T-5, T-6 |
| 6. Disabled school bus which might be hit a second time | T-7 |
| 7. School bus submerged under water | T-8, T-9 |

SAMPLE EXIT DRILL

Service door zig-zag front to rear exit

1. Helpers can be appointed to help the driver lead students to a specific location.
2. A second helper can be appointed to stand outside the SERVICE door to count and assist passengers as they leave the bus for that specific location.
3. When standing forward of the first occupied seats, the driver will stand and face the bus passengers.
 - a. Starting with the right-hand seats, point to of the student nearest the aisle to indicate that he/she moves first. Say, “Walk — Don’t run — Use Hand Rails.” “We’ll exit front seats first, right and left and right and left,” “We’ll go 50 steps (100 feet) behind the bus,” etc.
 - b. Hold your hand out in front of the occupants of the left-hand seats in a preventive gesture.
4. When the pupils in the right-hand seat have moved forward far enough to clear the aisle, dismiss the occupants of the left-hand seats.
5. Continue evacuation procedure as described, right and left seats alternately to the rear until the bus is empty.
6. When the last seat is empty, walk through the bus and check to see that everyone is out. Squat down to floor level and look the length of the vehicle to identify anyone hiding under the legs of the seats.
7. After you leave the bus, go to students and tell them of improvements to be made and tell them of the job well done.
8. Dismiss them for class.

Procedural Note: An excellent way for the students to remember the service door evacuation procedure is to have them do the alternating right and left seats front to back unloading every morning when they arrive at school.

NOTES:

Types of emergency exits

T-10 through T-15

Show T-10 through T-15 and describe each type of exit.

REAR DOOR EXIT

SIDE DOOR EXIT

BOTH SIDE DOORS EXIT

FRONT AND REAR DOOR EXIT

ROOF HATCH EXIT

FRONT DOOR EXIT

Setting up for the actual exit drill schedule in the local school district

In order to assist the instructor/trainer in completing an exit drill program, the following guidelines have been developed. These guidelines are merely suggestions from successful exercises in other districts.

1. The school at which the drill is to be conducted should be notified in advance and arrangements made for the amount of time it will take to conduct the drill. This can best be determined by the number of students in each school.
2. The drill is to take place only on school grounds.
3. Select bus drivers by knowledge and communication skills to assist in the drills.
4. The drivers used for these drills should be given advance training to perform actual exit drills.
5. Each driver should be given a list of items to cover, when conducting the exit drill.
6. In elementary schools, the instructor/trainer may wish to show some films or give a talk on exit drill procedures, student disci-

pline and/or rules and regulations for school bus riders. This is not required, but is an excellent opportunity to deal in a small effective way with student discipline and safe bus riding procedures.

NOTES:

Driver considerations

1. Let each child decide, if possible, how much assistance will be needed and how to go about exiting out the emergency door. Never reach up and pull them out. Offer a helping hand, palm up and avoid grasping their hand or arm.
2. Remember, the driver may not be able to get to the exit in a real emergency, so plan accordingly. Make sure someone sees the bus is really empty.
3. Caution the tall ones not to bump their heads on the side or rear emergency exits.
4. Girls may want to gather skirts around knees before exiting so they don't get caught and fall.
5. Instruct students to remain in seat area until it is their turn to exit.

Tell the students:

1. Don't panic, keep calm.
2. If they must leave the bus, do so calmly and quietly and help those needing assistance.
3. If they must leave the bus, do not stand or wait on the roadway. Wait in a group, quietly, off the traveled portion of the road and 100 feet away.

WAC 392-145-080 (6): Field trips and extracurricular trips

At the start of each field trip or extracurricular trip, the school bus driver shall review with all passengers, the location and use of the emergency exits and emergency equipment, and any district emergency procedures.

NOTES:

Special students

Students in the special education program have as much or more need to be indoctrinated in emergency exit drill procedures as do other students in each school district. It is necessary to explain each step of the drill in much greater detail and be more repetitious about these items. A greater amount of care and attention must be given to the various aspects of holding an evacuation drill for these students. Parents and teachers may be helpful with this procedure.

However, even though it is considered difficult for some of these students to accomplish or even understand what is occurring, it is imperative for the driver to have a definite knowledge of what will have to be done in the event an actual emergency evacuation does occur. The only way for the driver to know this, is to conduct a drill whenever necessary.

Summary

Accidents do happen. When they do, it is too late to begin teaching an emergency procedure. The instruction given to the students on safe riding practices may help prevent them from being injured or killed when riding a bus or crossing a street.

The purpose of this material is not to see how fast a bus can be evacuated, but to teach the drivers and students how to evacuate a bus in the safest manner and in the shortest possible time.

An effective plan will help to prevent panic and injury to those involved.

Evaluation

Ask the driver candidates questions regarding the information explained in this lesson.

1. Describe the procedure for a single rear door school bus exit.

(The pupils must leave the school bus through the rear exit door starting from the rear of the bus and working forward until the forward most students exit last.)

2. Explain the procedure for a single front school bus exit.

(Tell that the pupils must leave the school bus through the front door. The exit will start with students at the front of the bus and work aft until the students seated in the rear most seats exit last.)

3. Explain the procedure for a two door school bus exit.

(Tell the pupils in the front of the bus to leave the school bus through the front door. The students in the back half of the school bus exit through the rear exit door.)

4. What is the process for securing the school bus when the driver is disabled?

(The pupil will:

- a. Set the parking brake
- b. Turn off the ignition
- c. Remove the key from the ignition switch
- d. Place the transmission in a low gear.)

5. Explain what to do if a school bus is covered with an active downed power line.

(The safest place for pupils will be on the bus unless there is a fire or danger of being struck from other traffic.)

NOTES:

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers know when and how to conduct emergency drills.
- Make sure school bus drivers can explain various methods of evacuating a school bus.

PROCEDURE FOR CONDUCTING EMERGENCY EXIT DRILLS FOR ALL STUDENTS

Emergency exit drills should be performed on all routes and proper forms turned in to the supervisor three times a year. For a safer drill, drivers should inform students a day in advance to wear low heeled shoes and slacks.

These practice drills are to be held on school property only. Procedure for the drills is as follows:

1. Shut off motor, set hand brake, leave bus in gear and pull keys.
2. The driver shall point out the location and explain the operation of each emergency window and door. Explain use of fire extinguisher, First Aid kit, and reflector placement before each drill.
3. Show the students how to operate the “emergency air release” lever which releases the air pressure to the service door and how to pen the door from the inside (if applicable).
4. Have two responsible students at the emergency exit door. They should go out emergency door and stand on each side of the door to assist students from the bus. The driver will personally supervise this operation and assist.
5. Assign a responsible students to get the fire extinguisher ready for use and remove the First Aid kit. The driver should show the students how to use the fire extinguisher. (Do not actually use).
6. Students should be able to take care of themselves in case the driver is injured and cannot direct emergency operations and should be instructed to assist driver if injured.
7. Students should be told they must go to a safe location off the roadway when they leave the bus.

SAMPLE

Bus No. _____

Emergency Exit Drill and Verbal Reviews

The minimum requirement would be one emergency drill on every route during the first six weeks of each semester. This actual drill should be followed by at least one periodic review of verbal instruction and one additional actual drill in the spring. Involve your school principal in the actual emergency drill to be held on school grounds.

Actual Emergency Exit Drill

Check off List

Drivers' Reminder

- A. Engine Shut Off
- B. Parking Brake Set
- C. Bus in Gear

Drivers' Instruction to Students

- A. How to Set Spring Brake in Emergency
- B. Turn off Ignition
- C. Remove Keys
- D. Handling of Fire Extinguisher
- E. Removal of First Aid Kit
- F. Removing and Setting Road Reflectors
- G. Seeking Emergency Help
- H. Instruct and Assign Students to Open Emergency Exit Door and Windows
Proper Usage of Kick-out Windows and Emergency Release Lever for Service Door
- I. Assist Students Leaving Through Emergency Exit Door
- J. Assemble Students 100 feet from the Bus

Actual 1st	Verbal 2nd	Actual 3rd

Elementary School _____ Time _____ Date _____ Signature _____
 Jr. High School _____ Time _____ Date _____ Signature _____
 Sr. High School _____ Time _____ Date _____ Signature _____

392-145-070 << 392-145-080 >> End of Chapter

(Effective November 1, 2007.)

WAC 392-145-080

Emergency exit drills and procedures.

The following requirements are designed to provide maximum passenger safety in emergency situations:

- (1) All school districts shall prepare written policies or rules which establish procedures for school bus safety and emergency exit drills.
- (2) One actual emergency evacuation drill shall be held within the first six weeks of school each semester. The first actual exit drill shall be followed by at least one verbal review of the emergency exit drill prior to the second actual exit drill. For schools on a trimester system, an actual emergency evacuation drill shall be held within the first six weeks of school of each trimester and no verbal review is required.
- (3) Only those passengers whose participation in an exit drill poses substantial difficulty to themselves or to other passengers shall be excused and/or excluded from exit drill participation. Passengers who are excluded from such participation shall receive oral instruction in school bus safety and exit drills at least three times during the school year.
- (4) Required exit drills shall be held upon school premises.
- (5) The school bus driver shall:
 - (a) Assure that emergency exit drills make allowance for individual differences;
 - (b) Provide instructions on the location and use of emergency equipment;
 - (c) Provide instruction to helpers that they should offer a helping hand palm up and avoid grasping a student's hand or arm; and
 - (d) Time the exit drill to assure that procedures provide for an orderly and expedient exiting from the vehicle.
- (6) At the start of each field trip or extracurricular trip, the school bus driver shall review with all passengers, the location and use of the emergency exits and emergency equipment, and any district emergency procedures.
- (7) No school bus driver, except in accordance with emergency procedures adopted by the district, shall leave the immediate vicinity of his/her school bus while there are passengers aboard. In the event of a school bus breakdown, assistance shall be sought in accordance with school district policy.
- (8) The emergency evacuation of a school bus shall only be conducted when staying on the school bus is more hazardous than exiting the school bus.

[Statutory Authority: RCW 46.61.380, 07-05-058, § 392-145-080, filed 2/20/07, effective 11/1/07.]

(INSERT SCHOOL DISTRICT NAME and/or LOGO HERE)

EMERGENCY REVIEW for Extra-Curricular and Field Trips

Hello, welcome to bus # _____, my name is _____. For your safety, I will point out the emergency exits, equipment and procedures before we get underway.

<i>(point to each item as it is identified)</i>	
EMERGENCY EXITS	EMERGENCY EQUIPMENT:
Keep all exits clear. Evacuate only if it is safer to be off of the bus and do not take your belongings.	<input type="checkbox"/> Apply emergency brake
<input type="checkbox"/> Front entrance door (use when possible)	<input type="checkbox"/> Turn off key
<input type="checkbox"/> Rear door or window	<input type="checkbox"/> Ask if anyone is hurt
<input type="checkbox"/> Side door	<input type="checkbox"/> Call for help on the radio
<input type="checkbox"/> Roof hatch	<input type="checkbox"/> Fire Extinguisher
<input type="checkbox"/> Push out windows	<input type="checkbox"/> First Aid Kit
	<input type="checkbox"/> Reflectors
	<input type="checkbox"/> Seat Belt Cutter
ADDITIONAL DISTRICT POLICIES	

Thank you for your time, and let's have a safe and pleasant trip!

I have completed the safety review for field and extracurricular trips in accordance with WAC 392-145-080(6).

Bus Driver Signature _____ Date _____

I understand that I am responsible for the behavior of the students in my charge **and shall ensure that passengers comply with state rules as well as district policies and procedures for student transportation.** I also understand that the school bus driver shall have final authority and responsibility in accordance with WAC 392-145-021(4).

Coach, Teacher or Other Assigned Staff Member Signature _____ Date _____

Fire Inside

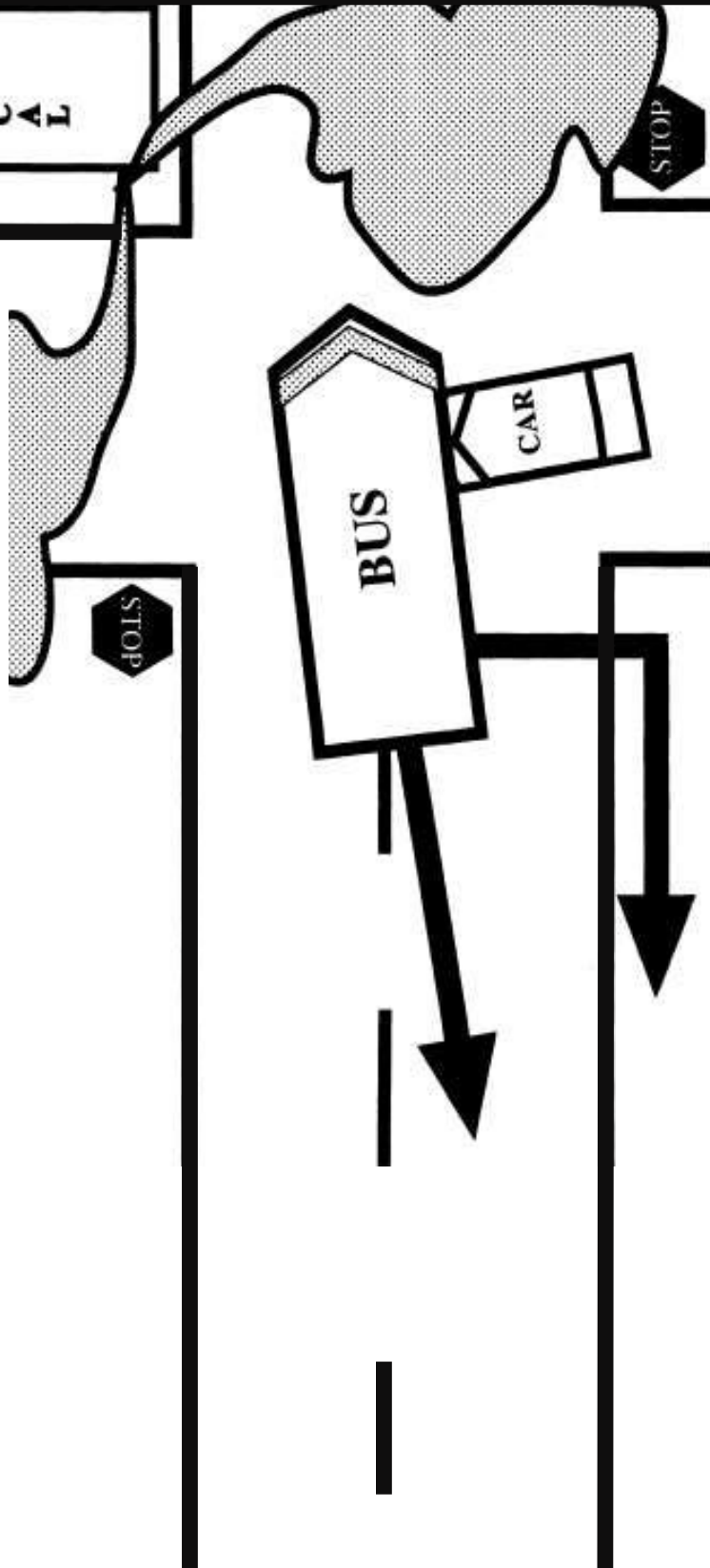
the Engine Compartment



- 1. Exit the Pupils First**
- 2. Extinguish Second (if possible)**

T-1

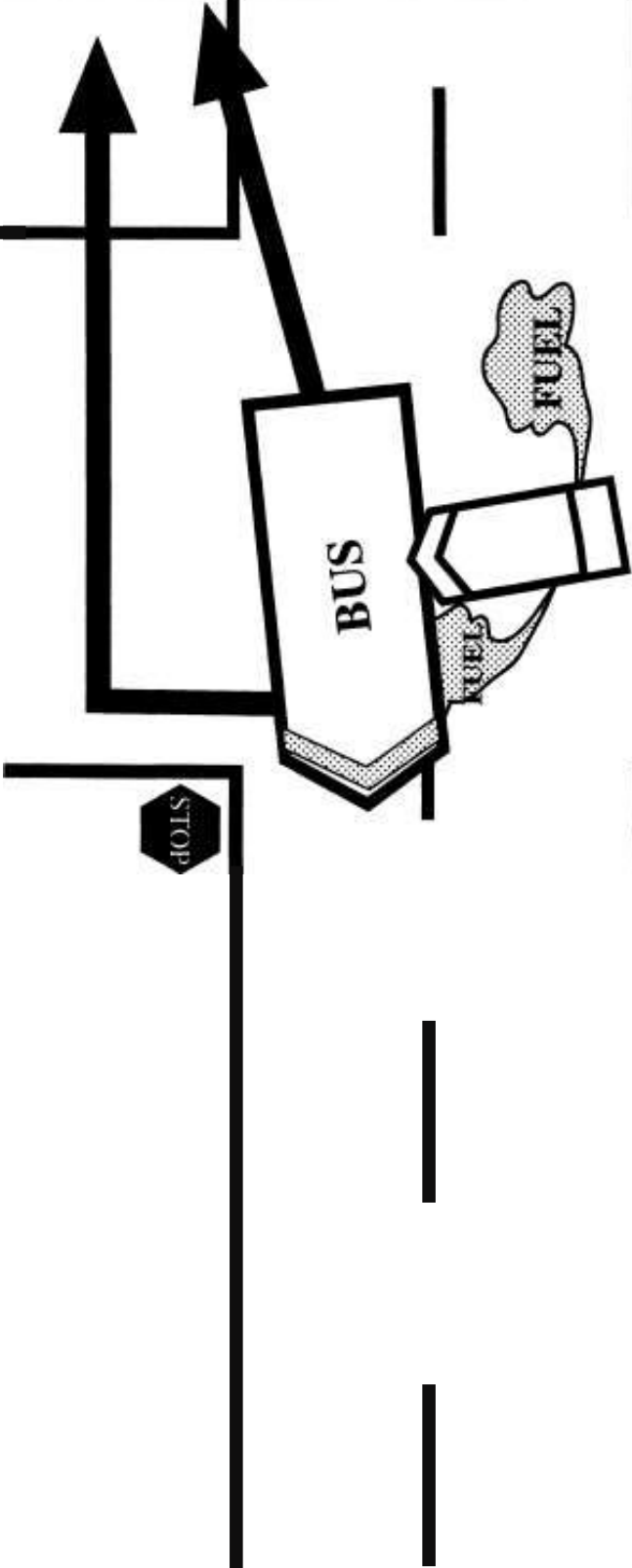
Disabled Vehicles Near Fire or Hazardous Material



- 1. Exit Pupils First**
- 2. Get Away - Stay Away from the Area**

T-2

Disabled Vehicles Near Fuel Spilled on the Road

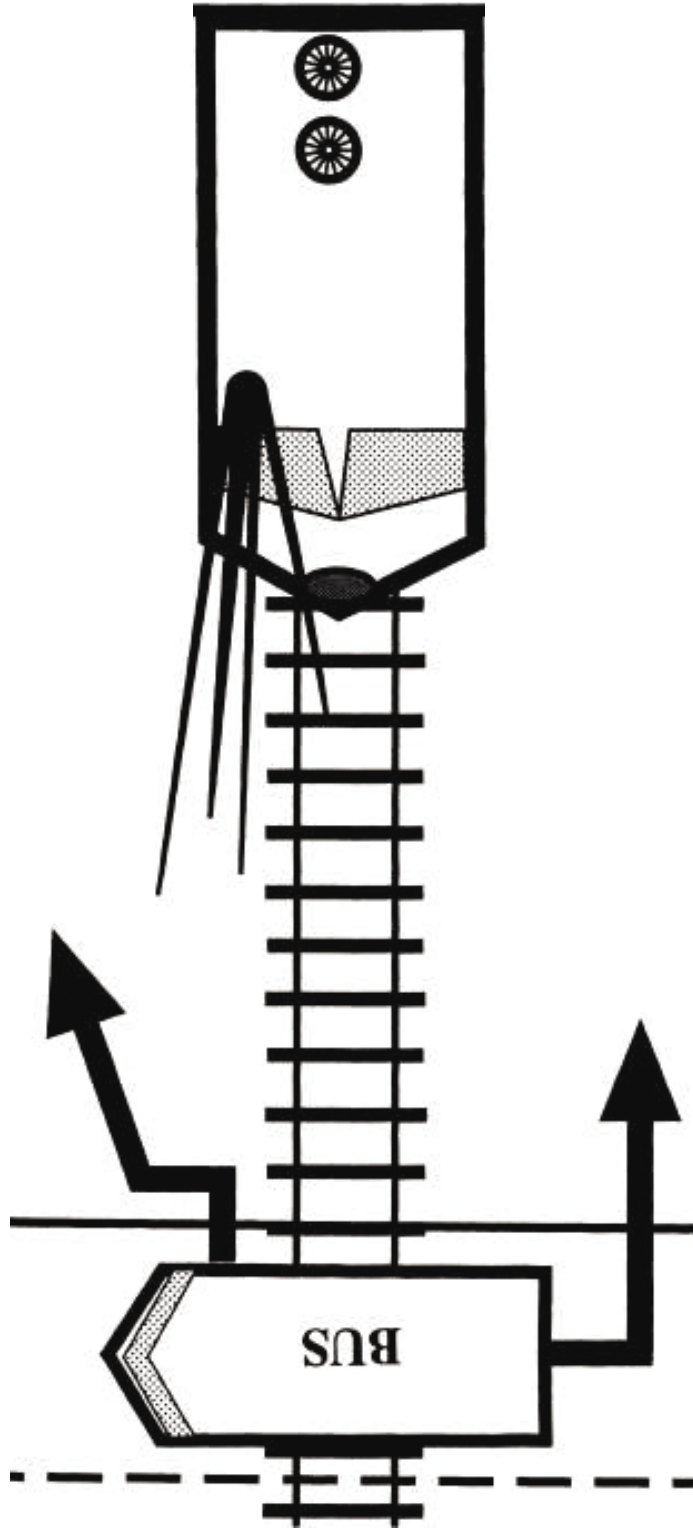


1. Exit Pupils First
2. Get Away - Stay Away

T-3

STOP

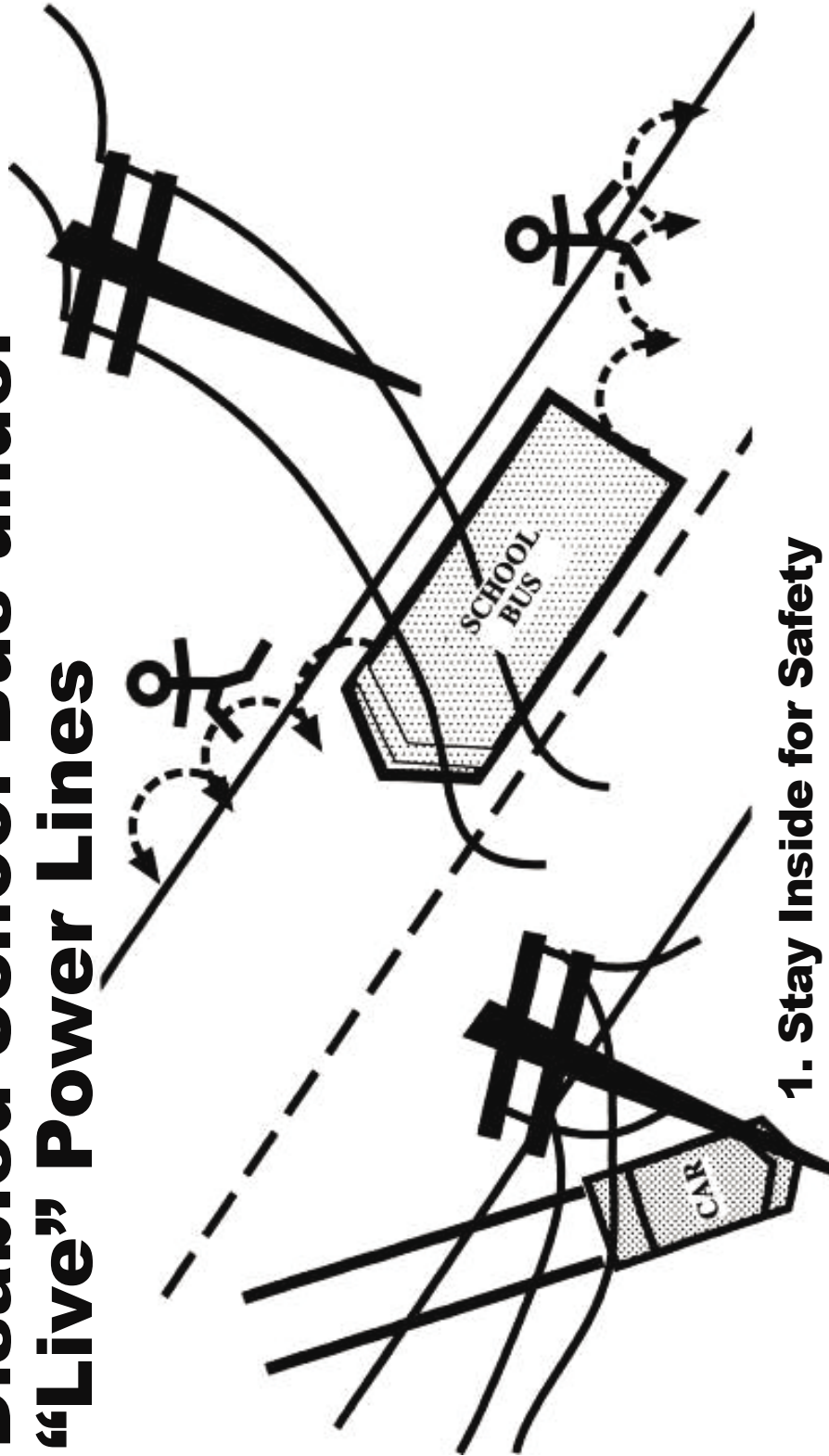
Disabled School Bus on A Railroad Track



- 1. Exit Pupils Towards the Train so they are not Hit by the Bus Rolling Over on Them**
- 2. Get Away - Stay Away**

T-4

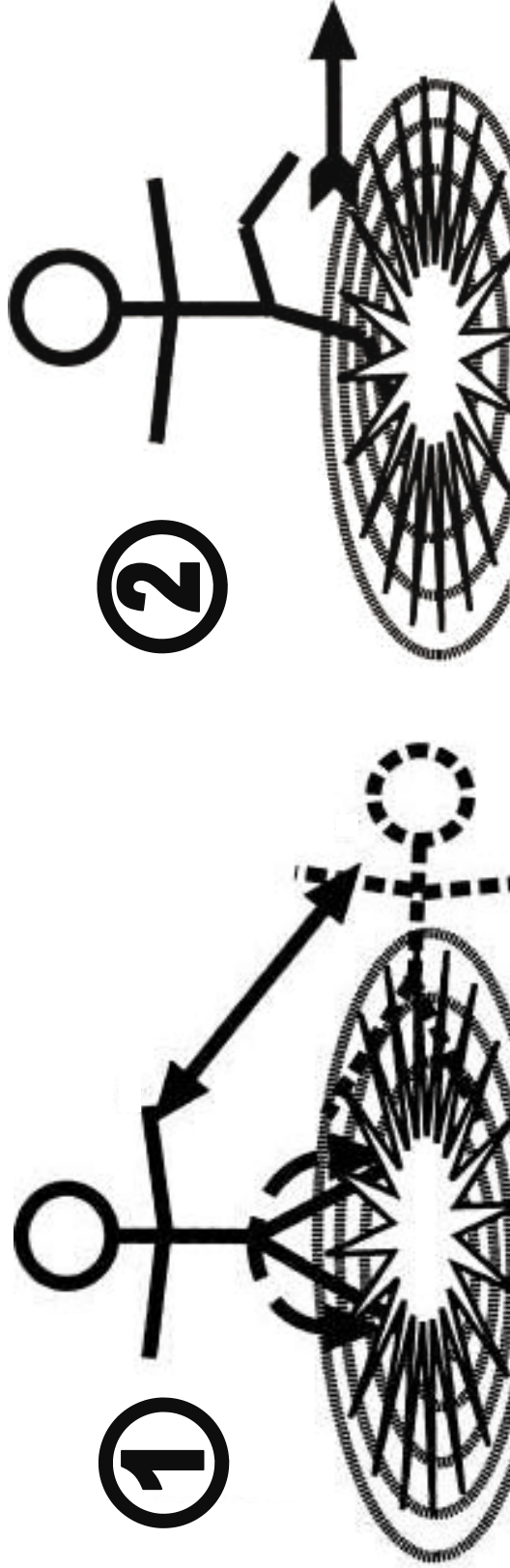
Disabled School Bus under “Live” Power Lines



1. Stay Inside for Safety
2. **BUT!** If there is Fire - Hop Away from the Bus with Big Steps. Don't Put Feet on the Bus & Ground at the Same Time. **JUMP OUT!**

T-5

Your Two Feet & Downed Power Lines

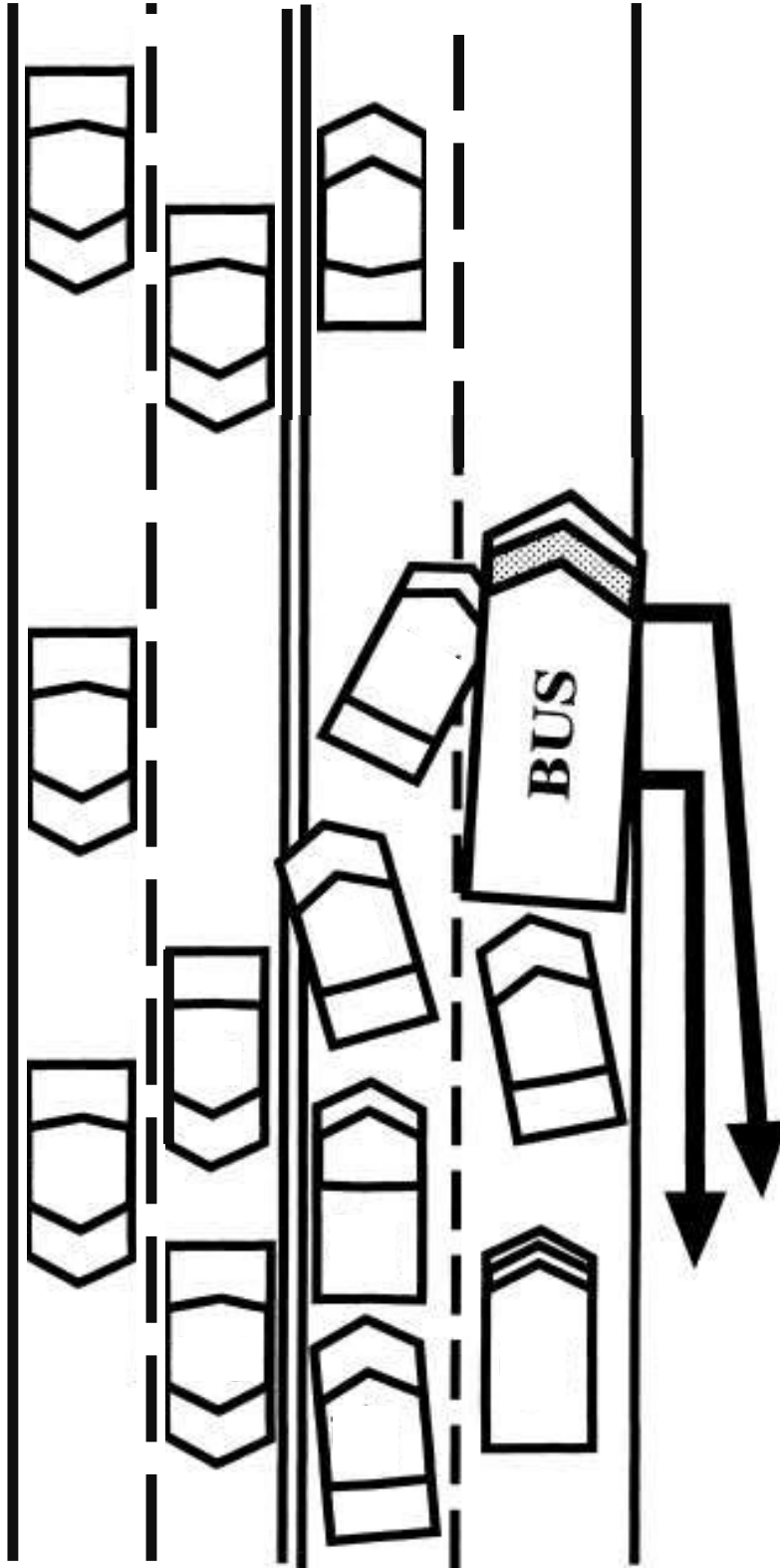


1. Concentric Circles of Electricity Travel up one Leg Down the Other, Causing a Person to Fall and Become Electrocutted.

2. Hop Away - Keep Only One Foot on the Ground at a Time!

T-6

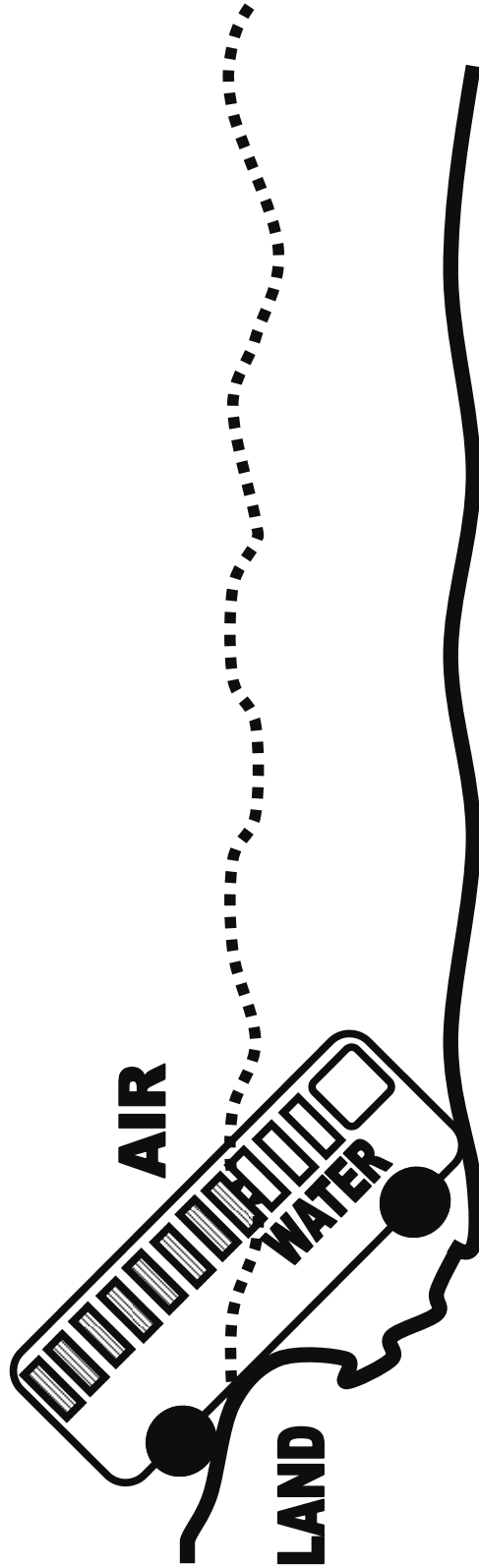
When there is a Danger of Being Hit a Second Time



1. Evacuate the Pupils to a Safer Location
2. Park the Bus in a Safer Place if You're Mobile, **AND** Mark the Tires if it's Safe for You

T-7

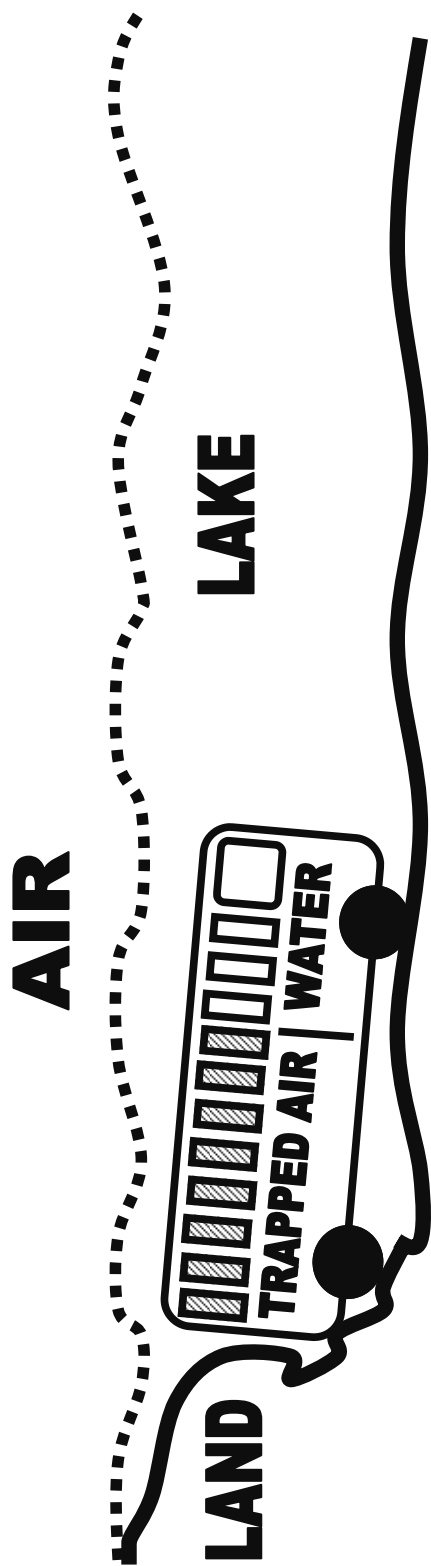
School Bus Under Water Partial Submersion



**Exit from Doors and Windows
ABOVE the Water that is Already
Inside the Bus**

T-8

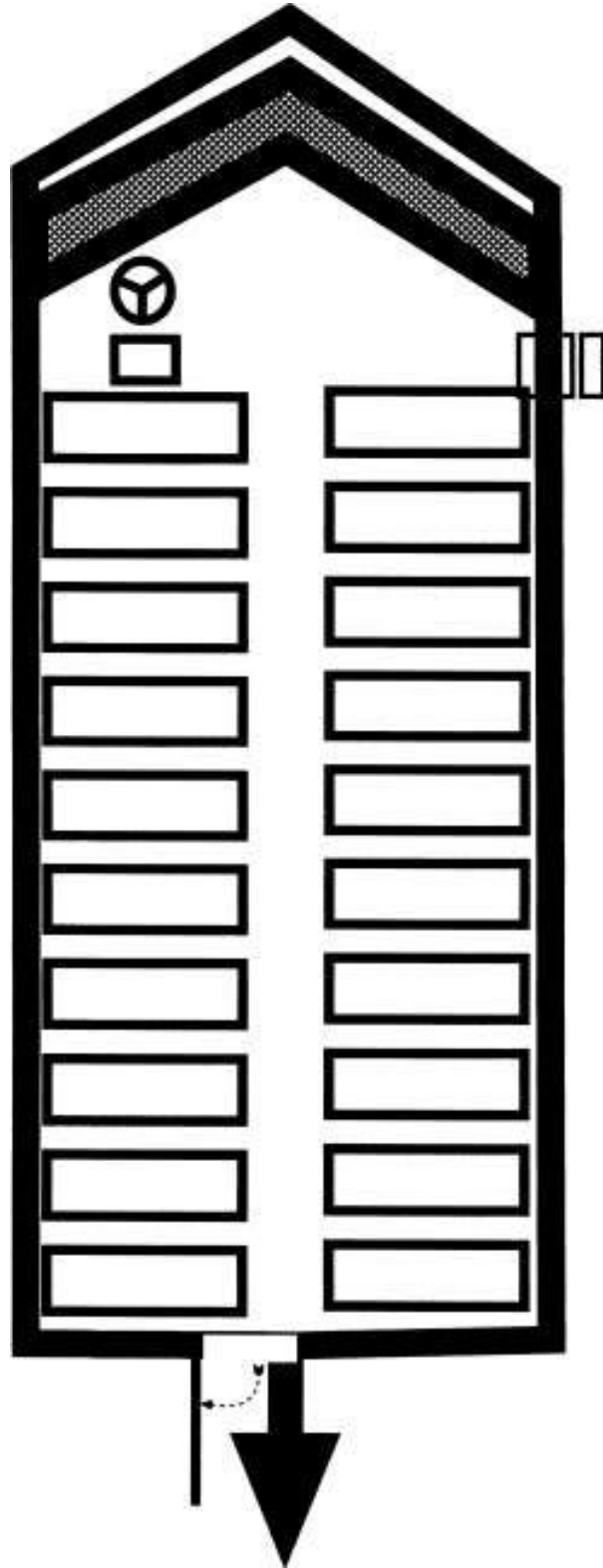
School Bus Under Water Complete Submersion



Exit from Doors and Windows that are Already Covered with Water Inside the Bus. Don't Open a Window or Door where there is Trapped Air.

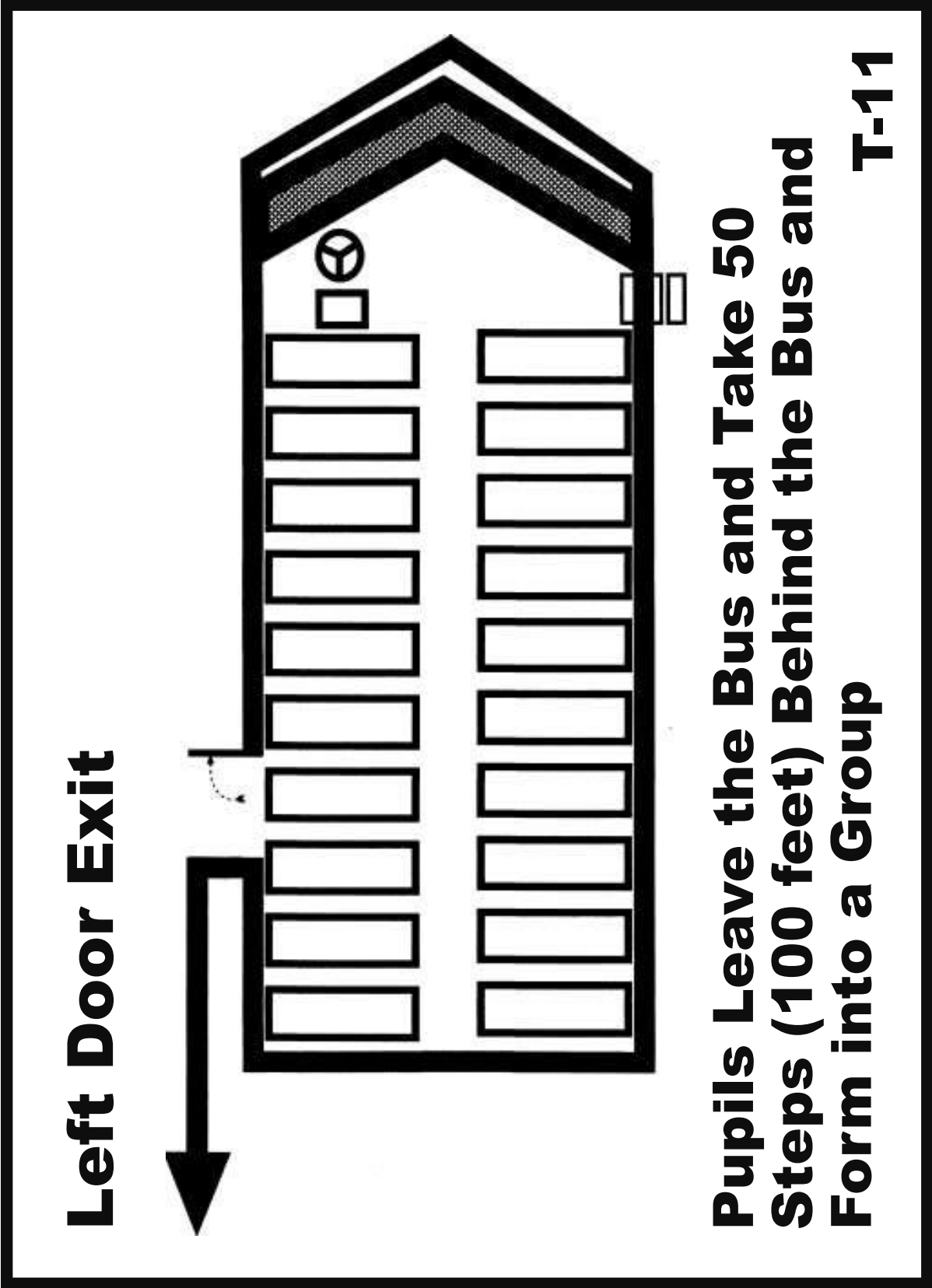
T-9

Rear Door Exit

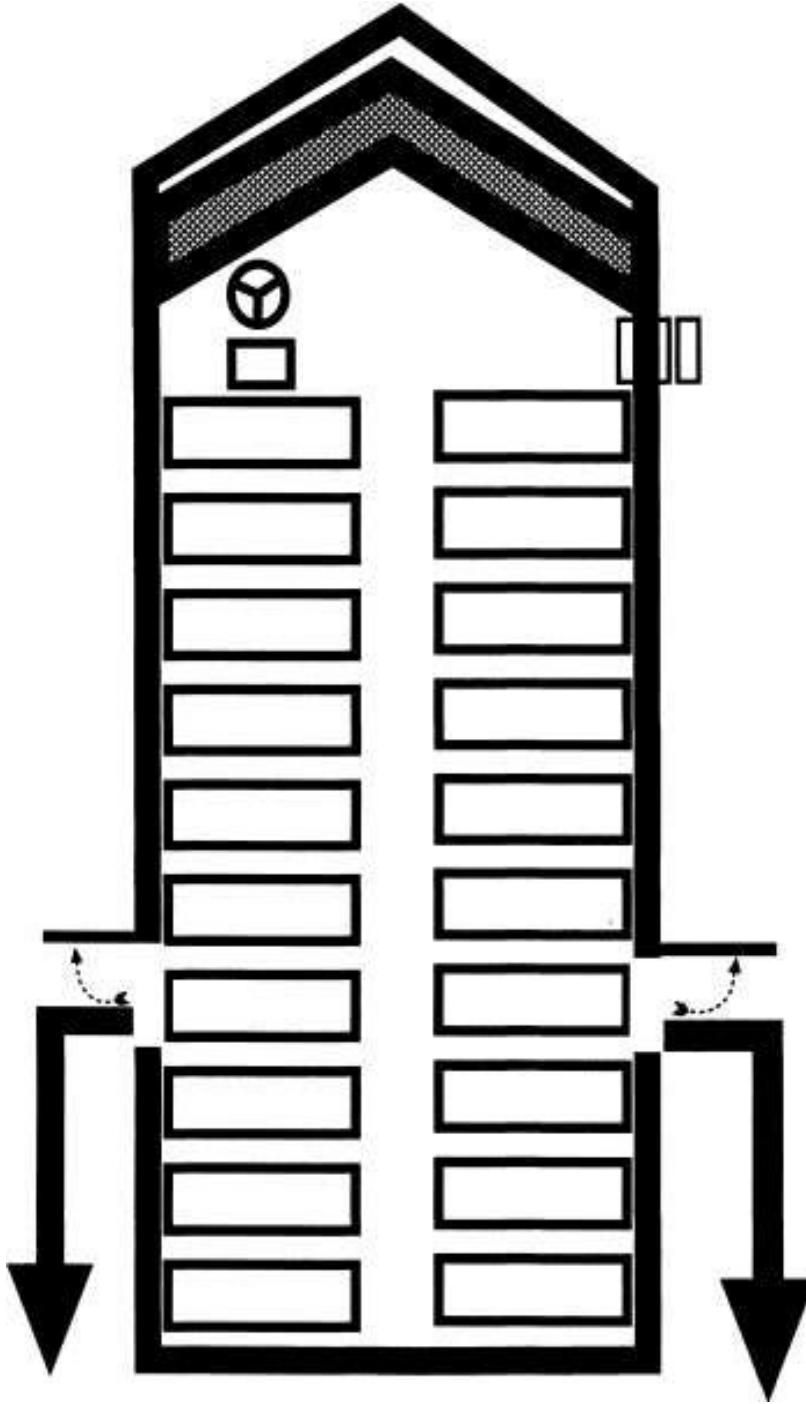


Pupils Leave the Bus and Take 50 Steps (100 feet) Behind the Bus and Form into a Group

T-10



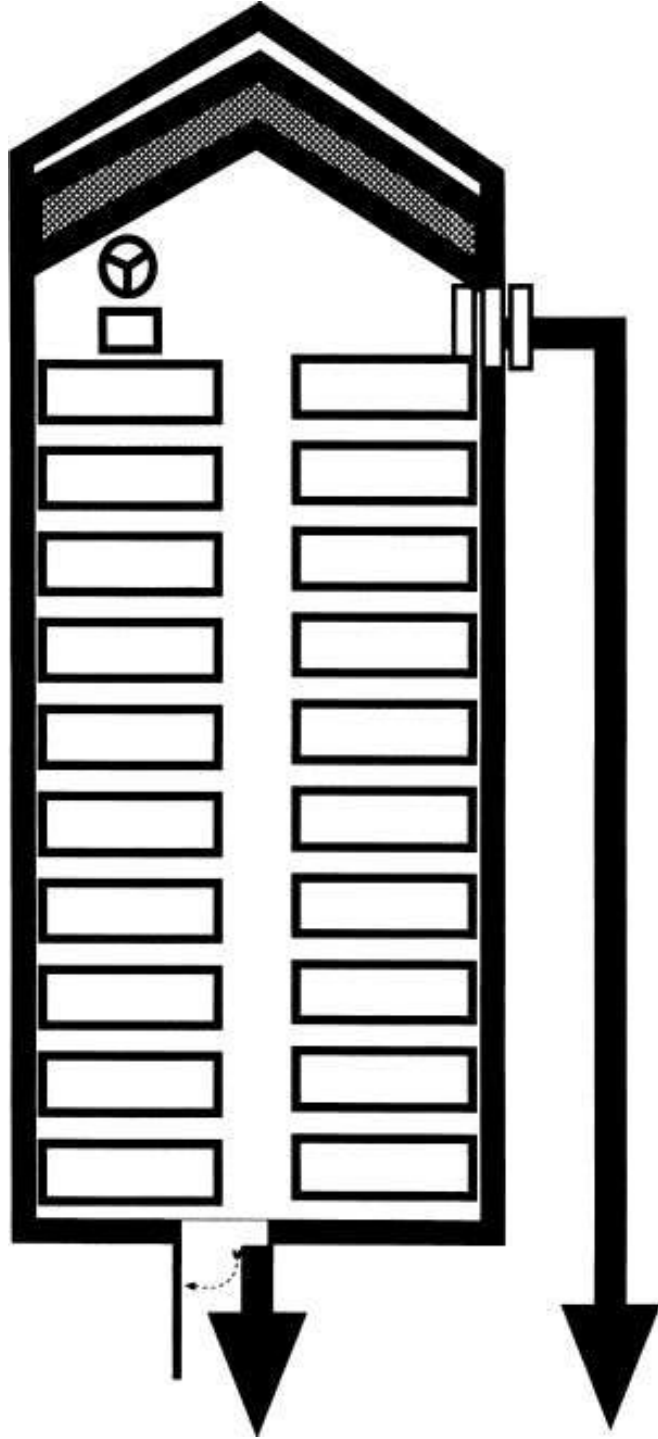
Both Side Doors Exit



Pupils Leave the Bus and Take 50 Steps (100 feet) Behind the Bus and Form into a Group

T-12

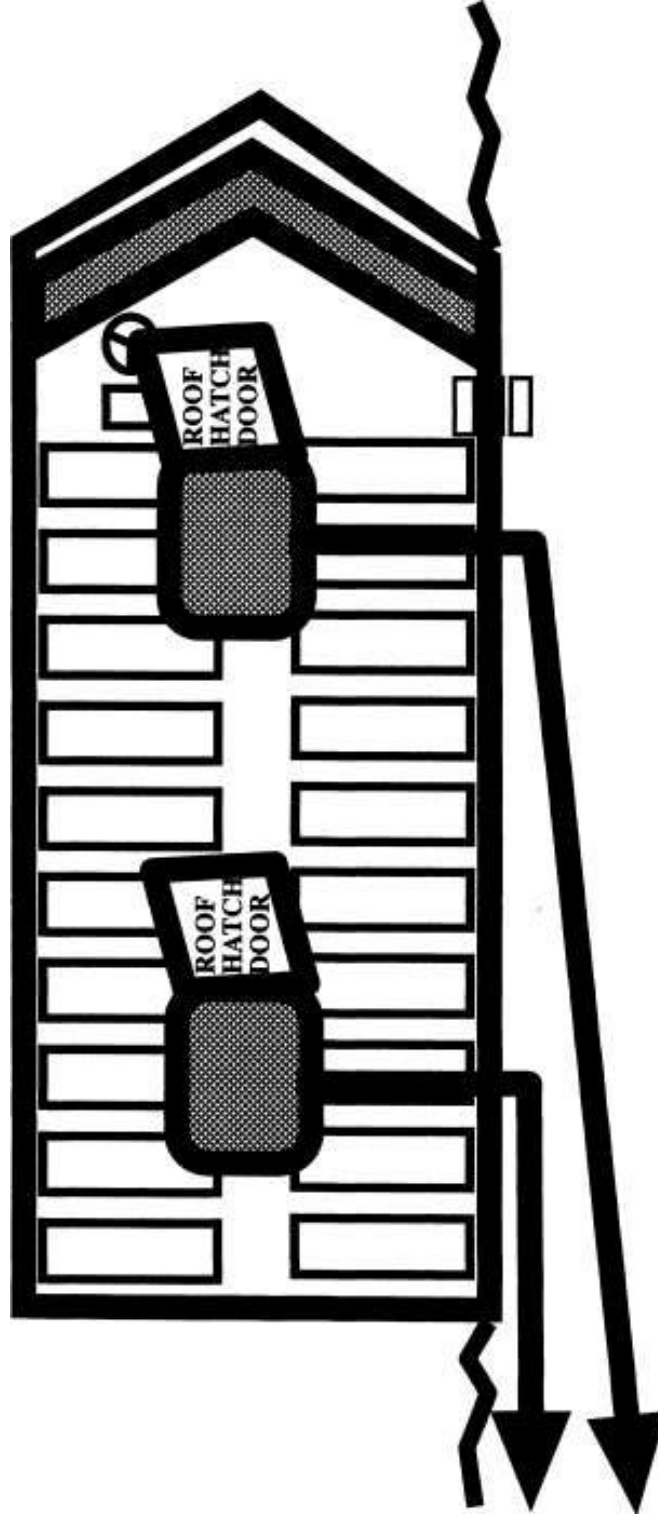
Front & Rear Door Exit



Pupils Leave the Bus and Take 50 Steps (100 feet) Behind the Bus and Form into a Group

T-13

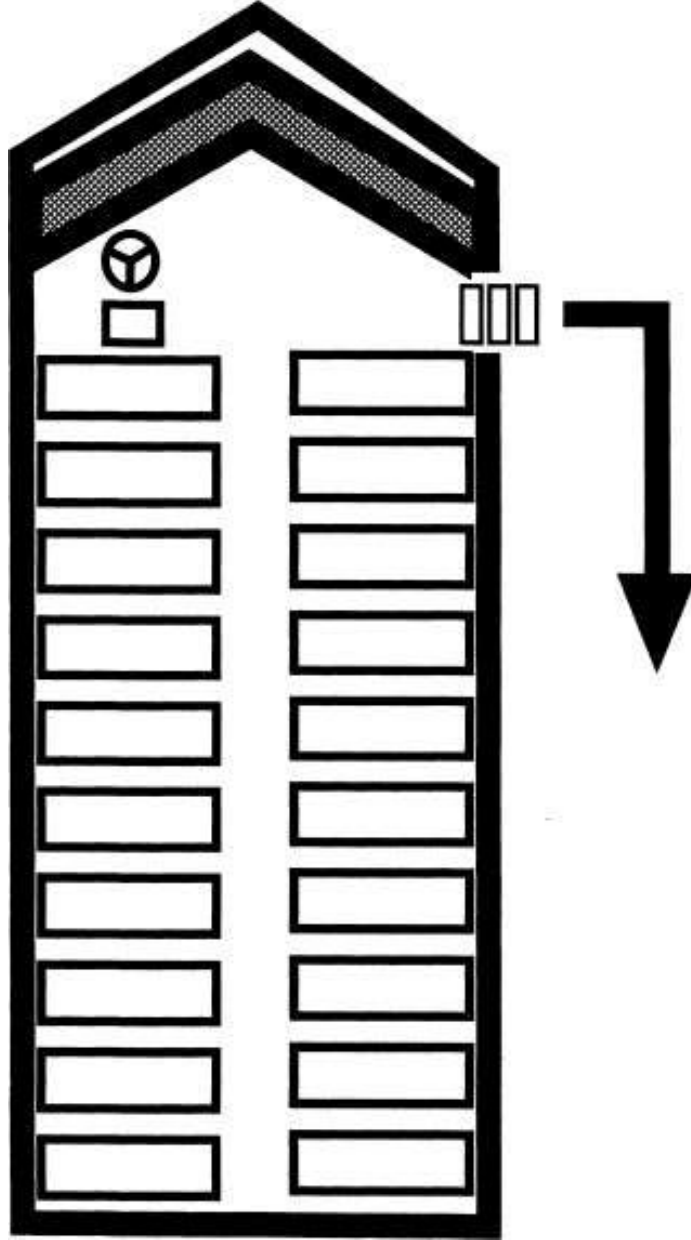
Roof Hatch Exit



Pupils Leave the Bus and Take 50 Steps (100 feet) Behind the Bus and Form into a Group

T-14

Front Door Exit



Pupils Leave the Bus and Take 50 Steps (100 feet) Behind the Bus and Form into a Group

T-15



CHAPTER 6:

Driver Liability

Overview

This section on driver liability has been developed to inform drivers of their responsibility when performing the task of transporting children to and from school and related activities.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Duties of drivers
- Example of negligence
- Examples of liability

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies
- Recommended videos: “Who’s Liable,” “Steering Clear of Liability”
- TV/VCR

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. Name the four aspects of negligence that lead to liability.
2. Explain that before one is considered liable (responsible) for an incident, he/she must be found negligent under all four of the aspects of negligence.
3. Explain that the consequence of criminal law ends with fines, jail terms, and/or license suspensions or revocations: while, the consequence of civil law ends with payment of money.
4. Explain that by stating the state motor vehicle RCWs, state pupil transportation RCWs and WACs, and local district policy, the school bus driver will be better prepared to drive with confidence relative to liability.

Lesson Plan

Introduction

Liability occurs when one is negligent in his/her duties. One can avoid this by knowing motor vehicle laws, school bus driver laws, and local district policies.

Presentation

Criminal Law, Civil Law, and Negligence

Criminal law

T-1, T-2

For criminal liability, there are laws to determine guilt or innocence. Before a jury can convict you, your guilt must be proven beyond a reasonable doubt. At this point, there are fines, jail term and/or license suspensions/revocations.

Civil law**T-3**

NOTES:

For civil liability, the jury judges your actions according to what a prudent person should or should not have done. Your guilt does not have to be proven beyond a reasonable doubt. There need only be a “preponderance of evidence” (i.e. 51% against the driver). At this point, it is decided what damages a driver must pay.

Negligence and liability**T-4 through T-6**

There are four aspects of negligence.

The driver may be held personally responsible (liable) for injuries to school children after being proven negligent. All four essential elements of negligence must be present for the court to consider the driver negligent. Courts generally consider these elements to be:

1. The driver’s legal obligation to perform to a standard of conduct for the protection of others against unreasonable risks.
2. The driver’s failure to perform to the standard.
3. A reasonably close causal connection between the driver’s conduct and resulting injury.
4. Actual or visual loss or damage resulting to the interests of another.

Other considerations that most courts use in determining driver negligence are (see T-5):

- a. The degree of care which drivers must use ranges from “ordinary” and “reasonable” to “extraordinary” and “highest degree.” The degree required depends on type of duty. The tendency of the courts is to require more care from people with a duty involving younger children.
- b. The approximate age of a child considered to be capable of recognizing traffic dangers is 10 to 11 years.
- c. The district and the driver are both accountable for maintaining a safe vehicle.

NOTES:

- d. Most cases involving accidents while boarding and or leaving a bus use the factors of “reasonable care” and “safe places” in determining negligence.
- e. The driver is expected to keep order on a bus and may use any normally accepted means.
- f. The driver is not automatically guilty of negligence if damage or injury occurs. The driver will have the opportunity to refute the charge by proof that proper care was used.
- g. The driver may generally be held accountable for his/her acts separately from any decision regarding district liability.
- h. Negligence is for a jury to determine.
- i. These principles have been established concerning negligence on crossing accidents.
 - 1. Is the child old enough to look out for himself?
 - 2. Does the driver exercise special care when children cross the road?
 - 3. Is the pathway as safe as it can be?
 - 4. Has the driver repeatedly warned the student who must cross?

THESE ADDITIONAL ITEMS SHOULD BE STRESSED WHEN TALKING TO DRIVERS REGARDING LIABILITY (see T-6).

- j. When unloading special education students at school or at home, be sure there are written specific directions/instructions in the event no one is at the residence to receive them. If it has been specified by the parent or school that someone must be there, this requires more care.
- k. When on any type of field trip or activity trip, do not allow any student to leave the bus to go home with a stranger. Be sure the person is known and/or the teacher or coach in charge of the group takes responsibility for the student going home with said person(s). This procedure applies to loading the bus at school in the afternoon. Many times parents will wish to trans-

port their children or neighborhood children home.

NOTES:

Lawsuits

T-7

What help can the driver expect if he/she is involved in a lawsuit?

1. At the discretion of the insurance company, it will try to settle reasonable claims out of court.
2. If the case is taken to court, the driver can expect to receive the services of an attorney to plead the case in court. This has two significant possibilities. It may be established there is no cause for liability, or the amount of money to be paid will be held to a minimum. A good attorney always tries to keep court judgments as low as possible.
3. The prosecuting attorneys will look for failures or flaws in the school bus driver's record and background and the condition of the school bus. This may include but not necessarily limited to:
 - a. State Driving Record
 - b. District Driving Record
 - c. Annual Evaluations
 - d. All Training Records
 - e. Vehicle maintenance records
4. If the driver is found liable by the court and directed to pay the plaintiff, the insurance company will pay this judgment up to the limits provided by the policy carried by the school.

There is a remote possibility that a court decision will be larger than the protection afforded the school bus driver by the school insurance policy. In this event, the driver and the school would have to pay the amount not satisfied by insurance protection.

The bus driver can minimize chances of suit against the school and him/herself by (see T-7):

1. Obeying the laws governing motor vehicles. RCWs.

NOTES:

2. Obeying the regulations related to pupil transportation published by the Superintendent of Public Instruction. RCWs and WACs.
3. Obeying the rules and regulations set forth by his/her own school board.

Occasionally, an overly-concerned driver will add extra insurance protection by increasing his/her own personal insurance limits. This is generally unnecessary.

Liability cases to consider:

1. Pupil injured by steel prong hidden in grass along side of road. The bus stopped at edge of a culvert requiring pupil to step back to avoid being hit by bus which started before pupil was in safe place. Driver negligent.
2. Pupil 13 years old injured by motorist when crossing street after leaving a bus which had stopped on far side of intersection and too close to ditch for student to walk in front of bus as required by law. Driver negligent.
3. After tennis practice, bus driver allowed some students to ride home in car of another student. The car was driven by a student known to be reckless driver; car not in good condition. The court held the bus driver was an agent of school district and the district was liable for the bus driver's negligence making arrangements known to be dangerous.
4. School bus used to take students to extra-curricular activity outside district, authorized by law. Injured person was a student from another district who rode along without authorization. District not liable.
5. Student six years old was injured by motorist when crossing street after leaving the bus. The child's parents sued bus driver and insurance company. Insurer defended on grounds that student had left the bus, then was injured. The insurer said that open bus door and permitting students to leave the bus was part of the operation of the school bus. Bus driver negligent in not warning student. Insurance company was liable.

6. Driver opened door of privately-owned bus before stopping, and door struck student waiting to board; sued driver and school district. Driver found negligent; situation covered by insurance.
7. Student killed by city-owned school trolley bus during loading. The bus stopped away from curb and around corner from the regular bus stop. The pupils ran after it. Driver found negligent.
8. Boy 13 years old injured by motorist when crossing street after leaving a public-owned bus. Driver of other car paid plaintiff. Other defendant was school district. Cars traveling in both directions; bus driver called warning, boy saw one car but not second car; could have seen it had he looked in both directions; contributory negligence on the part of the boy. No negligence on part of bus driver. District not liable.
9. After leaving a privately-owned bus, a student stood by bus to let a motorist pass; a second car skidded on icy road and hit student; patrol present. Driver found negligent for letting student leave the bus without warning that two cars were coming.
10. Student seven-years-old injured by motorist when crossing street after leaving a bus driven by school principal who took students home from extra-curricular activity after dark; accident foreseeable; other motorist not intervening cause. Decision for student.

NOTES:

Incidents Involving Animals

If a bus is loaded with student passengers and it strikes, kills or injures a small animal (dog, cat, etc.), the driver should notify someone immediately but continue transporting pupils.

Report the incident to the Transportation Department, have someone call in at the next bus stop, use radio or notify appropriate school official at the first opportunity.

A driver of a school bus should never swerve or make an emergency stop to avoid hitting a small animal. The safety and well-being of passengers and fellow motorists must come first. Should an emer-

NOTES:

gency stop or swerve be made for such a reason and an on-bus injury or a collision results, the driver may be held responsible.

Collision Investigations

All crashes or collisions are reportable. In cases where there are injuries, death or property damage the driver is required to remain at the scene to give aid and provide information to law enforcement officer. A report must be filed with the proper enforcement agency. Therefore, it is imperative the driver involved collect accurate information at the scene to support this information and provide complete collision data, an investigation by a qualified enforcement officer is of primary importance. Drivers and their supervisors should, without exception, request an “on scene” investigation by the appropriate law enforcement agency in any case where there has been property damage, injury or death.

Be sure to have your credentials present for authorities. They will ask for:

- Medical Card with expiration date and doctor’s signature;
- Valid First Aid Card;
- State Driver’s License with correct class and endorsement; and
- School Bus Operating Permit and Registration.

Investigation criteria vary slightly between agencies, but they generally follow the procedures established by the Washington State Patrol.

Washington State Collision Reports should be submitted by the drivers on all collisions on public roadways involving over \$500 damage to any single vehicle or property or any collision involving injury.

The Washington State Patrol will try to release the bus driver from the collision scene as soon as possible. Upon request, a fact-finding report will be submitted to the school official at the conclusion of any investigation by the Washington State Patrol involving a school bus. If possible, the school district should do its own accident investigation.

If a school bus passenger riding inside a school bus is killed, or injured to the extent that death may occur, authorities will be called in to investigate the causes. If a citation is issued to a school bus driver at an accident scene or if there is a fatality, the school bus driver must submit to a drug and alcohol test right away.

NOTES:

Summary

(See T-8)

Emphasize that negligence results in liability. It can be avoided by knowing motor vehicle laws, school bus driving laws, and local district policy.

1. Four aspects of negligence
2. Liability is preceded by negligence in ones duties.
3. Review the policies, RCWs and WACs, to prepare a driver for a safe journey. (Rules of the Road 46.61. Transportation Operation Rules 392.145.)

Evaluation

Ask the driver candidates questions regarding the procedures explained in this lesson.

1. Name the four aspects of liability.
 - a. The driver's duty to act or not act according to a job description or set of rules.
 - b. The driver's failure to perform or poorly perform according to a job description or set of rules.
 - c. A close causal connection between the injury and the performance of the driver.
 - d. Evidence of injury or damage.
2. When one is involved in a civil court case, tell which occurs first liability or negligence? (Negligence)

NOTES:

3. Criminal Law and Civil Law differ in their results (punishments). Explain how the consequence of criminal law differs from the consequence of civil law.
 - a. Criminal trials end with fines, jail terms, and/or license suspensions or revocations.
 - b. Civil trials end with the payment of money.
4. Which three areas of law, knowledge and rules will benefit the school bus driver so he/she will be better prepared to drive with out legal problems?
 - a. The state motor vehicle RCWs
 - b. State pupil transportation RCWs and WACs
 - c. Local district policy

Chapter Checklist

As a trainer, you are responsible to:

Make sure school bus drivers know that if a driver is found liable he/she has been negligent in his/ her duties.

Make sure school bus drivers know their legal duties and the WAC's and RCWs

Criminal and Civil Law

Criminal Law

- Laws to determine guilt or innocence.
- Guilt must be proven beyond a reasonable doubt.
- Result: fines, jail term and/or license suspensions/revocations.

Civil Law

- Jury judges actions according to what “a prudent person” should or should not have done.
- Guilt does not have to be proven beyond a reasonable doubt. Only a “preponderance of evidence” (51%).
- Result: damages to pay.

Criminal Law

Occurs when a law is broken. For example,

- Failure to stop at a stop sign
- Failure to signal intent to turn
- Exceeding the legal speed limit

Consequence(s):

- Fine
- Jail Term
- License suspension/revocation

Conviction: Beyond a reasonable doubt.

Civil Law

Occurs when one is found to have been negligent in performing his/ her duties.

- Duty - Includes well-defined tasks and responsibilities, i.e. daily pre-trip inspection, WAC 392-145, etc.
- Negligent - performing tasks/responsibilities in a careless manner or not at all warning a pupil of on-coming traffic.
- Liability - Legal obligation to act or not to act

Consequence: Payment is made to the injured party(s).

Conviction: Preponderance of evidence.

If liable (responsible) for 51% of the damage/injury, payment will be made in the amount found by the jury.

NEGLIGENCE AND LIABILITY

1. **The driver's legal obligation to perform to a standard of conduct for the protection of others against unreasonable risks.**
2. **The driver's failure to perform to the standard**
3. **A reasonably close causal connection between the driver's conduct and resulting injury.**
4. **Actual or visual loss or damage resulting to the interests of another.**

NEGLIGENCE

- a. The degree of care ranges from “ordinary” and “reasonable” to “extraordinary” and “highest degree.” The degree required depends on type of duty. The tendency of the courts is to require more care from people with a duty involving younger children.
- b. The approximate age of a child considered to be capable of recognizing traffic dangers is 10 to 11 years.
- c. The district and the driver are both accountable for maintaining a safe vehicle.
- d. Most cases involving accidents while boarding and or leaving a bus use the factors of “reasonable care” and “safe places” in determining negligence.
- e. The driver is expected to keep order on a bus and may use any normally accepted means.
- f. The driver is not automatically guilty of negligence if damage or injury occurs. The driver will have the opportunity to refute the charge by proof that proper care was used.
- g. The driver may generally be held accountable for his/her acts separately from any decision regarding district liability.
- h. Negligence is for a jury to determine.
- i. These principles have been established concerning negligence on crossing accidents.
 1. Is the child old enough to look out for himself?
 2. Does the driver exercise special care when children cross the road?
 3. Is the pathway as safe as it can be?
 4. Has the driver repeatedly warned the student who must cross?

THESE ADDITIONAL ITEMS SHOULD BE STRESSED WHEN TALKING TO DRIVERS REGARDING LIABILITY.

When unloading special education students at school or at home, be sure there are written specific directions/ instructions in the event no one is at the residence to receive them. If it has been specified by the parent or school that someone must be there, this requires more care.

When on any type of field trip or activity trip, do not allow any student to leave the bus to go home with a stranger. Be sure the person is known and/or the teacher or coach in charge of the group takes responsibility for the student going home with said person(s). This procedure applies to loading the bus at school in the afternoon. Many times parents will wish to transport their children or neighborhood children home.

THE BUS DRIVER CAN MINIMIZE CHANCES OF SUIT AGAINST THE SCHOOL AND HIM/HERSELF BY:

1. Obeying the laws governing motor vehicles. RCWs.
2. Obeying the regulations related to pupil transportation published by the Superintendent of Public Instruction. RCWs and WACs.
3. Obeying the rules and regulations set forth by his/her own school board.

Summary

Criminal Liability - Breaking laws

Consequence: Fine, jail or loss of license

Civil Liability - Lawsuit alleging loss or injury as a result of one's negligence

Consequence: Pay money

Negligence

- One has a duty to perform
- One fails to accurately perform that duty
- Loss or injury occurs

Liable: Guilty

Not Liable: Not Guilty

The jury will decide.



CHAPTER 7: Fatigue

Overview

This chapter will describe the symptoms of fatigue, their causes and what can be done to be alert when driving a school bus.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Signs and causes of fatigue
- Alertness management strategies

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies
- TV/VCR
- Recommended Video: "Drowsy Driving - Shattered Lives"

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. List three signs of fatigue.
2. Explain possible consequences of dispatching a tired driver.
3. List ideas for staying alert.

Lesson Plan

Introduction

A driver is responsible to operate a school bus in such a way as to ensure a safe trip for all passengers at all times. Skill in driving is important but so are alertness and the ability to react quickly in case of an emergency — expect the unexpected.

Presentation

Review causes and symptoms of fatigue and other factors causing fatigue. When your body is tired it will just shut down. You have no control. Use the following as an example:

MANAGING FATIGUE

“The complexity of operations and human physiology suggest that at this point in time it would be extremely difficult, if not impossible, to eliminate fatigue in operational settings. Rather than attempt to eliminate fatigue, the challenge is to manage it.”

Dr. Mark R. Rosekinc
Fatigue Countermeasures Program
NASA Ames Research Center

You want to watch a specific television show and no matter how hard you try to stay awake, you fall asleep!! You wake up to the TV show or the final commercial of the show. The body is tired and just shuts down.

Causes of fatigue T-1

- Sleep deprivation equals sleep debt
- Stress

NOTES:

- Inconsistent awake/sleep hours
- A second job — A second job usually involves regular night type work and less sleep than required.
- Family influences — very young children, illness or care of elderly parents — these situations may be for only a few days or long term

Signs and symptoms of fatigue

- **Forgetful** — when you read the same passage three times or try to remember how to get somewhere is a sign your memory is starting to be affected. Have you ever driven by a regular bus stop and forgot to stop? Have you ever stopped at a bus stop and then a mile or so down the road wondered if you have stopped?
- **Slowed reaction time** — very important when driving a bus load of students! You can't be prepared for the unexpected.
- Fixation — driver is so tired he can only focus on one thing. It maybe the tail lights of the vehicle in front or the noise in the bus. Cues that would keep the bus ride safe are ignored as the person is fatigued.
- **Poor mood** — yelling at students, cross, pouts, unfriendly appearance.
- **Poor communication** — not willing to engage in conversation, just drive and “get kids to destination!!”
- **Cannot handle multiple tasks** — drive, be aware of surrounding traffic/pedestrians, highway signs and markings, keep an eye on students.
- **Other signs** — yawning, eyes watering, desire to close eyes (or rest one eye at a time.)

Combating fatigue

T-2

Education. Know what causes fatigue, how to recognize it, and consider the harmful consequences irregular and unpredictable work and rest cycles can have on people who operate a vehicle.

Know that sleep deprivation becomes a deficit that drugs (caffeine

NOTES:

over-the-counter medications, i.e., No Doze) cannot overcome. The only way to repay sleep deprivation is to sleep!

Know that many people may use alcohol just before bedtime to help them relax and go to sleep. This is a myth. The alcohol affects the quality of their sleep by interrupting the normal sleep cycle and a good night of sleep does not happen!

Irregular work/rest cycles can affect good sleep. The body is used to regular bed times and wake up periods. A later bed time usually means less sleep and sleep debt. Trying to get to bed early to better prepare for a long next day doesn't work as the body is not "ready" for bed yet.

Sleep disorders and sleep apnea

T-3

Sleep Disorders

Sleep disorders are illnesses and disturbances of sleep and wakefulness that are caused by abnormalities existing only during sleep, or abnormalities of specific sleep mechanisms.

Sleep Apnea

Sleep apnea is a disorder whose victims cannot breathe when they fall asleep. The word apnea refers to the absence of breathing.

The failure to breathe is caused by the collapse of the tissues of the throat producing closure of the airway. Once this has occurred, the victim may continue to make respiratory efforts without airflow. Blood oxygen drops and finally triggers an alarm response so the victim wakes up to breathe.

In a severe condition, this occurs hundreds of times as the sleep deprived victim immediately returns to sleep. In the morning these hundreds of awakenings are completely forgotten. If the sleep apnea condition has progressed to a level of severity, it is almost always associated with cardiovascular disease. Victims have high blood pressure, which is difficult to control, and are likely to have already had heart attacks or strokes. It also causes severe cardiac arrhythmia during sleep and these arrhythmia can be fatal. This

NOTES:

occurs because the victims must wake up hundreds of times to breathe and therefore sleep loses its restorative power.

The condition is frequently misdiagnosed as chronic fatigue syndrome, or hyperthyroidism, or depression. The cardinal symptom of the disorder is loud snoring. Sleep apnea may affect 24% of the adult male population and 9% of the adult female population.

Red alert - Drowsiness

Vast numbers of people suffer from a sleep disorder or sleep deprivation or both. The final, common path of impairment and danger is sleepiness. In the sedentary, eyelids get heavy, our heads sag, and we feel that wave of strong drowsiness.

Responsibility of dispatching a potentially tired driver

Dispatching a driver who you know is tired or who by the end of the shift will be too tired to react to the normal and unexpected events, is wrong. Not only is it the driver's responsibility to be a safe driver, but it is the responsibility of the supervisor to dispatch safe drivers.

A dispatcher and supervisor would be wise to limit consecutive long-duty days and make sure there is adequate off-duty time between driving duties.

Should a driver be involved in an accident, the dispatcher or supervisor could be named as contributory to the accident since they allowed a driver to drive without adequate rest or time off between trips.

Many districts allow drivers to bid on extra trips. Many times drivers will bid consecutive late trips in order to fill their time early in the week.

A suggestion is for districts to establish procedures for driving during the following:

- Consecutive late night trips when the driver must report for work early the following day, or
- Long athletic trips or field trips which would require a driver to drive into the early morning hours and still be expected to report for the morning shift the following day.

NOTES:

Alertness management strategies**T-4 through T-6**

The following recommendations are intended to help you and allow you to tailor alertness management strategies to your own needs. The best efforts may result from combining multiple strategies rather than relying on a single strategy.

- At home — get the best sleep possible before starting a trip.
- On a trip — try to get at least as much sleep per 24 hours as you would in a normal 24-hour period at home.
- Trust your own physiology — if you feel sleepy and circumstances permit, then sleep. If you wake spontaneously and cannot go back to sleep within 15-30 minutes, get up.

Strategic napping (see T-5)

- Napping can acutely improve alertness.
- Limit nap to 45 minutes if right before a work period.
- It may take longer for you to become fully awake if you sleep too long or go into deep sleep.
- Napping will decrease the length of continuous wakefulness before a duty period.

Strategies while driving (see T-6)

- Engage in conversations with others.
- Do something that involves physical action — stop the bus, stretch and/or walk around outside the bus for a minute or two.
- Caffeine — use caffeine to sharply increase alertness; however, use it about 30 minutes before you think you will be tired as it takes that long for it to take affect. Avoid caffeine near bedtime and/or at the end of your shift when the effect will not keep you up when you want to go to sleep.
- Be sensible about nutrition and stay hydrated.
- Sleepiness can have severe consequences-take it seriously.
- People are different — tailor this information to your own needs.
- There is not one simple answer — these are recommendations; find out what works for you.

Summary

Communication between drivers and supervision is vital. Is the driver tired? On medication? Not enough rest? Has the fireman been asked how much sleep he/she had the previous 24 hours? The fireman may have more sleep than your regular driver(s)!! Communicate! What has been the work, play, sleep schedule the previous 24-36 hours of any driver?

Evaluation

Ask the driver candidates questions regarding the information explained in this lesson.

1. List three signs of fatigue.

(Forgetful, Slowed reaction time, Poor mood, Can't handle multiple tasks, yawning, eyes watering, desire to close eyes.)

2. Explain possible consequences of dispatching a tired driver.

(The dispatcher or supervisor could be named as contributory to the accident since they allowed a driver to driver without adequate rest or time off between trips.)

3. List ideas for staying alert.

(Strategic Napping, Engage in Conversation, Do something that involves physical action, caffeine, and stay hydrated.)

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers can identify signs and possible causes of fatigue
- Make sure school bus drivers can list alertness management strategies

Fatigue

Causes of Fatigue

- Sleep deprivation equals sleep debt
- Stress
- Inconsistent awake/sleep hours
- A second job — A second job usually involves regular night type work and less sleep than required.
- Family influences — very young children, illness or care of elderly parents — these situations may be for only a few days or long term

Combating Fatigue

Know:

1. **What causes fatigue**
2. **How to recognize it**
3. **The only way to repay sleep deprivation is to sleep**
4. **Irregular work/rest cycles can affect good sleep.**

Sleep Disorders

Illnesses and disturbances of sleep and wakefulness that are caused by abnormalities existing only during sleep or abnormalities of specific sleep mechanisms.

Sleep Apnea

Sleep apnea is a disorder whose victims cannot breathe when they fall asleep. It is almost always associated with cardiovascular disease. The cardinal symptom of the disorder is loud snoring.

Alertness Management Strategies

At home — get the best sleep possible before starting a trip

On a trip — try to get at least as much sleep per 24 hours as you would in a normal 24-hour period at home

Trust your own physiology — if you feel sleepy then sleep. If you wake and cannot go back to sleep, get up.

Strategic Napping

- **Napping can acutely improve alertness**
- **Limit nap to 45 minutes if right before a work period**
- **It may take longer for you to become fully awake if you sleep too long or go into deep sleep**
- **Napping will decrease the length of continuous wakefulness before a duty period**

Strategies While Driving

- **Engage in conversations with others**
- **Do something that involves physical action —stretch and/or walk around outside the bus caffeine — use caffeine to increase alertness; however, use it about 30 minutes prior**
- **Be sensible about nutrition and stay hydrated**
- **Sleepiness can have severe consequences — take it seriously**
- **People are different — tailor this information to your own need**



Section 2:

PASSENGER REQUIREMENTS

SECTION INCLUDES:

Rules for Passengers

Loading and Unloading

Passenger Management

Harassment on the Bus



CHAPTER 1:

Rules for Passengers

Overview

A school bus driver is responsible for knowing, understanding and enforcing the rules for school bus passengers.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Chapter 392-145-016 WAC

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the drivers will be able to:

1. List the rules for students in his/her local school district that are modeled after Chapter 392-145-016 WAC.
2. Describe that the school bus driver has authority over the passengers if the certificated person on board has relinquished/ignored his/her own authority.
3. Describe how many “write ups” a pupil must receive before being refused transportation.
4. Describe that pupils may only cross in front of the school bus.
5. Describe that a pupil may use classroom behavior and a classroom voice while riding the school bus.
6. Describe that the school bus must be cleaned according to your local district policy.
7. Describe that it is never legal to carry glass containers or firearms on a school bus.
8. Describe the emergency exit procedures in his/her school district.

Lesson Plan

Introduction

The Office of the Superintendent of Public Instruction has designated a set of general rules for school bus passengers. (See handout, H-1, for Chapter 392-145 WAC.) The district rules should address, but not be limited to these rules. Each school district has the option to add to these.

Included in this presentation are the passenger rules for three dis-

tracts within the State of Washington. Some are brief and others are more passenger specific. Look at these for your own instruction, but concentrate on the rules that apply to your specific school district.

NOTES:

Presentation

The instructor should include an overhead or written copy of his/her district rules and explain each in detail. Understanding and knowing this material is critical to the success of your drivers.

Passenger Rules Example 1

Edmonds School District No. 15 Lynnwood, WA 98036-7400

RULES AND REGULATION FOR STUDENTS RIDING BUSES

These rules and regulations have been established for the safety of students riding school buses.

PRIOR TO LOADING

1. Students are to be at their designated bus stop five minutes before pick-up time.
2. At the bus stop, while waiting for the bus, students are to stay off the traveled portion of the roadway and respect private property.
3. Students are to cross the street in front of the bus and not behind it.

WHILE ON THE BUS

1. Upon entering the bus, students are to go directly to their seats, sit down facing forward, with their feet out of the aisle, and remain seated.
2. Students are under the supervision of the bus driver and must obey the driver at all times.

NOTES:

3. Students are to conduct themselves in a manner that will not distract the driver and not disturb other riders on the bus.
4. Students are to ride only their regularly assigned bus and leave the bus at their regular stop. To ride another bus or get off at a different stop requires the written permission of a parent or guardian.
5. Students should open bus windows only if the driver gives permission. Hands, head, legs, etc. are to be kept inside the bus at all times. No objects are to be thrown or passed through open windows or doors.
6. Items not allowed on the bus include all forms of animal life (except seeing eye dogs), firearms, weapons (including, but not limited to knives), breakable containers (glass bottles, aquariums, etc.), flammables, and all other articles which could adversely affect the safety of the bus and passengers.
7. Standards for student conduct on buses shall be the same as standards for student conduct in all other school-sponsored activities.

FIELD AND ATHLETIC TRIP BUS RULES

It is important for the bus driver, teacher, or coach to communicate prior to the beginning of the trip. Any changes to these rules will be announced to the passengers before the trip begins.

1. The bus driver has the responsibility for the safety of the students while they are on the bus.
2. Students must stay seated and facing the front of the bus.
3. Appropriate behavior and voice levels are to be used on the bus at all times and controlled by the teacher or coach. The driver will notify the teacher or coach when the students are too loud.
4. The bus must be left clean and neat.
5. Passengers may open windows, with the bus driver's permission only, but may not stick or throw anything out of the window.

6. Loading and unloading of equipment only will be allowed through the emergency doors and with the driver's prior permission.
7. All trips must have an adult representative of the school district accompanying the students on the buses.
8. Lunches or other types of food are to be eaten off the bus, if possible, and weather permitting. This should be a joint decision between the driver and the teacher or coach.

NOTES:

Passenger Rules Example 2

Vancouver School District Vancouver, WA

BUS REGULATIONS

1. The bus driver is in charge. Drivers have the authority for the safe operation of the school bus. Students must obey the driver promptly and willingly. Behavior, which in the opinion of the bus driver, is detrimental to the safe operation of the school bus, will be sufficient cause for disciplinary action, including loss of bus riding privileges. If a bus referral is written for a pupil, he/she must return the signed copy to the school office the day after it has been sent home.
2. Pupils, while passengers on school buses, are required to follow these behavioral expectations:
 - a. Classroom conduct, including conversations at normal voice levels must be observed at all times.
 - b. No passenger will light matches or any flammable items on the bus (no smoking).
 - c. Eating/drinking on the bus is only allowed by the bus driver. Passengers should refrain from throwing refuse out of windows. If eating/drinking is allowed, pupils will not leave a mess inside the bus.
 - d. Windows may be opened only with the driver's permission and must be closed when the passenger leaves the bus.

NOTES:

- e. Passengers are not to extend any part of their bodies out of the bus windows at any time.
 - f. Personal belongings of passengers must be kept in their laps and out of the aisles. (Special permission to transport large items must be given by school authorities.)
 - g. Passengers are not to sit in the driver's seat at any time.
 - h. Passengers should not talk to the driver unless absolutely necessary.
 - i. Passengers are to be seated facing forward when the bus is in motion. No one should stand until the bus comes to a complete stop.
 - j. Loud talk, screaming, shouting, singing, having physical contact with other passengers, throwing items or otherwise causing a disturbance, are prohibited. Inappropriate comments or name calling are not allowed.
 - k. Pupils shall ride their regular bus at all times and enter or exit at their own stop, unless permission to do otherwise has been granted by a school administrator or designee.
 - l. Pupils must cross the highway in front of the bus, never behind the bus. Students must not stand or play in the roadway while waiting for the bus. Students walking some distance along a highway to and from the bus should walk on the left side facing oncoming traffic, where there is no walkway.
3. Potentially hazardous items are forbidden from being transported on the school bus.
- a. Heavy, sharp, bulky, and/or other articles that are potentially hazardous during an accident or emergency exit, are not permitted in the passenger area of the school bus.
 - b. No form of animal life, (except "seeing eye" or "hearing ear" dogs) will be transported. Any type of firearm, weapon or breakable container is also not to be carried in the school bus.

Passenger Rules Example 3

NOTES:

White Salmon School District White Salmon, WA

RULES AND REGULATIONS FOR STUDENTS RIDING SCHOOL BUSES

The following rules and regulations were prepared by the State Superintendent of Public Instruction with the advice of the Chief of the Washington State Patrol and of the Director of Highways of the State of Washington, and apply to all public school buses operating in the State of Washington. They will also be the rules and regulations for students in the White Salmon Valley School District in accordance with WAC 392-145-035.

1. The driver is in full charge of the bus and pupils. The pupils must obey the driver promptly and willingly.
2. Pupils shall ride their regularly assigned bus at all times, unless permission has been granted by the school authorities. School authorities should verify with the transportation department the availability of extra seating space before issuing bus passes for non-regular riders.
3. Unless by written permission of school authorities, no pupil shall be permitted to leave the bus except at his/her stop.
4. Each pupil may be assigned a seat in which he/she will be seated at all times, unless permission to change is given by the school principal and/or driver.
5. Outside of ordinary conversation, classroom conduct must be observed. Classroom conduct is a rather loose term, but in its broadest sense it may be interpreted to mean that students;
 - a. will sit properly in their seats
 - b. will refrain from throwing objects
 - c. will keep their hands to themselves
 - d. will be courteous to their fellow passengers

NOTES:

- e. will share seats willingly
- 6. Pupils are to assist in keeping the bus clean by sweeping their wastepaper off the floor. Pupils must also refrain from throwing refuse out the windows. Eating is not allowed on school buses.
- 7. No pupil will smoke, light matches/lighters or use tobacco on a school bus.
- 8. No pupil shall open a window on the school bus without first getting permission from the school bus driver. If permission is given, windows will not be lower than red mark indicated.
- 9. No pupil shall at any time extend his head, hands or arms out the window whether the bus is in motion or standing still.
- 10. Pupils must see that they have nothing in their possession which may cause injury to another; such as sticks, breakable containers, any type of firearms, straps or pins extending from their clothing. Also, no animal is permitted on the bus except "seeing eye" dogs.
- 11. Each pupil must see that his/her belongings are kept out of the aisle. Special permission must be granted by school authorities to transport large items.
- 12. No pupil will be allowed to talk to the driver more than is necessary.
- 13. No pupil shall sit in the driver's seat, nor shall any pupil be to the immediate left or right of the driver.
- 14. Pupils are to remain seated while the bus is in motion and are not to get on or off until the bus has come to a full stop.
- 15. Pupils must leave the bus in an orderly manner. They must not cross the highway until given consent by the driver. When boarding or leaving the bus, students should be in full view of the driver at all times.
- 16. Pupils must cross the highway only in front of the bus and never behind it.

17. Pupils must not stand or play in the roadway while waiting for the bus. Pupils should leave home early enough to arrive at the bus stop before the bus is due.
18. Self-discipline should be exercised at the bus loading area. Pupils shall not abuse or cause damage to private or public property or fellow pupils.
19. Pupils who have to walk some distance along the highway to the bus loading zone, must walk, where practicable, on the left hand side facing the oncoming traffic. This will also apply to pupils leaving the bus loading zones in the evening.
20. Pupils are not to run errands between the bus stop and home.
21. In the event of an actual emergency, pupils must follow emergency exit procedures as established by the Emergency Exit Drills.
22. School districts will be reimbursed for damage to school buses by pupils. Parents of students damaging school buses will be held responsible.
23. Misconduct on a bus will be sufficient reason to discontinue providing bus transportation to pupils involved.
24. Students must not use profane or vulgar language/gestures.
25. No radio/headphone/tape recorders will be played on the school bus.

NOTES:

Summary

Review the WACs that are indicated here and those that you feel are of special merit from your own experience.

NOTES:

Evaluation

Ask the driver candidates questions regarding the information explained in this lesson.

1. List the rules for students in his/her local school district that are modeled after 392-145-035.
2. Describe that the school bus driver has authority over the passengers if the certificated person on board has relinquished/ignored his/her own authority.
3. Describe how many “write ups” a pupil must receive before being refused transportation.
4. Describe that pupils may only cross in front of the school bus.
5. Describe that a pupil may use classroom behavior and a classroom voice while riding the school bus.
6. Describe that the school bus must be cleaned according to your local district policy.
7. Describe that it is never legal to carry glass containers or firearms on a school bus.
8. Describe the emergency exit procedures in his/her school district for a no injury accident in which the school bus is unable to move and is in danger of being consumed by fire.

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers are knowledgeable about the rules passengers must follow when riding a school bus.

392-145-015 << 392-145-016 >> 392-145-020

(Effective November 1, 2007.)

WAC 392-145-016

Rules for students riding school buses.

The policies or rules for students riding school buses shall include, but are not necessarily limited to, the following:

- (1) Identification of the individual who has authority over the passengers;
- (2) Student riding privileges;
- (3) Loading and unloading procedures, including that if students must cross the roadway, they shall only cross in front and never behind the school bus;
- (4) Seat assignment;
- (5) Student conduct, including acceptable practices with respect to talking, moving around the school bus, use of windows, behavior at highway rail grade crossings, and other behavior;
- (6) Unacceptable hazards that may cause injury to others, e.g., firearms, breakable containers, etc.;
- (7) School bus cleanliness; and
- (8) Emergency exit procedures.

[Statutory Authority: RCW 46.61.380. 07-05-058, § 392-145-016, filed 2/20/07, effective 11/1/07.]



CHAPTER 2:

Loading & Unloading Students Safely

Overview

This chapter describes the procedures and techniques that school bus drivers can and must use to ensure the safety of students as they enter or depart the bus.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Selecting safe stop locations
- Dealing with emergencies
- Discipline for students

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. List the areas to see, lights to activate, speed to reduce, traffic to check, and pupils to observe when:
 - a. Approaching the school bus stop with both the 4- and 8-light systems
 - b. Loading/unloading off the traveled portion of the roadway with pupils who do not have to cross the roadway.
 - c. Loading at the school bus stop with both the 4- and 8-light system.
 - d. Unloading at the school bus stop with both the 4- and 8-light system.
 - e. Departing the school bus stop with both the 4- and 8-light system.
2. Describe where the overhead amber flashing lights are located on the school bus and how far from the school bus stop to activate them when the speed limit is 35 mph or less and over 35 mph.
3. Describe where the overhead red flashing lights are located on the school bus and when to use them in the loading process.
4. Name the six danger zones about a school bus, when it is stopped to load or unload pupils.
5. Explain the equipment/items that can be view blockers on a school bus.
6. Explain the student crossing policy on roadways that have three lanes or more.

Lesson Plan

NOTES:

Introduction

Statistics show most school bus related accidents happen in the loading and unloading area at school bus stops. The school bus driver can add to the safety of this situation, by approaching the stop carefully, loading with caution, unloading with the same caution, and carefully leaving the school bus stop. These cautionary skills require that the driver demonstrate the legal crossing procedures, describe vision blockers, six loading danger areas around the bus, and explain what should be seen in the cross-over and rear view mirrors.

Presentation

Establishing And Evaluating Safe School Bus Stops

When establishing a new student stop, a thorough investigation must be done. You should keep in mind that the safety of students is the first priority.

When a school bus stop is first investigated, it is necessary to observe the immediate area of the stop for anything that would be unsafe. Notice the space available for the students to stand, making sure they have ample space to stand off the roadway in a safe location without obstructions or hazards in the area. Consider public property, and find a stop that will not be prone to property destruction. If a driver finds a problem at a newly added stop or at a stop that has been existing for some time, bring it to the attention of your supervisor **IN WRITING**.

You are not a mind reader, so there is no way to know what the other motorists are thinking or going to do. All you can do is make sure your actions are appropriate and safe for each student stop or driving situation.

REMEMBER

Loading and unloading are the most dangerous parts of the school bus driver's duties.

NOTES:

Visibility

To begin your stop selection, it is necessary to ensure that the school bus is clearly visible when at the stop. No bus should make a stop where visibility is not at least 500 feet. If 500 feet of visibility is not possible, signs indicating “School Bus Stop Ahead” must be installed.

Roadway design

When establishing a school bus stop, you must take into consideration the design of the roadway. If the roadway has three or more marked traffic lanes, (including one-and two-way turn lanes) and students must cross the roadway, the school district must design school bus routes that serve both sides of the roadway.

Stopping on traveled portion of roadway

A question which will come up from time to time is, “Should I stop on the traveled portion of the roadway or not?” Any time students must cross the roadway, the bus **MUST** stop on the traveled portion of the roadway, and control traffic with the stop sign and the overhead flashing lights. In addition, whenever students do not have to cross the road, and the bus **CANNOT** be pulled **COMPLETELY** off the roadway, **YOU MUST STAY IN THE TRAFFIC LANE AND CONTROL TRAFFIC WITH THE STOP SIGN AND OVERHEAD FLASHING LIGHTS.** The traveled portion of the roadway is defined as the portion of a highway improved, designed, or ordinarily used for vehicular travel, exclusive of the sidewalk or shoulder, even though such sidewalk or shoulder is used by persons riding bicycles. (RCW 46.04.500).

Stopping off the traveled portion of roadway

A school bus stop may be established off the traveled portion of the roadway only if students do **NOT** need to cross the road way and the bus can be pulled **COMPLETELY** off the roadway. In addition, the law requires the activation of the hazard warning lights (four-way flashers) before loading or unloading school children at such stops.

Turn-arounds

Because so many of our routes in the state are driven in the rural areas, there can be a need sometimes for using a turn-around. Turn-arounds are to be avoided when at all possible, but if there is not any other alternative, do it as safely as possible. Always position your stop so the bus is backed onto the least traveled portion of the roadway. Make sure the students are always on the bus during the backing procedure. **THE STUDENTS ARE ALWAYS LOADED BEFORE THE BUS IS BACKED, AND UN LOADED AFTER YOU HAVE BACKED THE BUS ON THE RETURN TRIP.** Be especially alert to vehicles following too closely and stopping behind your bus and out of your view.

All turn-arounds are to be approved by an authorized school district administrator.

Conditions that cause change, therefore cause danger

For the driver, it is especially important to be aware of:

- Changes in the traffic patterns.
- Directions of travel of the students after they disembark the bus.
- Roadway changes due to road construction.
- Ridership of students due to construction in residential areas.
- Changes in the amount of traffic or possible congestion.

The Bus Stop

Where to walk

From the first day of school, students need to be instructed to walk on the sidewalks or off the roadway facing traffic when walking to the bus stop. Students should walk in groups whenever possible, because a group of students is more visible and people are less likely to bother a group of students. They should stay with the group and not talk to strangers.

Most school districts require the students to arrive at the bus stop

NOTES:

five minutes prior to bus arrival time. Students who have to run to catch their bus throw “caution to the wind” and create a hazard for themselves, as well as others. **Instruct students not to run for the bus if they are late.**

Where to wait

School bus drivers are to let their students know at the beginning of the year where to stand safely and to remain in this safe location until the bus has stopped and the driver, with eye contact, has assured them it is safe to walk to the bus and load. They may need to stand at a fence or by a bush or some other landmark, but make it plain to the students where to stand.

Student behavior while waiting

While the students are proceeding to and from their bus stops and waiting for their bus, they should be respectful of other people’s property. Most people really do not mind having stops near their homes when students are well-behaved and respectful.

As students approach the stop, the driver must be observant to possible problems. Expect students to wait in line without pushing or shoving and to not come to the bus until the bus has come to a complete stop and you, the driver, have signaled that you are ready to load safely. When you see problems happening, communicate via the P.A. (if you have one), and/or stop the bus short of the stop until you are assured it is safe to proceed. Take care of problems immediately. Problems have a way of growing out of proportion when they are ignored.

Student Behavior As A Distraction

One of the most important items of loading and unloading is distraction of the driver by students on the bus. Any distraction of the driver is a potential FATALITY. Don’t let this happen to you or your students.

The development of procedure at student stops similar to railroad crossings is a good policy. The bus should be quiet, no horseplay. The cooperation of students is most important.

If there is a problem on the bus, the driver should take care of the problem after loading or before unloading students so the driver's full attention can be given to the loading or unloading procedures.

Crossing The Roadway

Signal from the driver

What is the proper signal for crossing pupils?

- Your signal to students must not be mistaken by drivers of waiting cars as a signal to them.
- The system of signaling must be consistent throughout the district so there is not confusion to students or substitute drivers.
- NEVER signal the driver of a car to pass your stopped school bus.
- Let them make that decision. You pay attention to what traffic is doing so students may cross safely.

Eye contact with the crossing pupils

Be sure to maintain eye contact with the student until the student has completely crossed. Instruct students to cross far enough in front of the bus so they may have full view of the driver's head and shoulders. Use an example such as take ten big steps forward before crossing.

Other Considerations

Counting the pupils at each stop

COUNT the students at the stop and keep track of them until they have all safely boarded the bus.

Be sure cross-over mirrors have been properly adjusted.

Possible seating arrangement

Many students are injured or killed by cars passing a stopped school bus. To lessen the hazard of impatient drivers when you stop

NOTES:

traffic, load or unload as quickly as it is safely possible.

During the loading process you might consider:

- Load from the back of the bus forward.
- Instruct students of the importance of allowing students to sit with them. No saving seats!
- Save a section up front for a group of students at a stop on a busy roadway (if it is not possible to change the stop to a safer location.)
- Discuss with students the importance of being seated as quickly as possible.

Driver Duties And The School Bus Stop

Mirrors and view blockers

T-1 through T-6

1. Show several of these view blocker transparencies and explain each obstruction in detail. (T-1 through T-4)
2. Mirror adjustment for “seeing it all.” (T-5 through T-6)

Approaching the school bus

T-7 through T-11

1. Approaching (T-7)
2. Front of school bus and its lights (T-8)
3. Rear of school bus and its lights (T-9)
4. 4-light system (T-10)
5. 8-light system (T-11)

Loading at the school bus stop

T-12 through T-14

1. Loading (T-12 and T-12a)
2. Danger Zones (T-13)
3. Loading/unloading off the traveled portion of the roadway (T-14)

Stop sign use**T-15 through 1-17**

NOTES:

1. Two-lane, two way
2. Three lanes with or without a two-way left turn lane
3. Four lanes with a solid or painted median

Unloading at the school bus stop**T-18****Departing the school bus stop****T-19****Emergency vehicles and the school bus stop T-20 and T-21**

The four-light, eight-light and hazard light warning systems are to be used only in accordance with the laws, rules and regulations which govern their use.

When a bus is approaching or stopped behind a school bus that is already halted on the roadway to load or unload pupils, neither the approaching or following bus will display the lights of the bus that is loading or unloading.

The approaching or following bus is the same as any other vehicle and is not permitted to use the four-light, eight-light or hazard light systems.

Danger Zones**Danger Zone 1 - The front of the school bus**

A student dropped a belonging as she crossed left to right in front of the bus. She went back to pick up what she dropped. The driver did not see her retrieve her item and rolled over the six-year-old girl when pulling away from the stop.

Danger Zone 2 - The right side of the school bus

A six-year-old girl left the bus with her brother. She dropped some-

NOTES:

thing at the side of the bus and bent down to retrieve it. The driver's attention was diverted by a problem inside the bus. The driver saw the girl's brother in their yard and assumed the girl was already in her house. The bus moved forward, striking the girl with the rear dual wheel.

Danger Zone 3 and 4 - The rear and left side of the school bus

After making a stop and discharging several students, the driver pulled off and felt the left rear wheel of the bus hit something. The driver stopped and discovered the five-year-old boy had been struck by the left rear tires. Subsequent investigation confirmed the boy had crossed behind the bus.

Danger Zone 5 - The forward blind area on the left side

The bus normally loaded students from right and left side of the roadway. The student on the right was loaded as usual and the driver proceeded because he did not see the second student approaching from the left. The second student was knocked under the bus and dragged for .6 mile. The five-year-old boy fell out from under the bus after it made a right turn. The driver was unaware of the tragedy until the bus arrived at school. None of the 32 students on board were aware of it either.

Three Important Rules For Bus Drivers Before Leaving A Stop

- CHECK YOUR MIRRORS
- CHECK YOUR MIRRORS
- CHECK YOUR MIRRORS

Be sure mirrors are adjusted properly before you leave the bus compound. If your mirrors are properly adjusted, you should be able to discern objects in a 270 degree arc around your bus, from the left rear corner, around the bus to the right rear corner, through the use of your mirrors.

Be sure your mirrors are properly adjusted before leaving any stop,

in case a student knocks one of the mirrors out of adjustment. (If you have a problem with this, be sure students understand the hazard of this and be sure it does not continue. If the student continues to intentionally bump mirrors, document the incident and take appropriate disciplinary action.)

NOTES:

Unloading Procedures

- Require students to remain seated
- Remind yourself and your students about danger zones
- Students must cross only in front of the bus. NEVER allow students to pass behind the bus! COUNT students. Make sure they are all accounted for before proceeding.
- Be aware of the entrance area and backpacks, etc.
- Always CHECK MIRRORS, etc.
- Seating arrangements homeward bound.

During unloading process, consider the following:

- For stops on busy roads, have students sit at the front of the bus.
- Designate some “move up” stops to allow students of upcoming stops to get closer to the front of the bus. This should only be done in non-traffic areas.
- Require students to move away from the bus quickly.
- Be sure to instruct students to move away from the bus quickly when unloading. (If a student insists upon staying close to the bus, document the incident and take appropriate disciplinary action.)
- Always be sure to check mirrors for adjustment prior to leaving stops in case a student knocks a mirror out of adjustment. If it is out of adjustment, fix it before you continue.
- Check your PROPERLY ADJUSTED mirrors for all danger areas.
- Pupils should be permitted to leave the bus only at their regularly designated bus stops. The only exception to this rule would be with a special authorization signed by the school principal or other authority. In any event, passenger stops can be made only

NOTES:

at locations that have been designated as regular school bus stops. (WAC 392-145-020 (7)).

Summary

Review approaching, loading, unloading and leaving the school bus stop. Include also two-lane and 3-lane crossing rules as well as loading off the roadway and view blockers.

Evaluation

Ask the driver candidates questions regarding the information explained in this lesson.

1. List the areas to see, lights to activate, speed to reduce, traffic to check, and pupils to observe when:
 - a. Approaching the school bus stop with both the 4- and 8-light systems
 - b. Loading/unloading off the traveled portion of the roadway with pupils who do not have to cross the roadway.
 - c. Loading at the school bus stop with both the 4- and 8-light system.
 - d. Unloading at the school bus stop with both the 4- and 8-light system.
 - e. Departing the school bus stop with both the 4- and 8-light system.
2. Describe where the overhead amber flashing lights are located on the school bus and how far from the school bus stop to activate them when the speed limit is 35 mph or less and over 35 mph.
 - a. 35 mph or less — 100 to 300 feet
 - b. Over 35 mph — 300 to 500 feet
3. Describe where the overhead red flashing lights are located on the school bus and when to use them in the loading process.

NOTES:

They will be used to cross students on two-lane, two-way roadways and to stop traffic on all roadways with three or more lanes of travel.

4. Name the six danger zones about a school bus, when it is stopped to load or unload pupils.

They are: 1) the front of the bus, 2) the right side of the bus, 3) the rear of the bus, 4) the left side of the bus, 5) the left windshield post blind spot, and 6) the right windshield post blind spot.

5. Explain the equipment/items that can be view blockers on a school bus.

These are windshield posts, caged fans, cross over mirrors, sections of bus body without windows, items on the dash board, and the rearview mirrors themselves.

6. Explain the student crossing policy on roadways that have three lanes or more.

No student is to cross any three-lane road. The bus is to travel one side of the three-lane road and then cross and travel the other side of the road to load or unload.

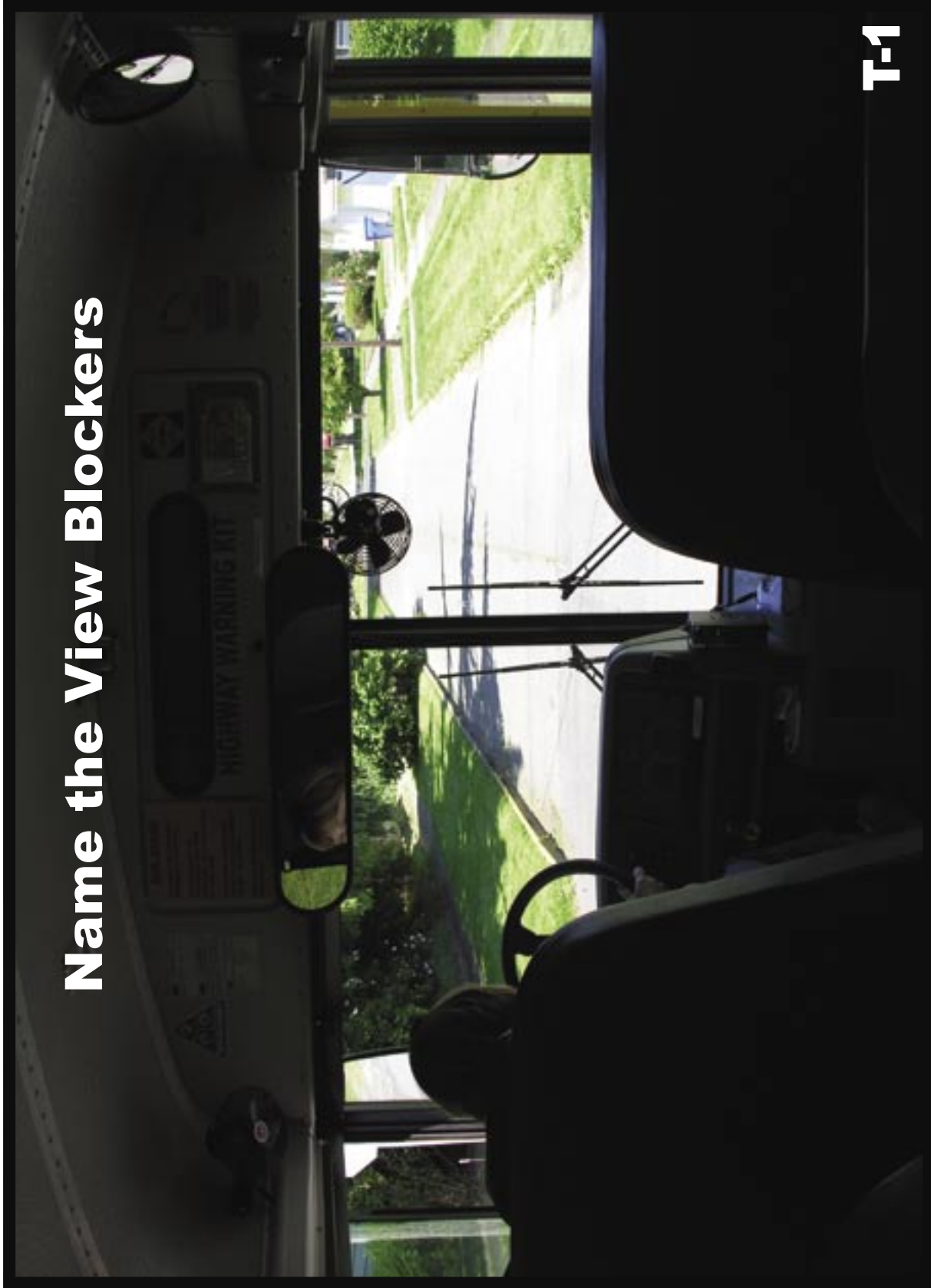
Chapter Checklist

As a trainer, you are responsible to:

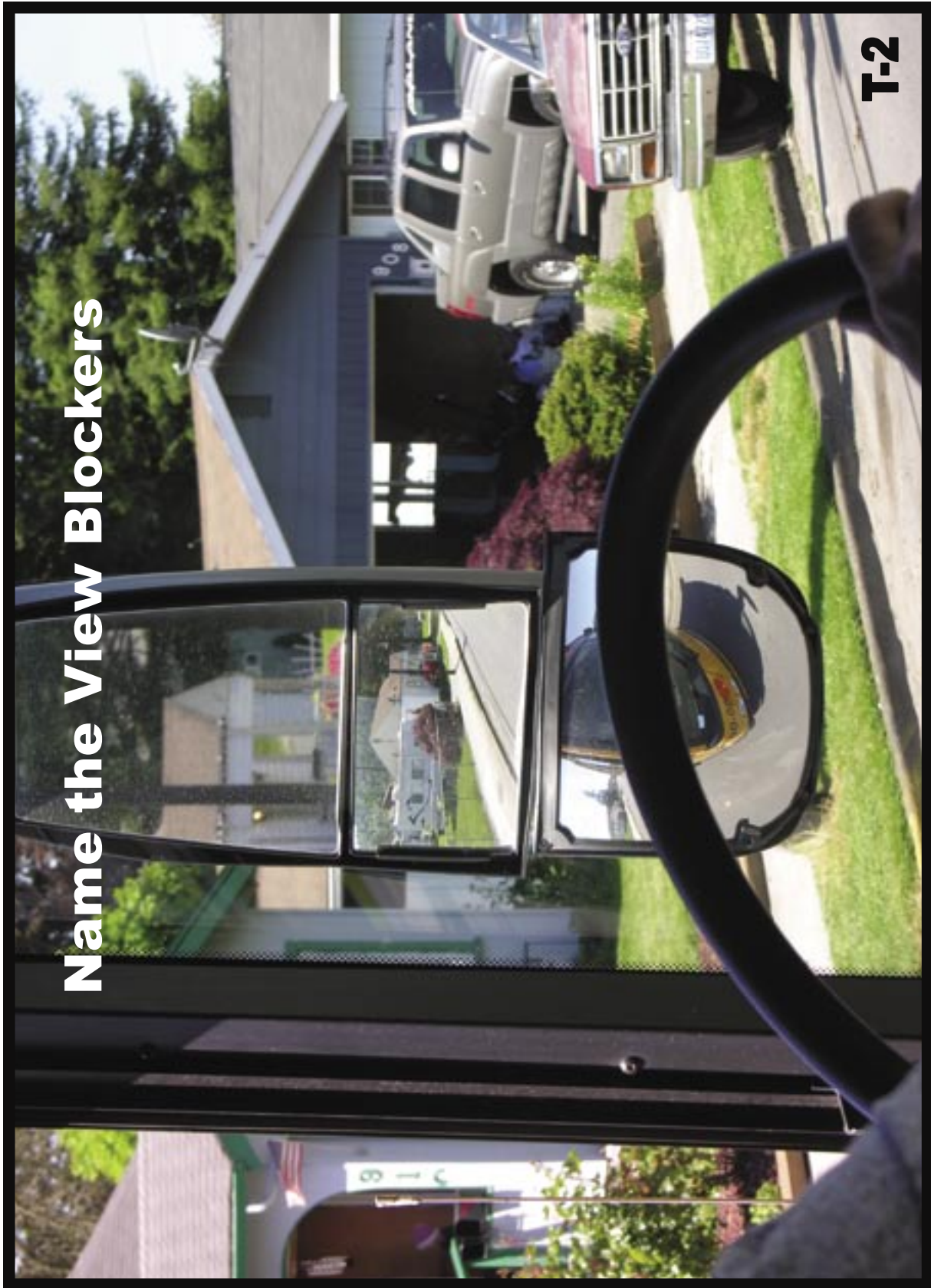
- Make sure school bus drivers know how to make a safe school bus stop
- Make sure school bus drivers can explain the use of 4-light, 8-light, and hazard light systems
- Make sure school bus drivers can demonstrate a “safe” crossing signal
- Make sure school bus drivers can tell what to do when an emergency vehicle approaches the loading zone

NOTES:

- Make sure school bus drivers know how to make a safe school bus stop
- Make sure school bus drivers can tell the six danger zones
- Make sure school bus drivers can recite the three important mirror rules they must obey when leaving or approaching a bus stop
- Make sure school bus drivers can explain what a driver should see in the cross-over mirrors

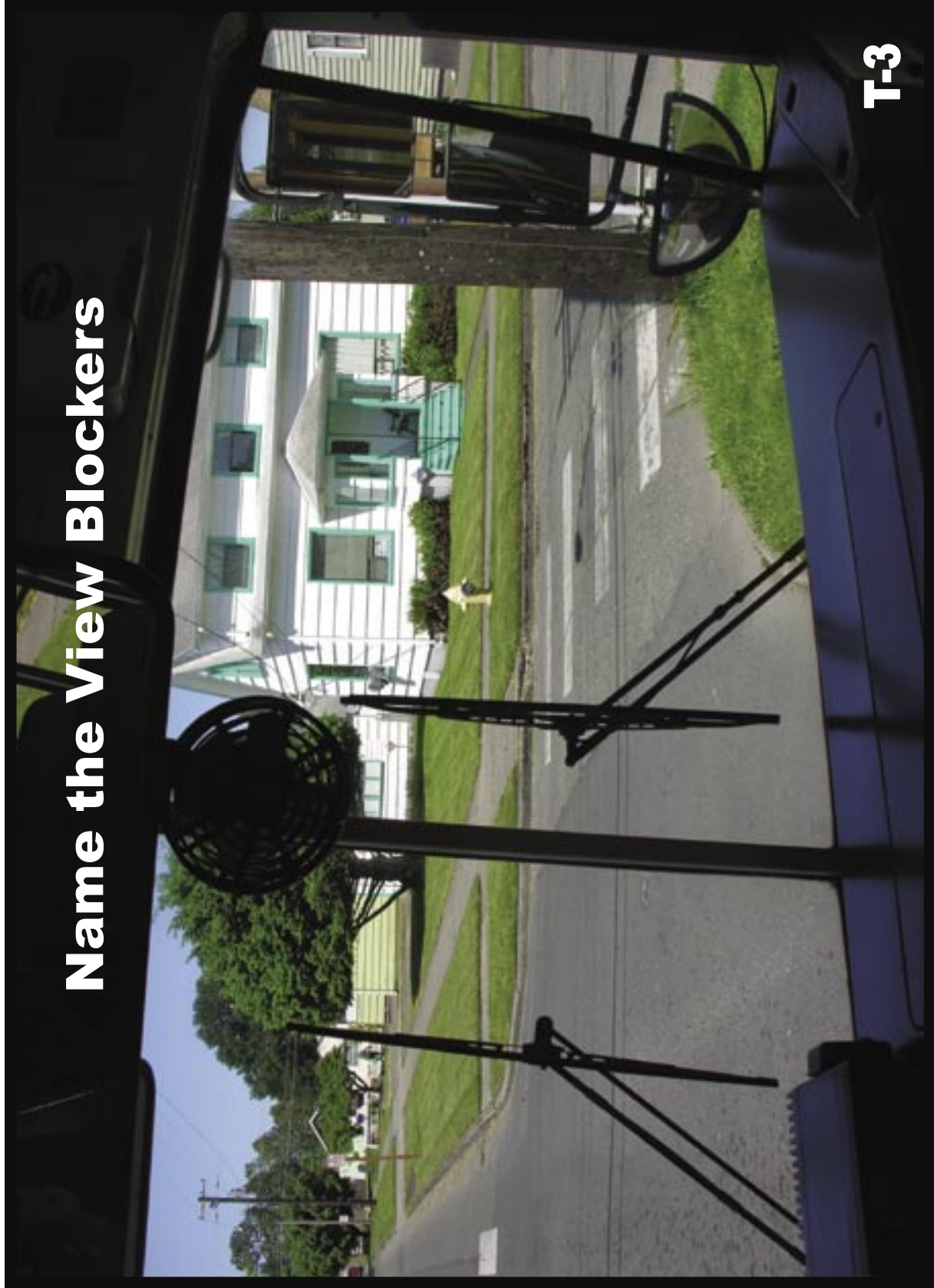


T-1



Name the View Blockers

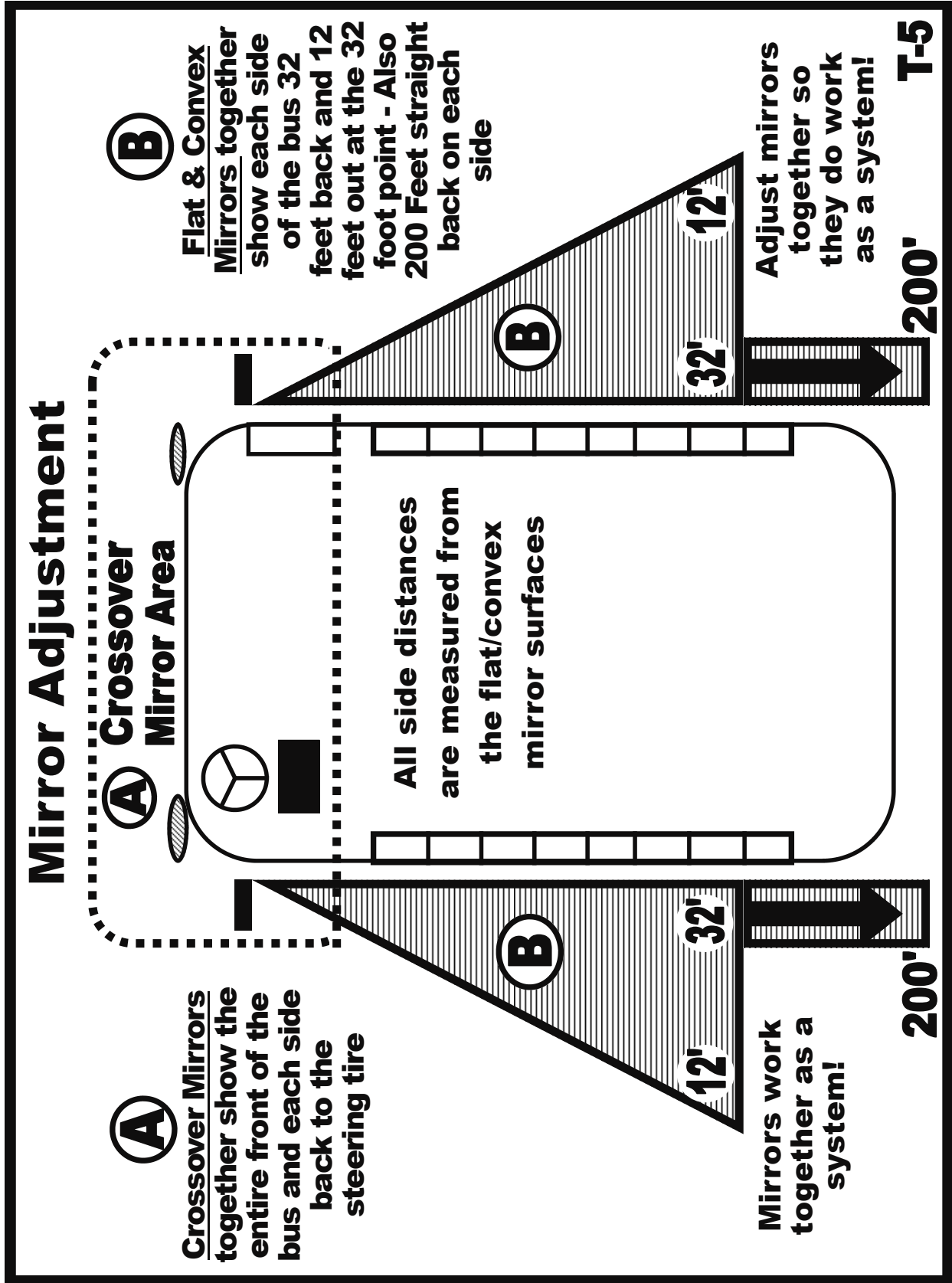
T-2



Name the View Blockers

T-3



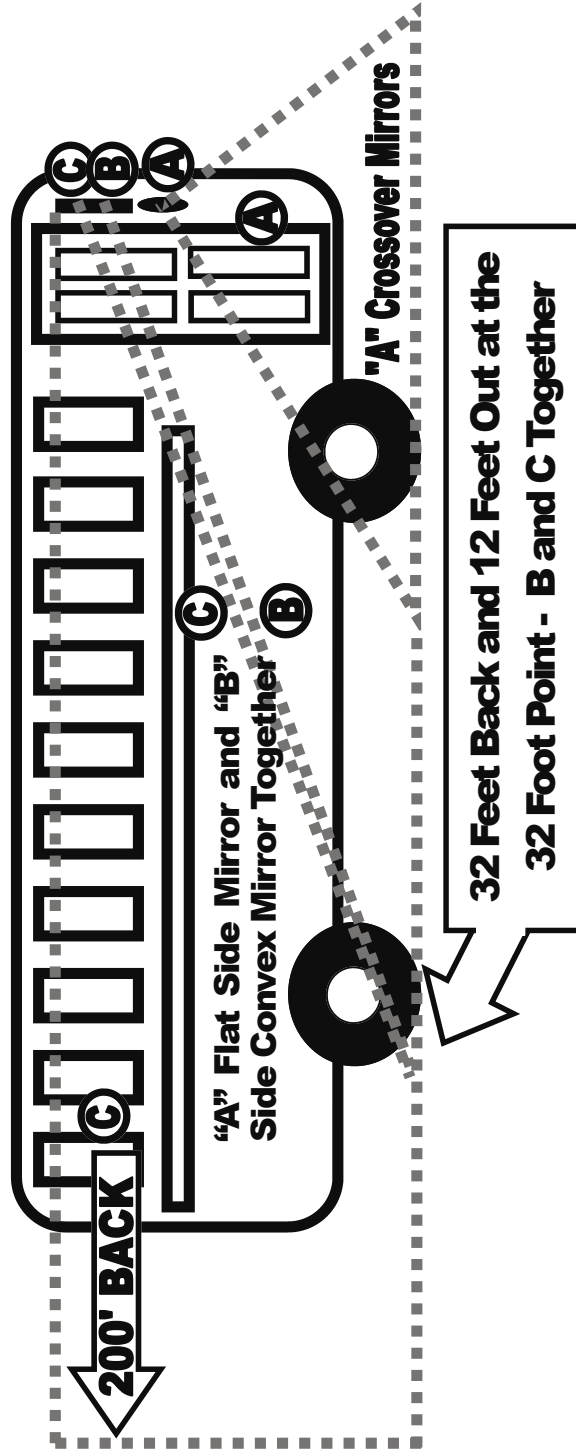


Mirror Adjustment

Mirrors work together as a system!

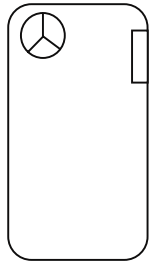
All side distances are measured from the flat/convex mirror surfaces.

Adjust mirrors individually so they do work together as a system!



Approaching the Bus Stop T-7

Keep the Bus in the Traffic Lane!



Amber Overhead Lights Must Flash:
300-100 Feet if Speed Zone is 35 MPH or Less
500-300 Feet if Speed Zone is Over 35 MPH

● Bus Stop

1. Activate the Amber Overhead Flashing Lights.
2. Check Traffic Ahead, Behind, Left, & Right.
3. Check All Mirrors for Pupils on the Ground.
4. Reduce the Bus Speed Gradually.
5. Keep Pupils on the Roadway in View at All Times.
6. Watch for Pupils Running Late to the Bus Stop.

School Bus Lighting



Identify the Lights

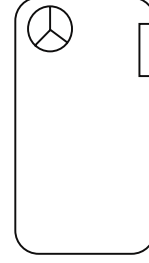
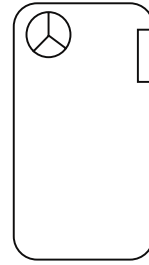
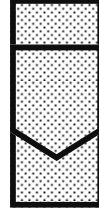
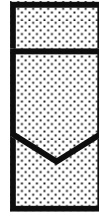
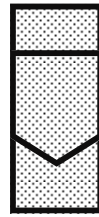
School Bus Lighting



Identify the Lights

The Four Light System

1. Look Ahead, Behind, Left and Right.
2. Slow Down Gradually, According to Your Speed.
3. Remain in the Traffic Lane!
4. After the Bus is Completely Motionless at the Stop, Set the Parking Brake, Activate the Red Overhead Flashing Lights and Stop Sign.
5. Keep the Service Brake Covered as You Load /Unload the Pupils



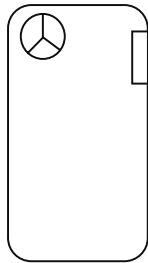
T-10



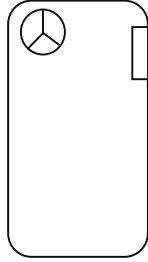
Bus Stop

The Eight Light System

**Posted Speed Limit
35 MPH or Less**



300 Feet ← → **100 Feet**

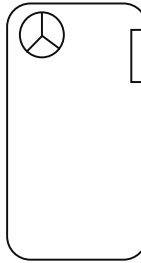


**Activate Overhead Amber Lights
300 to 100 Feet Prior to Bus Stop**

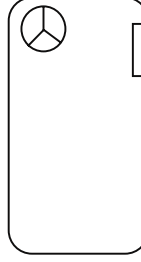


Bus Stop

**Posted Speed Limit
Over 35 MPH**



500 Feet ← → **300 Feet**



The Stop Sign and Red Flashing
Lights are Activated After the Bus
is Motionless!

**Activate Overhead Amber Lights
500 to 300 Feet Prior to Bus Stop**

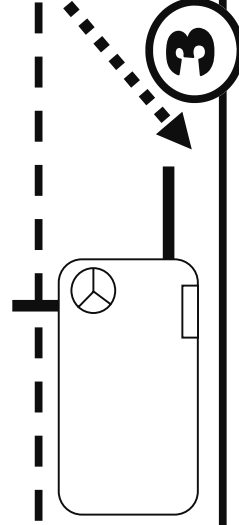


Bus Stop

T-11

Loading at the Bus Stop

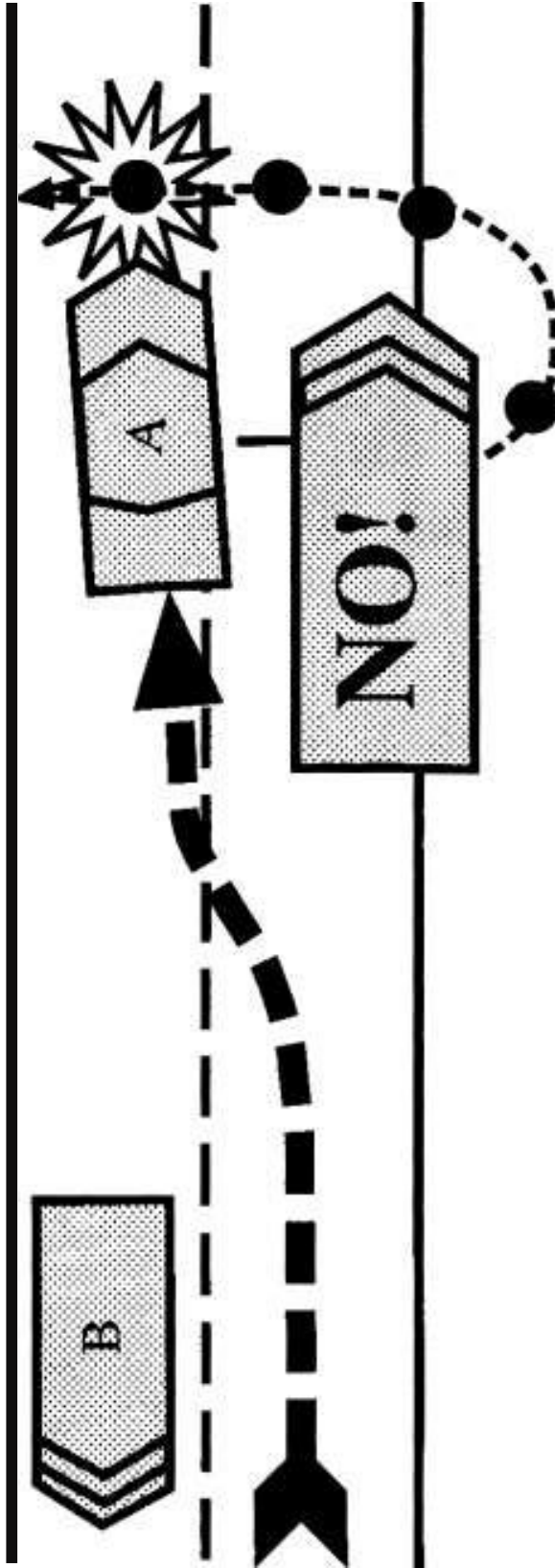
Keep the Bus in the Traffic Lane!



1. After the Bus is Halted, Activate the Stop Sign, ● **Bus Stop** Overhead Red Flashing Lights, and Crossing Arm.
1. Pupils on the Left will Wait for a Signal from the Bus Driver to Cross and Enter the Bus.
2. Pupils on the Right Wait Until the Door Opens to Enter the Bus.
3. Pupils Should Seat Themselves Quickly.
4. Pupils Who are Late Should Not Run in Traffic, but Approach the Stop/Bus with Care and Safety.

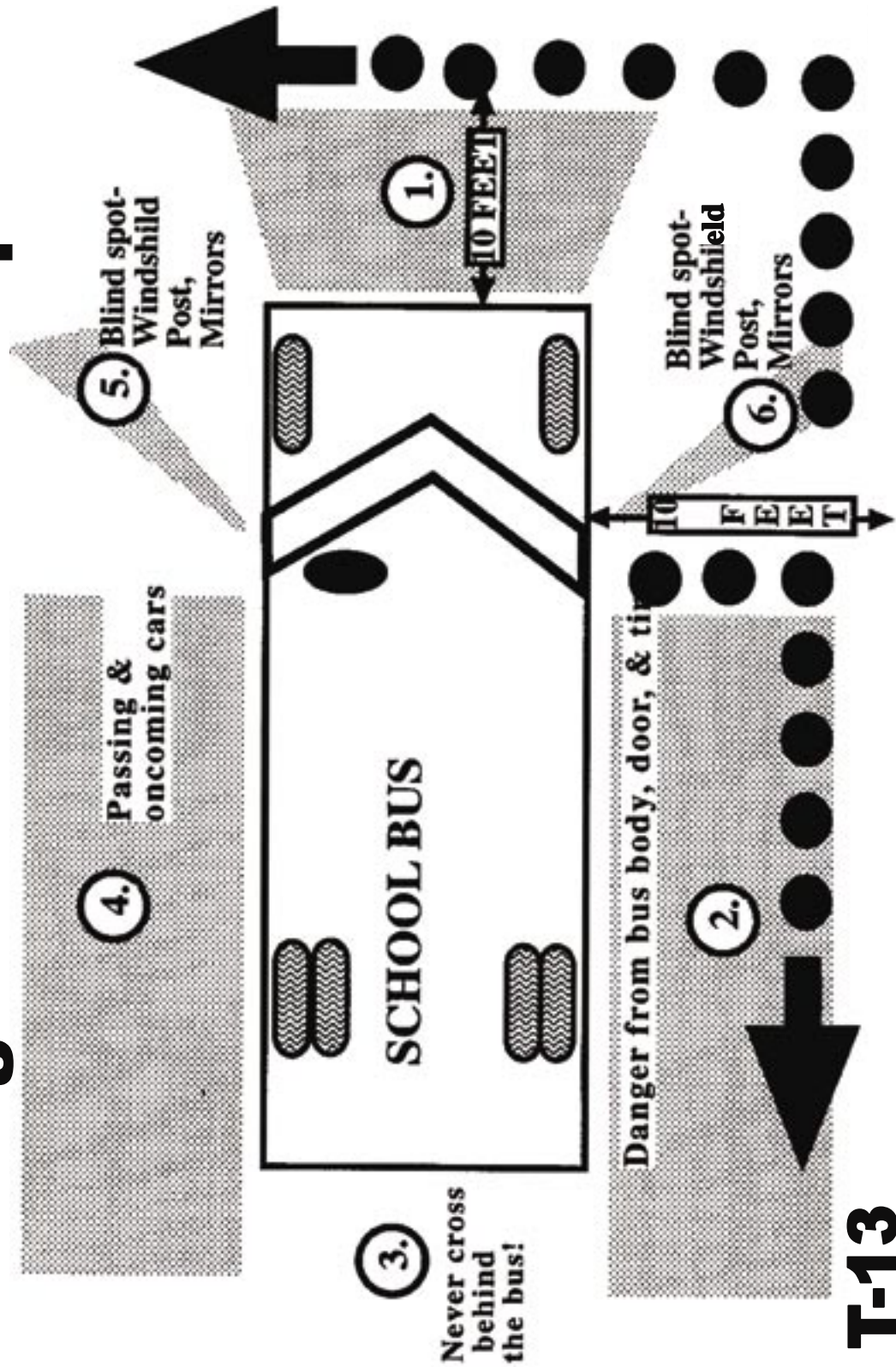
T-12

Always Stay in the Traffic Lane to Load or Unload!



T-12a

Danger Zones - Blind Spots



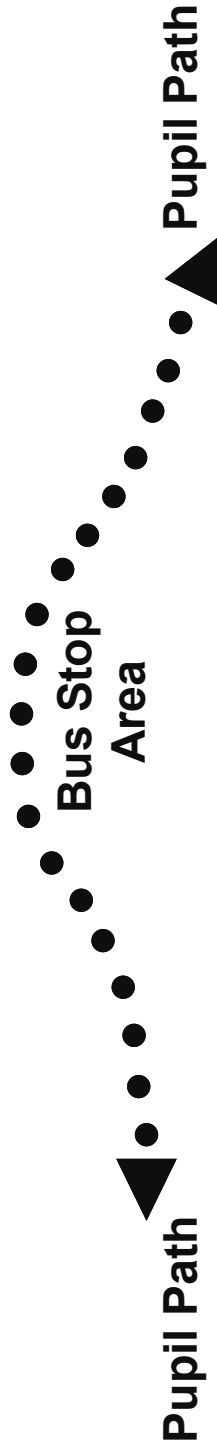
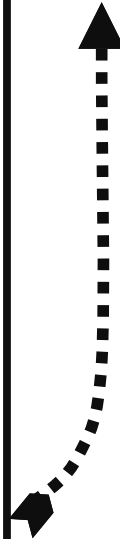
T-13

Load / Unload Off the Traveled Part of the Roadway

Bus "A" Reduces Speed and Proceeds with Caution when passing Bus "B"

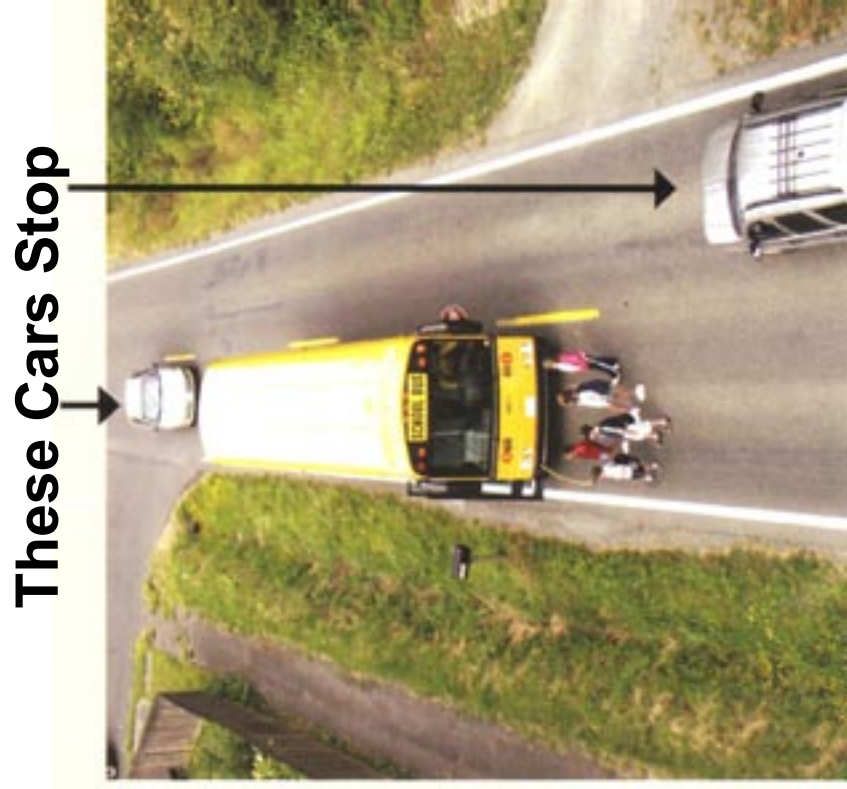


Absolutely NO ONE Crosses the Roadway!



T-14

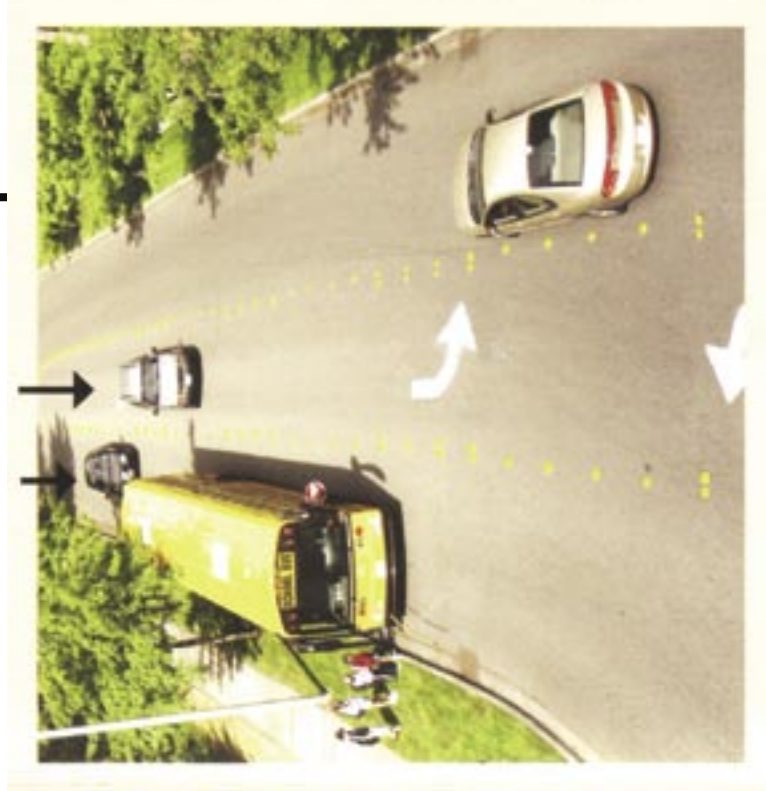
Stop Sign Use on a Two Lane - Two Way Road Who goes? Who stops?



T-15

Stop Sign Use on a Three Lane - Two Way Road *Who goes? Who stops?*

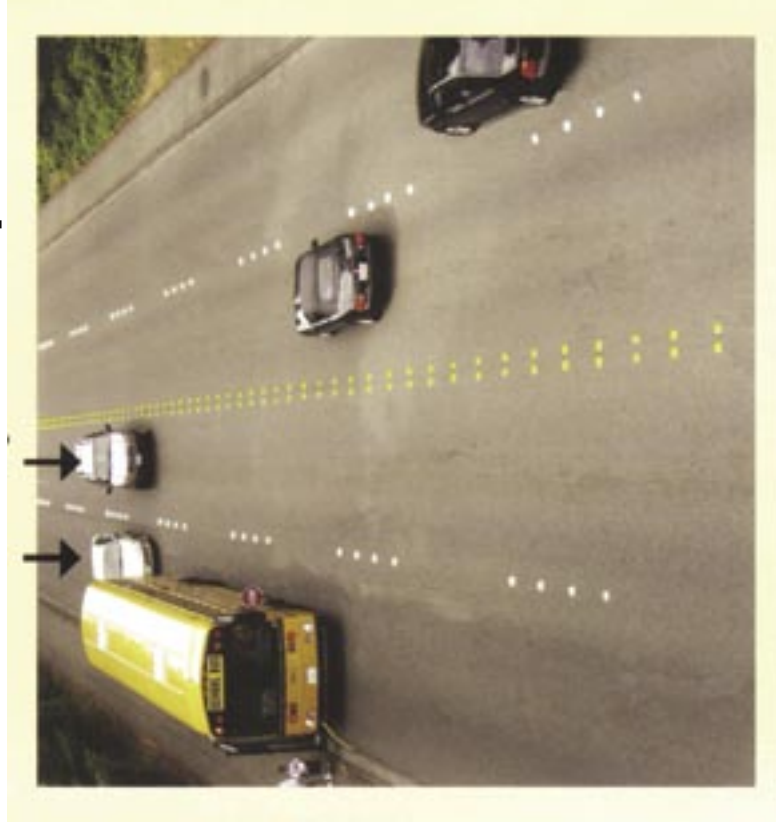
These Cars Stop



T-16

Stop Sign Use on a Four Lane - Two Way Road *Who goes? Who stops?*

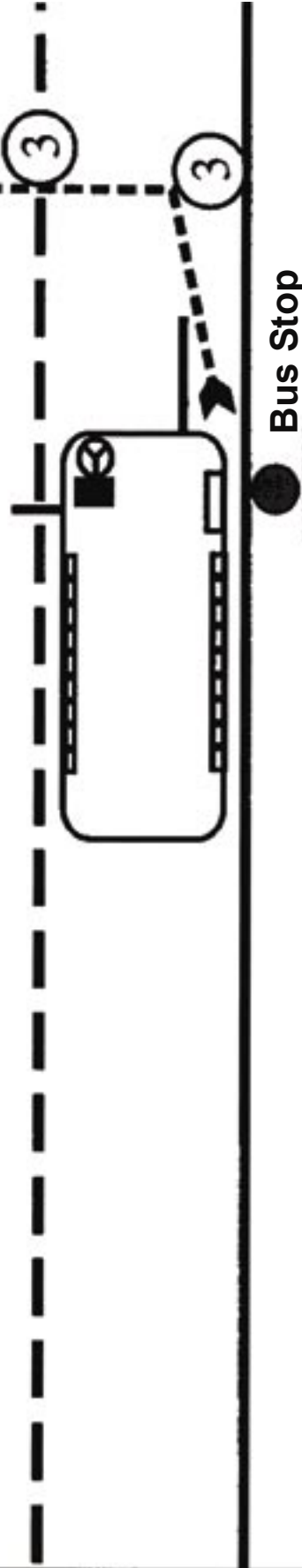
These Cars Stop



T-17

Unloading at the Bus Stop

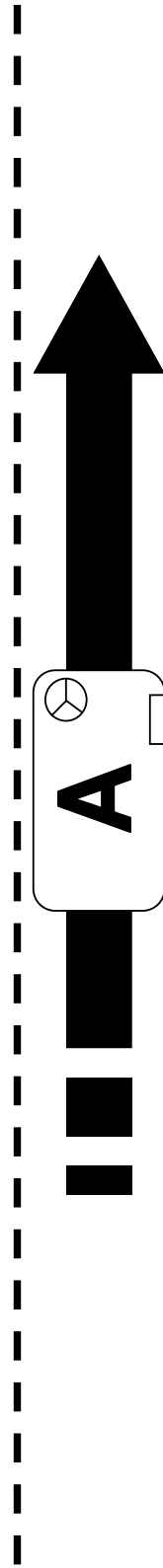
Keep the Bus in the Traffic Lane!



- 1. After the Bus is Halted, Set the Parking Brake, Activate the Stop Sign, Overhead Red Flashing Lights, and Crossing Arm.**
- 2. The Driver will Wait until Traffic has Halted Before Opening the Service Door.**
- 3. Pupils Who Cross the Roadway will Walk to the End of the Crossing Arm, Walk to the Center of the Road, Look for Traffic, and then Complete the Crossing**
- 4. Pupils who Do Not Cross the Roadway should Immediately Walk Away from the Bus and Go Home.**

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Departing the Bus Stop

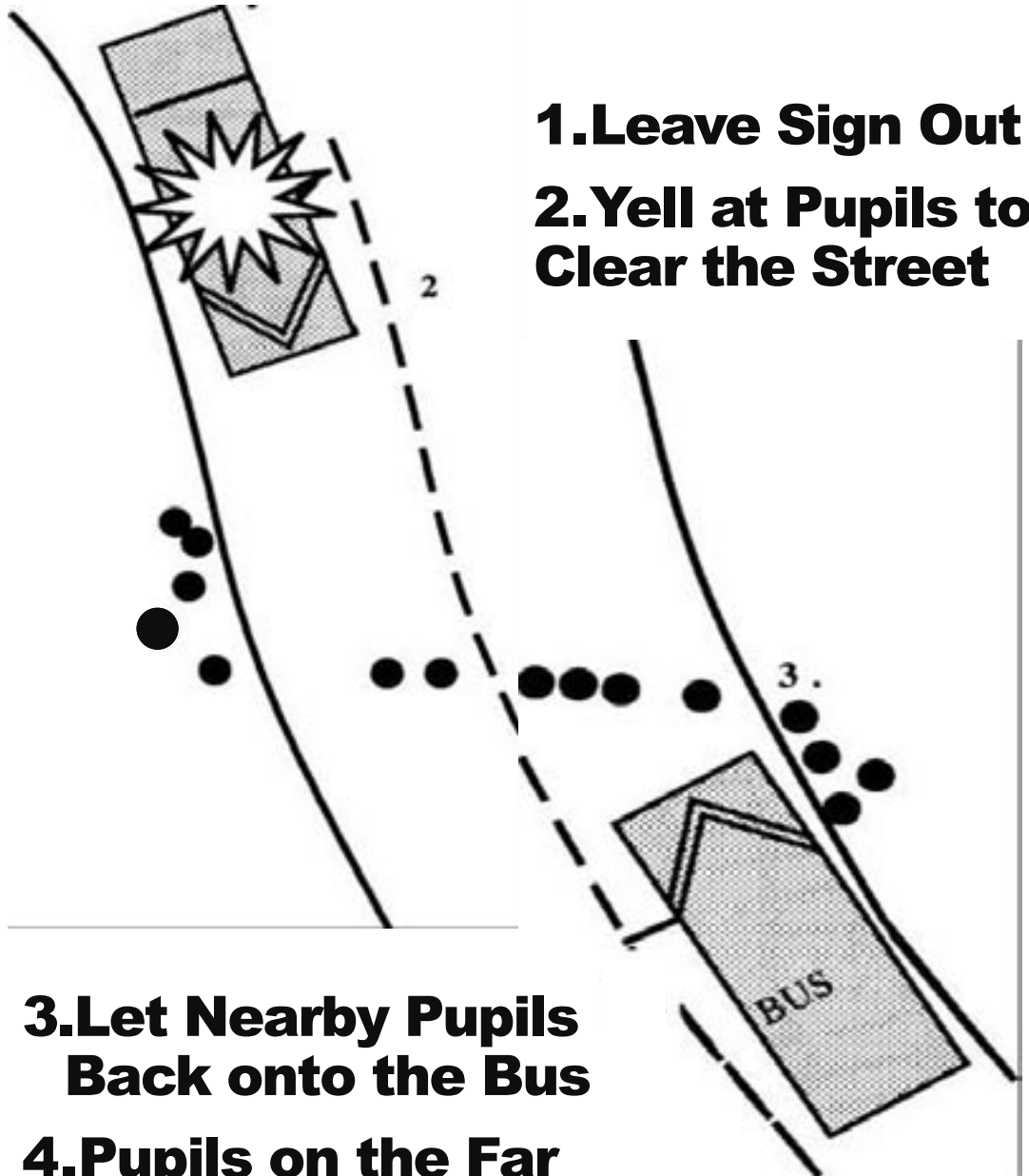


● Bus Stop

- 1. Watch for and Physically Account for Each Pupil.**
- 2. Look for Small Brothers, Sisters, and Pets Near the Bus Stop.**
- 3. Check Traffic Ahead, Behind, Left, and Right.**
- 4. Deactivate the Stop Sign, Overhead Red Flashing Lights, and Crossing Arm.**
- 5. Check the Mirrors Again for Pupils, Siblings, and Pets.**
- 6. Gradually Accelerate to Leave the Area for the Next Stop.**

T-19

Emergency Vehicles



1. Leave Sign Out

2. Yell at Pupils to Clear the Street

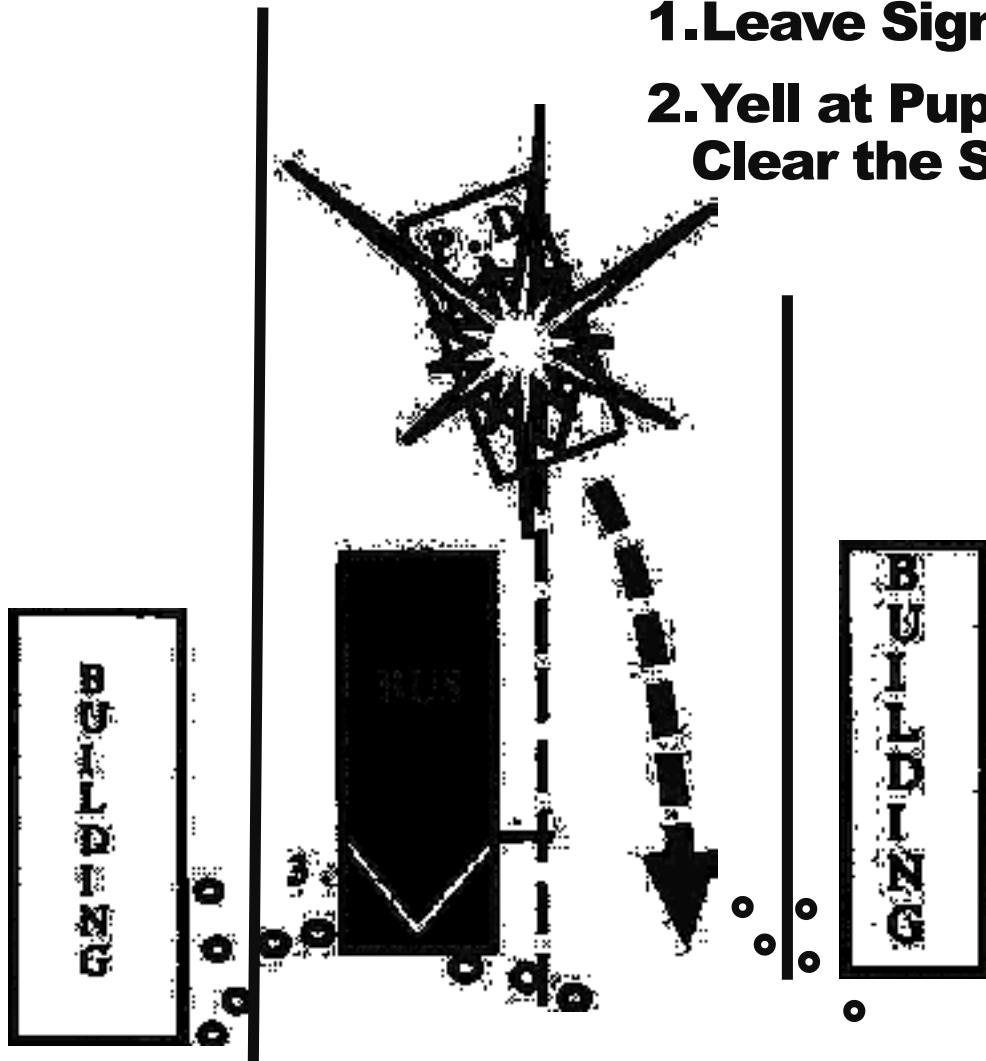
3. Let Nearby Pupils Back onto the Bus

4. Pupils on the Far Side should Stay There

T-20

Emergency Vehicles

1. Leave Sign Out
2. Yell at Pupils to Clear the Street



3. Let Nearby Pupils Back onto the Bus
4. Pupils on the Far Side should Stay There

T-21



CHAPTER 3:

Passenger Management

Overview

A school bus driver is not alone when it comes to solving discipline problems, but he/she is alone when a disturbance occurs. This chapter reveals three approaches to restoring order on a school bus. Anyone of them can be used to teach school bus drivers about managing and altering passenger behavior.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- What can the driver expect?
- How should the driver behave?
- What can the driver say to modify pupil behavior?

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies
- White Board/ Eraser
- Colored Markers
- Tablets and pens for each work group

NOTES:

Objectives

At the end of this lesson, the drivers will be able to:

- A. Name four of the 10 common and/or uncommon disturbances that occur on a school bus.
 - 1. Portions of bodies out of windows.
 - 2. Excessive noise.
 - 3. Moving while the bus is in motion.
 - 4. Vulgar language.
 - 5. Fighting.
 - 6. Crowding and shoving.
 - 7. Refusing to share a seat.
 - 8. Grabbing the property of other people.
 - 9. Throwing items about the bus.
 - 10. Weapons on the bus.
- B. Describe how a school bus driver may create a positive environment for student passengers.
- C. Give an example of the “Broken Record Method” of defusing an argument. This is done by calmly repeating a request over and over in a calm voice until the student complies.
- D. List three of the five good driving skills that show a pupil the school bus driver is a professional person.
 - 1. Brake smoothly.
 - 2. Following the rules of the road.
 - 3. Be polite to other traffic.
 - 4. Smile or wave thanks when appropriate.
 - 5. Know and follow the route smoothly.
- E. Give three of the five aspects of positive feedback to pupils.
 - 1. Smile.

NOTES:

2. Praise.
 3. Compliment ones who follow the rules.
 4. Say “please and “thank you.”
 5. Be willing to listen.
- F. Give a greeting that would show the driver actually “noticed” a particular pupil as he/she enters the school bus.
- “Hi. Do I notice a new pair of shoes?”
 - “Good morning. Did you loose another tooth?”
 - “Hi there. Where is your brother this morning?” etc.
- G. Name three rewards that would be appropriate for good behavior for an elementary pupil on a school bus.
1. Stickers.
 2. Fast food coupons.
 3. A special seat.
 4. School supplies, etc.
- H. Give an example of an open ended question. This is one that cannot be answered “yes” or “no.” Why is your sweater torn?” “How did you make Amy cry?” “Why did you crowd to the front of the line?”
- I. Give two examples of what a student would say to a school bus driver to “press his/her buttons.
1. “Who gave you a license? Sears and Roebuck?”
 2. “You look ugly!”
 3. “You’re always late at my stop!”
 4. “The cops won’t let someone as stupid as you drive.”
- J. Name the four steps a driver should follow when giving directions to a misbehaving student.
1. Make a polite request.
 2. If the request is refused, make the request with the words, “You are expected to...”

NOTES:

3. If that request is refused, use the “expected” phrase and include a consequence.
4. If that request is refused, make a polite request with a negative consequence and a positive alternative.

K. “What is your plan?” When you say this to a misbehaving student what are you trying to get him/her to admit and do. You are getting the pupil to evaluate his/her behavior and getting him/her to decide how to change it.

L. The driver is already questioning a person in a group about misbehaving. Someone else in the group butts in and begins to berate you. Explain what the driver must do to diffuse this situation.

Talk to the person who is interrupting. Immediately begin asking the other person: “Are you supposed to interrupt a conversation?” “What are the consequence for being rude?” “Please sit down and do not interrupt.” “If you don’t sit down and be quiet, you will receive a citation.” “If you continue to interrupt, you can receive a citation or be quiet and continue to ride the bus.”

- M. Name at least two of the five responses to a verbal attack.
1. This is not how you get what you want from me.”
 2. “This conversation is not helping. I don’t want to fight with you.”
 3. “I’ll talk to you after you have calmed down. We can work this out later.”
 4. “Everyone is doing it, is an opinion. I only hear how you feel. What do you want?”
 5. “When you whine, I only hear how you feel. What do you really want?”

- N. Give an example of Echoing Statements. This is a technique that helps drivers diffuse arguments between students.
- Mary: “Joan took my book.”
 - Driver: “Joan, Mary says you took her book.”

- Joan: “I did not take Mary’s book.”
- Driver: “Mary, Joan says she did not take your book.”

...and so forth, until the two of them grow tired of your repetitions and stop arguing.

NOTES:

Lesson Plan

Introduction

A school bus driver is not alone when it comes to solving discipline problems, but he/she is alone when a disturbance occurs. This lesson reveals three areas of information that help the driver to restore order on a school bus.

1. What can the school bus driver expect “out there on the road?”
2. How should a professional driver behave?
3. What can the school bus driver say or do to manage passenger behavior?

Some school bus drivers grew up in homes where discipline was lax, violent, sort of maintained, permissive, or ignored. These home grown methods do not always apply to the school bus. Remember the following statements when dealing with public school pupils.

GETTING STUDENTS TO BEHAVE IS A TEACHING PROCESS
— (The school bus driver is the teacher.)

DEALING WITH STUDENTS WHO DO NOT BEHAVE IS A PROBLEM SOLVING PROCESS — (The school bus driver is the problem solver.)

THE SCHOOL BUS DRIVER IS THE DISCIPLINARIAN FOR THE STUDENTS ON HIS/HER BUS — (The principal is not the only disciplinarian on the school bus.)

NOTES:

What Behavior Can The Driver Expect “Out There”?

Common disturbances

1. PORTIONS OF BODIES OUT OPEN WINDOWS
 - a. Reaching for passing branches, street signs, other people, motorists, etc.
 - b. Yelling at innocent pedestrians.
 - c. Making vulgar gestures to helpless bystanders.

2. EXCESSIVE NOISE
 - a. Yelling to talk with someone across the bus.
 - b. Screaming just for effect.
 - c. Group singing.
 - d. Operating loud radios or tape/CD players.

3. MOVING ABOUT WHILE THE BUS IS IN MOTION
 - a. Visiting friends while moving from seat to seat.
 - b. Moving to the passenger door before the bus is completely stopped.

4. VULGAR LANGUAGE

Vulgar language has limitations that are unwritten for the most part. The tolerance and background of the bus driver often determine when to “take action.”

5. FIGHTING MAY OCCUR ABOUT:
 - a. Boyfriends or girlfriends.
 - b. Personal prowess.
 - c. Neighborhood hostilities.

6. CROWDING AND SHOVING
 - a. Pupils may try to enter the bus three or four abreast.
 - b. Cutting to the front of the line to get on the bus.
 - c. Shoving another person to get a seat.

NOTES:

7. REFUSING TO SHARE A SEAT
8. GRABBING THE PROPERTY OF OTHERS
 - a. Playing “keep away” with purses, hats, intimate items, and prize personal possessions.
9. THROWING ITEMS ABOUT THE BUS
 - a. General debris: erasers, clay, spit wads, rubber bands, etc.
 - b. “Snow storms”: everyone wads paper and throws it about the bus. (This is a current and common disturbance!)
10. WEAPONS ON THE BUS
 - a. The possibility of weapons on the school bus.
 - b. The actuality of weapons on the school bus.

How Should The School Bus Driver Behave?

1. BE CONFIDENT AND EFFECTIVE
 - a. Drivers value a safe and a respectful environment which helps students to learn good adult behavior.
 - b. Drivers model positive and professional behaviors. (Personal appearance, attitude, using a smile)
 - c. They understand and care about a student’s ability to succeed. The driver is empathic, caring and helps solve problems.
 - d. They consistently reinforce appropriate behaviors. Be positive.
 - e. They use positive and effective discipline techniques. Don’t be rigid or military.
 - f. They anticipate events and preplan their actions. Learn discipline
2. CREATE A POSITIVE ENVIRONMENT FOR STUDENTS

This includes demonstrating good driving skills, and showing pride in the driving task.

NOTES:

3. USE GOOD DRIVING SKILLS

- a. Apply brakes smoothly and accelerate with ease. Student behavior should NEVER be controlled by applying brake pedal. Students will feel safe when drivers demonstrate competence.
- b. Following the rules of the road is a basic principle of the job. Use electronic directional signals and slow down so you will be prepared to stop for yellow lights. Be up-to-date on RCWs 46.61 and WAC 392.145. Remember, you have an audience.
- c. Be polite and respectful of other vehicles and traffic. Don't "take the bait" and react in a silly way when another vehicle does something unsafe.
- d. Drivers represent a school district as well as all other bus drivers. Present a good image. Be a professional driver for all the adults out there.
- e. Wave, smile or nod thanks, when appropriate.

4. KNOW AND FOLLOW THE ROUTE

Take time to preview the route(s) and the destination of each one. This will allow the driver to be on time and not arrive too early at bus stops. Taking a wrong turn may cause students to be loud or disruptive. Braking at an unanticipated stop may cause an injury. Reading a map/data sheet while driving may cause a collision.

5. TAKE PRIDE IN THE DRIVING TASK

- a. Provide good customer service
Students, parents, district staff and the public are our customers. Treat them as you want to be treated and the phone calls into the transportation department will continue to be positive. Drive well. Show a good attitude. Keep the bus in good repair.
- b. Personal appearance
Drivers are viewed through the front windows and when the door opens. Clothing should be clean and professional. Make up and hair should be neat, clean and

NOTES:

professional. Adhere to your district's dress/appearance code. If this is done correctly, it will reflect a professional person.

c. Bus cleanliness.

Parents and students see the inside of the bus when the door is open and students board the bus. Drivers set the expectation of cleanliness. If the bus is kept clean inside and out, the students will take pride in keeping it clean. Once again, this reflects a professional person.

6. KNOW WHAT MAKES YOU MAD, KNOW YOUR "BUTTONS"

There are pupils who thrive on getting you to react. That is, they know which "button" to push and skillfully manipulate them. They understand that bus driver adrenaline can make him/her act like a fool.

Knowing what makes you angry can help you overcome these insane moments. If teasing by a student causes great anger, the driver can make a concerted effort to remain calm during those situations.

Does it bother you if a student says:

- a. "You almost hit that car back there."
- b. "Your face is funny, stupid, ugly, old, ridiculous, etc."
- c. "You are always late for my stop."
- d. "You can't touch me AND there's nothing you can do about it."
- e. "The regular driver does a much better driving job."
- f. "My parents are going to 'get your job.'"
- g. "Look where you're going!!" (yelling very loud for no reason at all - except to startle the driver.)
- h. "You missed my stop stupid!"

It's going to happen. Expect it! Ignore these expressions and remain calm. They are merely another person's opinion. Your task is to drive safely and maintain safe control of the school bus.

NOTES:

What Can A School Bus Driver Do To Manage Pupil Behavior?

Techniques of discipline

1. USE DIFFERENT VOICE LEVELS

- a. Lowered voice level may set a tone of anger or stubbornness, which may create fear or challenges.
- b. Raised voice level may set a tone of anticipation or uncertainty which may promote excitement or disruption.
- c. Controlled voice level is one of calm and firmness which promotes confidence in both the student and the driver.

2. BE CONSCIOUS OF BODY LANGUAGE

When we talk our body sends out a message. Eighty percent of our communication is non-verbal. Be aware of messages sent.

- a. Finger pointing may seem accusing or threatening.
- b. Shoulder shrugging may seem uncaring or unknowing.
- c. Rigid walking may seem unyielding or challenging.
- d. Jaw set/clenched teeth may show stubbornness.

3. BE CONSCIOUS OF EYE LANGUAGE

- a. One eyebrow rises and implies sternness.
- b. Eyes open wide and show surprise.
- c. A hard stare is an aggressive threatening gesture.
- d. Closing eyes a moment more than normal sends the message, "Stop what you are saying" or "I'm not listening."

4. DIFFERENT WAYS TO SET A POSITIVE TONE

- a. Smile appropriately. A smile and a grimace are different.
- b. Greet students. "Good morning Jerry." Use the students' names whenever possible.
- c. Acknowledge a problem. "I see that your coat is torn."
- d. Be respectful. "It must make you angry to have your coat torn."

NOTES:

- e. Use humor appropriately. Actually use humor only on yourself and eliminate the chance of offending someone.
5. GIVE POSITIVE FEEDBACK
- a. Smile: gives the driver confidence and makes students feel welcome.
 - b. Praise: shows appreciation and that the driver is aware of student's positive behavior.
 - c. Compliment good work done, following rules, nice smile. This will help students feel good about themselves and will boost their confidence level.
 - d. Be polite: using "please" and "thank you" shows respect
 - e. Listen: Some just like to talk. Others need someone to listen.
 - f. Use students names: Know and use them.
6. GIVE MATURE COMMANDS AND KEEP "I" AND "ME" OUT OF YOUR COMMANDS. DON'T BEG.
- a. Don't question: "Would you sit down?"
 - b. Don't plead: "Oh please sit down for me."
 - c. Don't minimize: "Could you sit down a little for me, just this time?"
 - d. Don't threaten: "If you don't stay in your seat, I'll throw you off the bus at the next stop!" (You can't legally do this and the student knows it. So do you.)
 - e. State the behavior you want: "Judy. Bring your head inside the bus and close the window." As opposed to saying, "Judy, stop that!"

Set up techniques of discipline

Teaching a student is an effective means to produce a desired result. Discipline means to teach the student in a desired manner.

1. EXPLAIN WHAT BEHAVIOR IS WANTED

You can use the "my job/your job" explanation. MY JOB is to

NOTES:

drive safely. I want to brake and accelerate smoothly, pick you up safely, and get you to school and home without being hurt. YOUR JOB is to sit quietly on the seat facing forward; to not be rude; and to take turns getting on and off the bus, etc.

Now when someone misbehaves, the driver can merely ask the pupil, "Karen." "What's your job?" The "job" is the rule of discipline that the driver has taught. (Sit in your seat, don't hit Sally, etc.)

- a. Inform students what they must do, not what they need to stop doing. (Sit in your seat, don't hit Sally, etc.)
- b. Tell students how they can do this. (Once they know how, they can follow your rules.)

2. EXPLAIN THE CONSEQUENCES OF MISBEHAVING

Consequences should be:

- a. Something intended to teach.
- b. Age appropriate.
- c. Minimal and Progressive.
- d. Not harmful.
- e. The action should be appropriate to the behavior.
- f. Given calmly, consistently, and as soon as possible.

3. GIVE WARNINGS AND KEEP DOCUMENTATION

- a. Know state and local district procedures and follow them.
- b. When students require that you discipline/warn them, do the talking in private to avoid humiliation of the student, and public resistance from the student toward you.
- c. Daily documentation of misbehavior strengthens the position of the bus driver. The principal has something concrete to evaluate (there is a specific behavior to discipline and the driver did try to impose discipline) and the parent can be confronted with evidence instead of emotion.

4. GIVE DISCIPLINE AND FOLLOW THROUGH WITH THE CONSEQUENCES

Consistency with follow through is essential. Say what you mean (be clear) and mean what you say (follow through) or don't bother saying anything at all.

- a. Don't threaten to throw them off the bus.
- b. If they must spend one week in the front seat, make sure that a whole week passes before they sit elsewhere. (It could be Monday through Friday; Wednesday through Tuesday, etc.)

5. POSITIVE REWARDS FOR GOOD BEHAVIOR

Rewards should be something students like Rewards should be age appropriate

Individual rewards

Stickers. Praise for good job/following rules. Award/Certificate. Special seat (if possible.) Seat by window (if possible.) First off/on bus. Small gift from "treasure box." The "treasure box" could have in it: Fast food coupons, office supplies, stickers, small pictures.

Group rewards

Play the radio on favorite and appropriate station. Allow one side of the bus to exit first. Drive participants to a school function when possible.

NOTES:

GROUP EXERCISE

Instructor: Divide into groups by counting from 1 to 2, 3, 4, or 5.

Each group will be given three misbehaviors. Allow 10 minutes for the discussion and conclusion of each, using positive techniques. (Elementary, Middle/Junior High, and JHigh School)

Discuss consequence(s) which would be age appropriate for each misbehavior. Use your imagination and state whatever you think will work for you. Make the consequences fit the action. When finished, discuss with the group.

Examples:

<u>Consequences</u>	Age Level
1. Writing on the seats	E M H
2. Littering	E M H
3. Harassing another student	E M H
4. Not remaining seated	E M H
5. Profanity directed at another	E M H
6. Profanity directed at driver	E M H
7. Cheese spread on seats and windows	E M H
8. Poking holes in seats	E M H
9. Throwing paper wads	E M H
10. Shooting staples	E M H
11. Pushing others to get off the bus	E M H
12. Tripping others as they enter the bus	E M H

Applying discipline on the school bus

NOTES:

1. MAKING INITIAL CONTACT BY “NOTICING.” (This is an unthreatening way to open a conversation and get good information.)

“I noticed you had a torn coat.”

“I noticed you were pushing Jennifer.”

“I noticed you were keeping to yourself today.”

2. USE OPEN-ENDED QUESTIONS (This is the best way to get the information)

Make sure you use an open-ended questions, not one that can be answered “yes” or “no.”

- “What’s the problem?” (The student must explain)
- “What’s going on here?” (The student must tell the problem)
- “What’s the penalty for spitting on other people?” (The student must give an example of the penalty)

3. QUICK UNTHREATENING INTERVENTIONS TO HANDLE A PROBLEM

Notice that the “why question” is not used here. You’re only interested in what is going on and how that problem can be solved.

- a. Is what you’re doing O.K. now?
- b. What is the rule? What are you supposed to do?
- c. It looks like you have a problem, how could I help you solve it?
- d. What can I do to help you, so you can?
- e. Is what you’re doing now helping or hurting the situation?
- f. Do you want to do it a better way? How can I help?
- g. What should you do now?
- h. How would you like it to work?
- i. What do you want from me?

NOTES:

- j. If you could make this situation better, what would you do?
- k. How have you solved this in the past?
- l. What do we need to figure out?
- m. What kind of a plan do we need to solve this?
- n. Who can help you solve this problem?

4. QUESTIONS TO ASK AFTER INTERVENING:

- a. What do you want from me Jerry?
- b. What are you doing to make this work? What have you thought about to solve it?
- c. Is it helping to solve the situation? If you continue to do what you're doing, what will happen?
- d. What could you do to make this successful?

5. FOLLOW THESE FOUR STEPS WHEN GIVING DIRECTIONS:

- a. When you notice an infraction, make a polite statement
"Jerry, please sit down on the seat."
- b. If he/she refuses to comply, state your expectations.
"Jerry. YOU'RE EXPECTED to sit down on the seat, stop shouting, cursing, throwing paper, hitting your seat mate, etc."
- c. If he/she still refuses to comply, you state the consequence.
"If you fail to sit down on your seat, you may ride up here in the front seat."
- d. If there is no compliance at this point, give a negative consequence and a positive alternative and let the student make the decision. Break eye contact and allow them to make a choice.
"It looks like you have a decision to make. You can ride up front with me OR you can see the principal about this."

Note: All this time disregard any “back talk” during the four steps. You’re only interested in stopping the behavior. The “back talk” allows a bit of face saving for the pupil and eventually he/she will stop the inappropriate behavior. So, the pupil complies with the request to sit down. Now it’s up to the driver to decide:

1. If the behavior is a major item, you can follow through with the consequences and have the pupil see the principal.
2. If the behavior is minor, you can leave them with a decision to make. Tomorrow you will ask them, “What’s your plan today?”

6. INTERRUPTING BEHAVIOR THAT IS JUST BEGINNING

You’ve just noticed wadded paper in the hand of a student. Get the students to look and identify their behavior.

- a. “What are you doing back there with that paper?”

“Nothing.”

(Get the students to make a value judgment, even though they may be verbally assaulting you at the moment.)

- b. “Are you supposed to be throwing paper on the bus?”

“I don’t know!”

(Get students to consider the consequences for their behavior.)

- c. “What happens when you throw paper on the bus?”

“I don’t remember!”

(Get students to focus on a change in their behavior.)

- d. “What’s your plan?” or “What’s your plan to stop throwing paper on the bus?”

“I don’t need a plan.”

NOTES:

- e. “You’re right, but if you continue to throw paper, you’ll have to follow my plan and ride up here next to me or take time after school to sweep at the bus garage.”
“I don’t have to follow your plan!”
- f. “Are you saying that you’d rather follow your plan?”
(The decision/choice is now the pupil’s.)
- g. “So, what’s your plan?”
“I guess I’ll just ride to school and keep my papers in my back pack.”

7. INTERRUPTING SUSPICIOUS BEHAVIOR THAT HAPPENED JUST NOW OR IN THE RECENT PAST.

(You are not sure of this person’s guilty, but you’ve pretty well decided.)

- a. “What’s your plan?”
“What do you mean? What’s my plan?”
- b. “What’s your plan to stop writing on the seats on the bus?”
“I don’t need a plan!”
- c. “You’re right. But if you continue to write on the seats, you’ll have to follow my plan and ride up here next to me or take time after school to clean the seats at the bus garage.”
“I don’t have to follow your plan!”
- d. “Are you saying that you’d rather follow your plan?”
(Again, the decision/choice is now the pupil’s.)
- e. “So tell me. What’s your plan?”
“I guess I’ll ride to school and keep my markers in my book bag.”

Controlling the behavior of groups

When pupils act out in a group they are letting go of their individual behavior and accepting the behavior of the group. There is always a leader in the group and this person may be visible or invisible to you. So, when you deal with groups, talk to the person who gives you verbal nonsense. It's normal to feel threatened by a group, but you will be successful if you remain FOCUSED on the behavior and the person who gives you verbal resistance. Start with steps just as you would if the behavior involved a single person.

When others intervene, ignore their support and stay focused with the verbally resistant person. If you get "heavy" intervention, focus briefly on that person using steps 1-4 and then go back to the original student.

- a. Make a general polite directive.
"Stop throwing clay on the bus."
- b. Talk to the person who give you verbal resistance and focus exclusively on that person.
"You're expected not to throw clay on this bus."
- c. Explain the consequence of the behavior to that verbally resistive person.
"If you don't stop throwing clay on the bus, you'll have to spend this next weekend at Saturday School."
- d. Give that person the negative and positive choice, and let the student make the choice.
"If you don't stop throwing clay on this bus, you'll have to spend this next weekend at Saturday School or you can put your supplies away and ride safely the rest of the way home."

Controlling those who butt in while you are talking to a trouble maker

When others intervene, ignore their support and stay focused with the verbally resistant person. If you get "heavy" intervention, focus briefly on that person and use steps 1-4 and then, go back to original students.

NOTES:

- a. Make a general polite directive.
“Stop throwing clay on the bus.”
- b. Talk to the person who gives you verbal nonsense and focus exclusively on that person.
“You’re expected not to throw clay on this bus.”
- c. Explain the consequence of the behavior to that verbally resistive person.
“If you don’t stop throwing clay on this bus, you’ll have to spend this next weekend at Saturday school.”
- d. Give that person the negative and positive choice, and let the student make the choice.
“If you don’t stop throwing clay on this bus, you’ll have to spend this next weekend at Saturday school, or you can put your supplies away and ride safely the rest of the way to school.”

These exercises will work most of the time. The way to make them seem “natural” is to practice them. Practicing on your children at home would be a good place to start.

Responding to a verbal attack

- a. This is not how you get what you want from me.
- b. This conversation is not helping. I don’t want to fight with you.
- c. I’ll talk to you after you’ve calmed down. We can work this out later.
- d. When you whine, I only hear how you feel. What do you want?
- e. “Everyone’s doing it” is an opinion. What do you really want?

Extinguishing pupil to pupil arguments

What else can be done with a student who argues? (Sometimes the driver just wants the bickering to stop.)

Broken record method of halting arguments

Repeat calmly over and over the command/direction that you wish to be followed.

Driver: "Jerry. Stop hitting Jose."

Tracy: "I'm not hitting him."

Driver: "Jerry. Stop hitting Jose."

Tracy: "I'm not doing anything."

Driver: "Jerry. Stop hitting Jose."

Tracy: "Nothing's going on here."

Driver: "Jerry. Stop hitting Jose."

(Continue this until Jerry stops hitting Jose.)

Echoing statements method of stopping arguments

Repeat the statements of arguing pupils to diffuse conflict.

Mary: "John took my books."

Driver: (looking at John) "Mary says you took her books."

John: "I did not."

Driver: (looking at Mary) "John says he didn't take your books."

Mary: Yes, he did. He took my books." Driver: (looking at John) "She says you took her books." John: "I did not."
(Continue this until the book is returned to its owner.)

Summary

As you can see, there are several ways to gain control of situations by using just your voice. First, as you have already learned, you have to consider the age of the pupil and the situation and have a set of rules to follow.

Know what makes you mad and learn to hold back reaction to smart or hurtful comments. These are your "buttons." When giving commands, be clear and don't beg or bargain.

NOTES:

There are four basic steps to give commands.

1. Make a police statement. “Jerry, sit down on the seat.”
2. If that is not done, use the “expected” statement. “Jerry, you’re expected to sit down on the seat.”
3. If there is no compliance, use the “expected” statement and add a consequence. “Jerry, you’re expected to sit on the seat. If you don’t, you can come up here and sit by me.”
4. If there is still no compliance, use the “expected” statement and include a negative consequence and a positive alternative. “Jerry. You sit on the seat and ride home safely, or you can disobey and see the principal once we get to school.” Jerry now has a choice to make.

Use the “What’s your plan” statement, if you are suspicious about some behavior or if you just caught a glimpse of something going on.

“Angela. What’s your plan?”

“What plan?”

“Your plan to stop scratching the window with your ring.”

“I didn’t do anything!”

“Are you saying you’d rather follow my plan?”

“I don’t have to follow your plan.!”

“Well? What’s your plan?”

“I’ll just ride home on the bus.”

When facing groups, use the four steps toward the person who gives you the most verbal resistance. If while you’re doing this another person starts in verbally resisting you, move directly to that person and start again with the four steps and then go back to the original person until your command is understood.

Evaluation

NOTES:

Ask the driver candidates questions regarding the information explained in this lesson.

Test Questions:

1. Name four of the 10 common and/or uncommon disturbances that occur on a school bus.
 - a. Portions of bodies out of windows.
 - b. Excessive noise.
 - c. Moving while the bus is in motion.
 - d. Vulgar language.
 - e. Fighting.
 - f. Crowding and shoving.
 - g. Refusing to share a seat.
 - h. Grabbing the property of other people.
 - i. Throwing items about the bus.
 - j. Weapons on the bus.

2. Describe how a school bus driver may create a positive environment for student passengers.

(Driver is to describe aspects of a positive environment.)

3. Give an example of the “Broken Record Method” of defusing an argument. This is done by calmly repeating a request over and over in a calm voice until the student complies.

4. Give an example of “my job, your job” to explain how a student should behave on a school bus.

(Driver to share dialogue.)

5. List three of the five good driving skills that show a pupil the school bus driver is a professional person.
 - a. Brake smoothly.

NOTES:

- b. Following the rules of the road.
 - c. Be polite to other traffic.
 - d. Smile or wave thanks when appropriate.
 - e. Know and follow the route smoothly.
6. Give three of the five aspects of positive feedback to pupils.
 - a. Smile.
 - b. Praise.
 - c. Compliment ones who follow the rules.
 - d. Say “please” and “thank you.”
 - e. Be willing to listen.
 7. Give a greeting that would show the driver actually “noticed” a particular pupil as he/she enters the school bus.

“Hi. Do I notice a new pair of shoes?”

“Good morning. Did you loose another tooth?”

“Hi there. Where is your brother this morning?”
 8. Name three rewards that would be appropriate for good behavior for an elementary pupil on a school bus.
 - a. Stickers.
 - b. Fast food coupons.
 - c. A special seat.
 - d. School supplies, etc
 9. Give an example of an open ended question. This is one that cannot be answered “yes” or “no.”

“Why is your sweater torn?”

“How did you make Amy cry?”

“Why did you crowd to the front of the line?”
 10. Give two examples of what a student would say to a school bus driver to “press his/her buttons.”
 - a. “Who gave you a license? Sears and Roebuck?”

NOTES:

- b. "You look ugly!"
 - c. "You're always late at my stop!"
 - d. "The cops won't let someone as stupid as you drive." etc.
11. Name the four steps a driver should follow when giving directions to a misbehaving student.
- a. Make a polite request.
 - b. If the request is refused, make the request with the words, "You are expected to..."
 - c. If that request is refused, use the "expected" phrase and include a consequence.
 - d. If that request is refused, make a polite request with a negative consequence and a positive alternative.
12. "What is your plan?" When you say this to a misbehaving student what are you trying to get him/her to admit and do.
- You are getting the pupil to evaluate his/her behavior and getting him/her to decide how to change it.
13. The driver is already questioning a person in a group about misbehaving. Someone else in the group butts in and begins to berate you. Explain what the driver must do to diffuse this situation.
- Talk to the person who is interrupting. Immediately begin asking the other person:
- "Are you supposed to interrupt a conversation?"
 - "What is the consequence for being rude?"
 - "Please sit down and do not interrupt."
 - "If you don't sit down and be quiet, you will receive a citation."
 - "If you continue to interrupt, you can receive a citation or be quiet and continue to ride the bus."
14. Name at least two of the five responses to a verbal attack.
- a. "This is not how you get what you want from me."

NOTES:

- b. “This conversation is not helping. I don’t want to fight with you.”
 - c. “I’ll talk to you after you have calmed down. We can work this out later.”
 - d. “Everyone is doing it is an opinion. I only hear how you feel. What do you want?”
 - e. “When you whine, I only hear how you feel. What do you really want?”
15. Give an example of Echoing Statements. This is a technique that helps drivers diffuse arguments between students.
- Mary: Joan took my book.
- Driver: Joan, Mary says you took her book.
- Joan: I did not take Mary’s book.
- Driver: Mary, Joan says she did not take your book.
- ... and so forth, until the two of them grow tired of your repetitions and stop arguing.

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers can list common school bus behavior disturbances
- Make sure school bus drivers can explain how a driver can be safe and direct while dealing with problems
- Make sure school bus drivers can explain two methods of extinguishing an argument
- Make sure school bus drivers can recite four possible measurers for stopping misbehavior
- Make sure school bus drivers know their legal duties and the WAC’s and RCWs



CHAPTER 4:

Harassment on the Bus

Overview

The school bus driver is responsible to provide a safe environment free of harassment on the school bus.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Identifying and reporting harassment on the bus

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. Name the four types of student harassment.
2. Write down a description of any ONE of the four basic types of harassment as heard from a victim.

Lesson Plan

Introduction

The bus driver is the first school person the student meets in the school day. As the students are climbing up the bus steps in the morning, the bus driver greets each passenger and accepts the responsibility that the students will be in a SAFE ENVIRONMENT. The student can be coming from a home of distress, emptiness, and fear. They can also be victims of ongoing verbal or physical abuse from their “peers.” Look and listen for any signs of abuse. It is the law that as school staff members, we do not ignore physical bruises and/or emotional trauma. We must take time to DOCUMENT concerns. The bus driver should expect all students can travel with dignity and respect; to arrive at school safely and ready to learn. Harassment includes unfair and disrespectful remarks, written words, or pictures that are unpleasant and offensive.

Anyone of any age, male or female, can harass others or be a target of harassment. Sexual harassment means unwanted sexually oriented words or actions that hurt or humiliate people. Elementary students begin the uphill climb on the steps of the school bus as kindergarten students, innocent and eager to grow and learn. The older students who taunt and say rude remarks create fear. To be overweight, have physical disabilities, or be from different ethnic backgrounds, and try to “fit in” is an overwhelming assignment in life.

In the transportation arena we have an opportunity and obligation

to be role models who will display and expect that respect is always the order of the day. If a student confides in you, listen, and show understanding and support. Most incidents can be dealt with and controlled immediately. When you hear unkind, humiliating remarks, respond immediately. Written notes and graffiti are evidence of cruel disrespect.

Document, document, document. Schools must have strong policies that student harassment will not be tolerated. Take all your concerns to your supervisor, or immediately to the principal if the occurrence is during school hours. All allegations shall be reported and documented. Policies and procedures are designed to protect all members of the educational community in the exercise of our rights and responsibilities.

In our own work environment, we must have the courage to talk about sexual harassment. If a friend confides in you, listen and show understanding and support. If you learn that a friend is being sexually harassed, encourage your friend to report it. Remember, it is illegal to stop someone from reporting harassment.

Presentation

LECTURE USING THE TRANSPARENCIES AND HANDOUTS PROVIDED WITH THIS LESSON. TRAINERS SHOULD FURNISH CANDIDATE WITH A COPY OF THE DISTRICT POLICY AND PROCEDURE.

Summary

We are responsible for maintaining appropriate behaviors.

We transport “tomorrow.” The school bus is a classroom on wheels. Students are safely transported, with dignity and respect, arriving at school ready to learn. School bus drivers agree the afternoon is a major challenge. This “journey” requires maximum student management skills.

Harassment includes remarks or behavior that shows disrespect for its victims and is unwelcome. It hurts and harms the students in

NOTES:

NOTES:

long-lasting ways. It is not the way students should be treated.

- They may also suffer from loss of confidence or self-esteem
- They may find it hard to study and pay attention
- They may dread, or even avoid, going to school or sports in which they anticipate harassment

The four types of pupil harassment are:

1. Verbal harassment
2. Non-verbal harassment
3. Visual harassment
4. Physical harassment

School personnel have a legal responsibility to protect students from known or reasonably foreseeable harm occurring during or in connection with school activities.

Evaluation

Ask the driver candidates questions regarding the information explained in this lesson.

1. Name the four types of student harassment.
 - a. Verbal harassment
 - b. Non-verbal harassment
 - c. Visual harassment
 - d. Physical harassment
2. Write a description of any ONE of the four basic types of harassment as heard from a victim.
 - a. John said I had a big rear end!
 - b. Mary keeps giving me the finger!
 - c. Anna is writing G damn on the seats!
 - d. Kenny keeps trying to pull up my T-shirt!

Chapter Checklist

NOTES:

As a trainer, you are responsible to:

- Make sure school bus drivers can identify harassment on the school bus, maintain a safe environment for students, and recognize responsibilities involved.
- Make sure school bus drivers know their reporting requirements according to their district policy.

ALL
STUDENTS
MUST BE TREATED
WITH
DIGNITY
AND
RESPECT

Harassment

- **VISUAL HARASSMENT:**
 - a. obscene/suggestive letters
 - b. notes
 - c. graffiti
 - d. obscene/ suggestive pictures

- **PHYSICAL HARASSMENT:**
 - a. “purposely” brushing against someone’s body
 - b. “friendly” pats, pinches, grabs and holds
 - c. “physically corner” a student in one place

- The word “unwelcome” places responsibility on the receiver to tell the sender the behavior is unwanted.

SEXUAL HARASSMENT INFORMATION FOR STUDENTS

I. What is a legal description of sexual harassment?

Sexual harassment is a form of sex discrimination and is illegal according to Title VII of the Civil Rights Act of 1964 as amended which protects the adolescent at work and Title IX of 1972, which protects the teen from sex discrimination at school.

II. What is sexual harassment?

- It is a deliberate or repeated behavior which is unwelcome, not asked for and not returned.
- It does not happen by accident, but by someone's intent.
- The behavior can be verbal, non-verbal, visual or physical.
- Examples of VERBAL HARASSMENT could include teasing someone about their body development or body parts, telling dirty sexist jokes, calling other's names that have a negative sexual meaning or saying something to someone about sexual acts.
- Examples of NON-VERBAL HARASSMENT could include looking at an other person in a way that makes them feel uncomfortable (suggestive looks, leering, staring), obscene gestures or whistling.
- Examples of VISUAL HARASSMENT could include obscene/ suggestive letters, notes, or graffiti, obscene/suggestive pictures taped inside locker or on notebooks or posters of nearly nude people.
- Examples of PHYSICAL HARASSMENT could include "purposely" brushing against someone's body, "friendly" pats, pinches, grabs and holds, pulling down someone's gym shorts, or using force to "physically hold/corner" a student in one place.
- The word "unwelcome" places responsibility on the receiver to tell the sender the behavior is unwanted.

DOCUMENT, DOCUMENT, DOCUMENT

School districts should have strong policies that student harassment will not be tolerated.

Take all of your concerns as soon as possible to your supervisor or to the principal or other designated school personnel.

All allegations shall be reported and documented. Policies and procedures are designed to protect all members of the educational community in the exercise of our rights and responsibilities.

WHAT TO DO IF IT HAPPENS TO YOU

Step 1: Communicate to your harasser

1. What you are feeling
2. That you expect the behavior to stop. You may do this verbally or in writing. If you choose, you may get help and support from a friend, parent, professional or other trusted adult.

Step 2: Document behavior and report to person of authority

If the behavior is repeated, go to person of authority, such as a principal, counselor, complaint manager or supervisor. If you can, document exactly what happened. Give a copy of your written record to the authority and keep one for yourself.

Your document should include the following information. Use exact quotes where appropriate and whenever possible.

- what happened
- when it happened
- where it happened
- who did the harassing
- who were the witnesses
- what you said and/or did in response to the harassment
- how your harasser responded to you
- how you felt about the harassment

Step 3: If the behavior is repeated again go to a person in a higher authority.

At any point in this process, you may choose to contact the Office Civil Rights, your State Department of Education, your State Department of Human Rights, an attorney or a police officer.

SUMMARY OF COMPLAINT/CONCERN/HARASSMENT

Student accused of misconduct _____

Incident Date _____ Time _____ Site _____

Victim(s) _____ Grade _____ Age _____

Complaint _____

Response _____

Witnesses/Evidence _____

Action Taken _____

Signature _____ Date _____

Print Name _____

Parent/Guardian Notified: Yes No

Original: District Office Copy: Site



Section 3:

DRIVING REQUIREMENTS

SECTION INCLUDES:

Rules of the Road

Lines and Signs

Fuel Conservation

Reference Point Driving

Defensive Driving

Collision Scene
Procedures

Railroad Crossing

Emergency Situation



CHAPTER I:

Rules of the Road

Overview

School bus drivers should be familiar with the rules of the road RCW 46.61. Drivers should be especially knowledgeable about traffic signals, two-way left turn lanes, backing, pedestrians and crosswalks, the status of a pedestrian near the roadway and on sidewalks.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Basic Driving Law Traffic Signals
- Two-way Left Turn Lanes
- Pedestrians and Crosswalks
- Vehicle Emerging into Traffic
- Backing

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the drivers will be able to explain each of the following 46.61 RCWs. You may add any other “Rules of the Road” that seem necessary for your operation.

- 46.61.400 Washington’s Basic Driving Rule - Motorists should drive no faster than weather and conditions allow.
- 46.61.055 Vehicles may proceed on a red right arrow combined with a green straight through light after stopping and clearing the area of pedestrians and vehicles.
- 46.61.290 Vehicles may travel in a two-way left turn lane no more than 300 feet.
- 46.61.305 Vehicles must activate a turn signal 100 feet before using an intersection for turning.
- 46.61.350 School buses must stop at all railroad crossings at least 15 to 50 feet from the nearest rail.
- 46.61.235 Vehicles must stop at a crosswalk if the pedestrian is in his/her half of the roadway or if the pedestrian is within one lane of his/her half of the roadway; pedestrians may not just “jump out” at a crosswalk and vehicles behind other vehicles stopped at a crosswalk should not pass that vehicle and attempt to go over the crosswalk.
- 46.61.240 Pedestrians must use pedestrian tunnels/overpasses, or marked crosswalks. They may not cross diagonally when no crosswalk is available.
- 46.61.245 Drivers will exercise caution when approaching pedestrians on the roadway.
- 46.61.261 All vehicles will yield to pedestrians on sidewalks.
- 46.61.365 Vehicles emerging from alleys, buildings, etc., will yield to pedestrians on sidewalks and vehicle traffic.

46.61.605 Vehicles backing on roadways (Note: school buses require administrative permission to back in any situation, and when they do back, they should back onto the least traveled portion of the roadway for better visibility and safety).

NOTES:

Lesson Plan

Introduction

The school bus driver should have a working knowledge of the RCWs to drive safely on the roads and carry pupil passengers. The RCWs used in this lesson are not meant to exhaust the 46.61 series; but they are meant to deal with some problem areas that may cause confusion or consternation to the school bus driver. Traffic signals may be contradictory or confusing, road lines may cause doubts, backing may be a problem, AND school buses are constantly around pedestrians or passengers who will become pedestrians before or after the trip. Washington does have a basic driving law (most states do). School bus drivers need to know the laws and the rights of pedestrians and react correctly.

Presentation

Discuss each of the RCWs with the members of the class and have a copy of the RCWs with you for discussion purposes.

46.61.400

T-1

The motorist shall drive no faster than weather or conditions allow. This keeps the foolish driver from driving on freeways at freeway speeds when that freeway is covered with glare ice. If a roadway is filled with potholes and ruts, the driver may have to slow below the posted speed limit for safety and control

NOTES:

46.61.055-3c**T-2**

There are those who consider a green light combined with a red arrow to be permission to turn right without stopping first. Before a right turn can be made under these conditions, the driver must clear the intersection of vehicles and pedestrians who are legally there. (That would include those who were illegally there, because a school bus driver would never injure a pedestrian or damage another vehicle just because they were in the wrong place.)

46.61.290

Many people use the two-way left turn for overtaking other drivers. The law says not to travel more than 300 feet in this lane. The two-way left turn lane is a good place to stop momentarily when crossing a busy highway. It lessens the danger of a car crossing five lanes at once.

46.61.305**T-3**

Drivers must activate turn signals 100 feet before turning at an intersection. This gives other motorists notice to anticipate the vehicle is making a turn. If the turn signal is activated more than 100 feet from the intersection, the motorists is wondering when and where the actual turn will be made.

46.61.350**T-4**

School buses must stop back from the nearest rail 15 to 50 feet to survey the dangers at a railroad crossing. If turnouts are available, the bus should use them to let other traffic flow by.

46.61.235

Crosswalks are for pedestrians and vehicles should know the procedures when they are encountered. Vehicles stop if a pedestrian is within one lane of his/her half of the roadway. The vehicles must stop if a pedestrian is in her/his half of the roadway. Once the pedestrian is beyond one lane of his/her half of the roadway, the stopped vehicle may continue. Never pass a vehicle that is already

halted at a crosswalk because the halted vehicle blocks the visibility of pedestrians in the crosswalk. In addition, pedestrians are not to just “jump out” into a crosswalk.

46.61.240 and 46.61.245

If there are no crosswalks available, pedestrians should not challenge vehicles on the roadway. They should use pedestrian tunnels/overpasses, marked crosswalks, and not cross diagonally. RCW 46.61.245 says drivers will exercise care when approaching pedestrians on the roadway. These two RCWs indicate that motorists and pedestrians should watch out for each other. If the pedestrians are students, it is an adult’s responsibility to make sure the pupil pedestrians cross safely.

46.61.261

T-5

Pedestrians have the right-of-way on a sidewalk. Make sure they are given the opportunity to move safely. The vehicle should always hold back and allow the pedestrians on the sidewalk to enter a parking area.

46.61.365

When emerging into traffic and crossing a sidewalk, the motorist must yield to pedestrians on the sidewalk and to vehicles in the roadway.

46.61.605

T-6

Don’t back the school bus unless the situation requires it according to district policy. When backing does occur, back onto the least traveled portion of the roadway for safety and better visibility.

NOTES:

NOTES:

Summary

The school bus driver should have a working knowledge of the RCWs to drive safely on the roads and carry pupil passengers. The RCWs used in this lesson are meant to deal with some problem areas that may cause confusion or consternation to the school bus driver. Washington does have a basic driving law (most states do), traffic signals may be contradictory or confusing, road lines may cause doubts, backing may be a problem AND school buses are constantly around pedestrians or passengers who will become pedestrians before or after the trip. School bus drivers need to know the rights of pedestrians and react correctly when they are on the ground.

Evaluation

1. Under Washington's Basic Driving Rule 46.61.400, motorists should consider what two conditions when driving?

(Drivers should drive no faster than weather and conditions allow.)

2. **46.61.055** A red right arrow is combined with a green straight through light. After stopping for the red arrow and deciding to turn right, what two items must a driver "clear" from the intersection before turning right?

(He/she must clear the area of pedestrians and vehicles before completing the right turn.)

3. **46.61.290** Vehicles may travel how far in a two-way left turn lane?

(The vehicle may travel no more than 300 feet in that two-way turn lane.)

4. **46.61.305** Vehicles must activate a turn signal how many feet before using an intersection for turning.

(Turn signals must be activated at least 100 feet before an intersection used for turning.)

NOTES:

5. **46.61.350** How far from the nearest rail should school buses stop?

(School buses should stop at railroad crossings 15 to 50 feet from the nearest rail.)

6. **46.61.235** What four conditions must vehicles consider at a marked crosswalk?

Vehicles must stop at a crosswalk:

- a. If a pedestrian is in his/her half of the roadway.
- b. If the pedestrian is within one lane of his/her half of the roadway.
- c. Pedestrians may not just “jump out” at a crosswalk.
- d. Vehicles behind other vehicles stopped at a crosswalk should not pass that vehicle and attempt to go over the crosswalk.

7. **46.61.240 AND 46.61.245** Where must pedestrians cross a roadway if there is not a crosswalk AND how should motorists react to pedestrians on the roadway?

- a. Pedestrians must use pedestrian tunnels/overpasses.
- b. Pedestrians must use marked crosswalks.
- c. Pedestrians may not cross diagonally when no crosswalk is available.
- d. Drivers will exercise caution when approaching pedestrians on the roadway.

8. **46.61.261** When crossing a sidewalk to get to an area/building which vehicles shall yield to pedestrians on the sidewalk?

(All vehicles must yield to pedestrians on sidewalks.)

9. **46.61.365** When emerging from alleys/buildings by crossing a sidewalk and entering a roadway, what two groups of people should the school bus driver yield to?

(Vehicles emerging from alleys/buildings will yield to pedestrians on sidewalks and vehicle traffic in the street.)

NOTES:

10. **46.61.605** When school buses do back with permission, what portion of the roadway should they back onto first?

(They should back onto the least traveled portion of the roadway for best visibility.)

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers know the rules of the road and RCW 46.61.
- Make sure school bus drivers can employ proper turning and backing procedures.
- Make sure school bus drivers know their obligations to pedestrians.

**Washington's
Basic Driving Law**

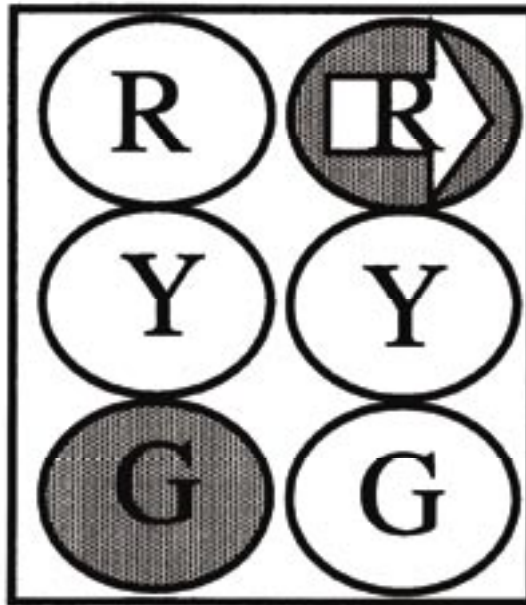
**RCW
46.61.400**

**The Motorist Shall
Drive No Faster
than Weather
Conditions or Road
Conditions Allow**

T-1

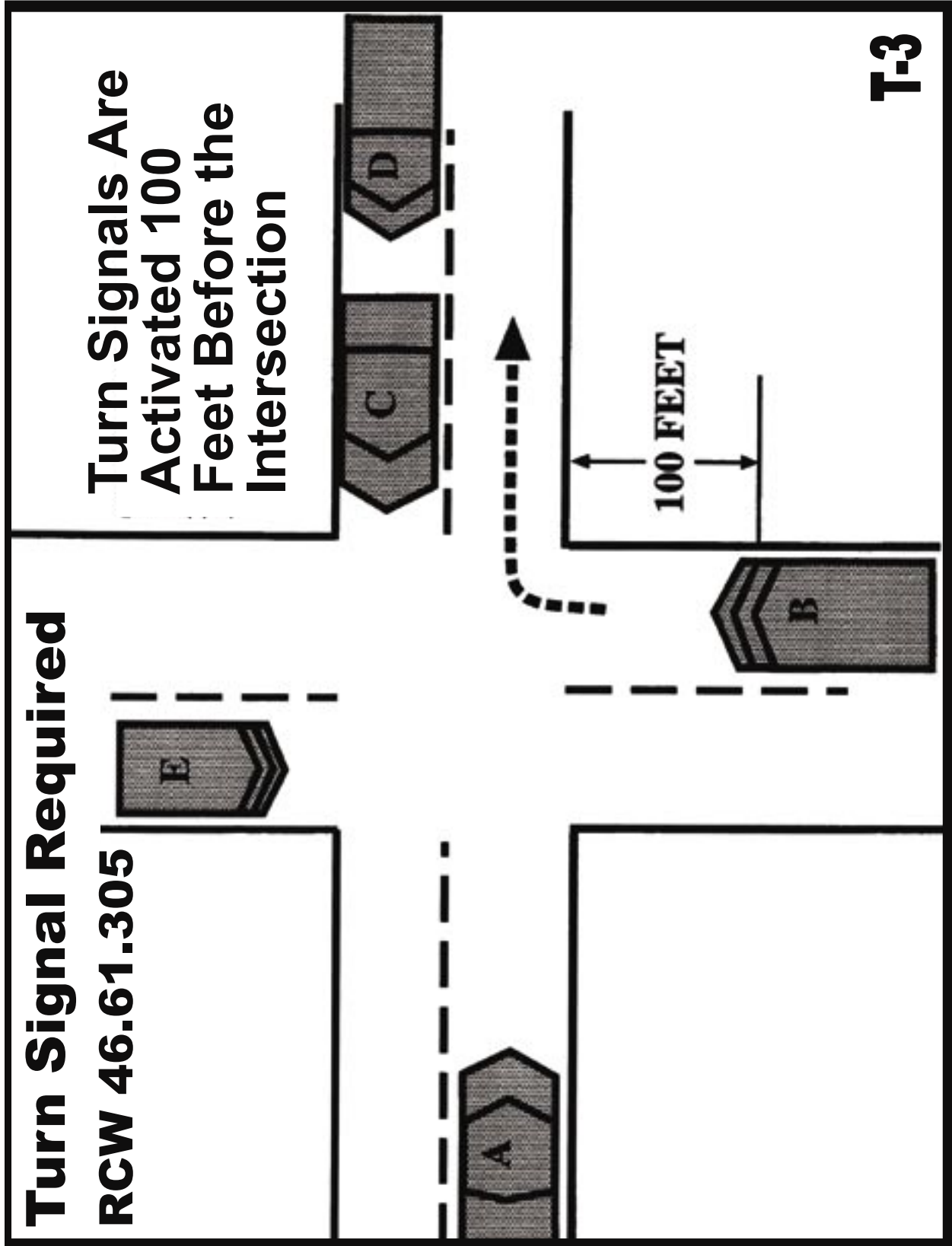
Traffic Control Signals

RCW 46.61.055-3 (c)



After Stopping, May Proceed to Make a Right Turn From a One-Way or Two-Way Street on a Red Arrow.

The Vehicle Shall Remain Stopped to Allow Vehicles Legally Within the Intersection to Complete Their Movements. This Same Shall Also Apply to Pedestrians Who Are Legally Within the Intersection. **T-2**



Turn Signal Required

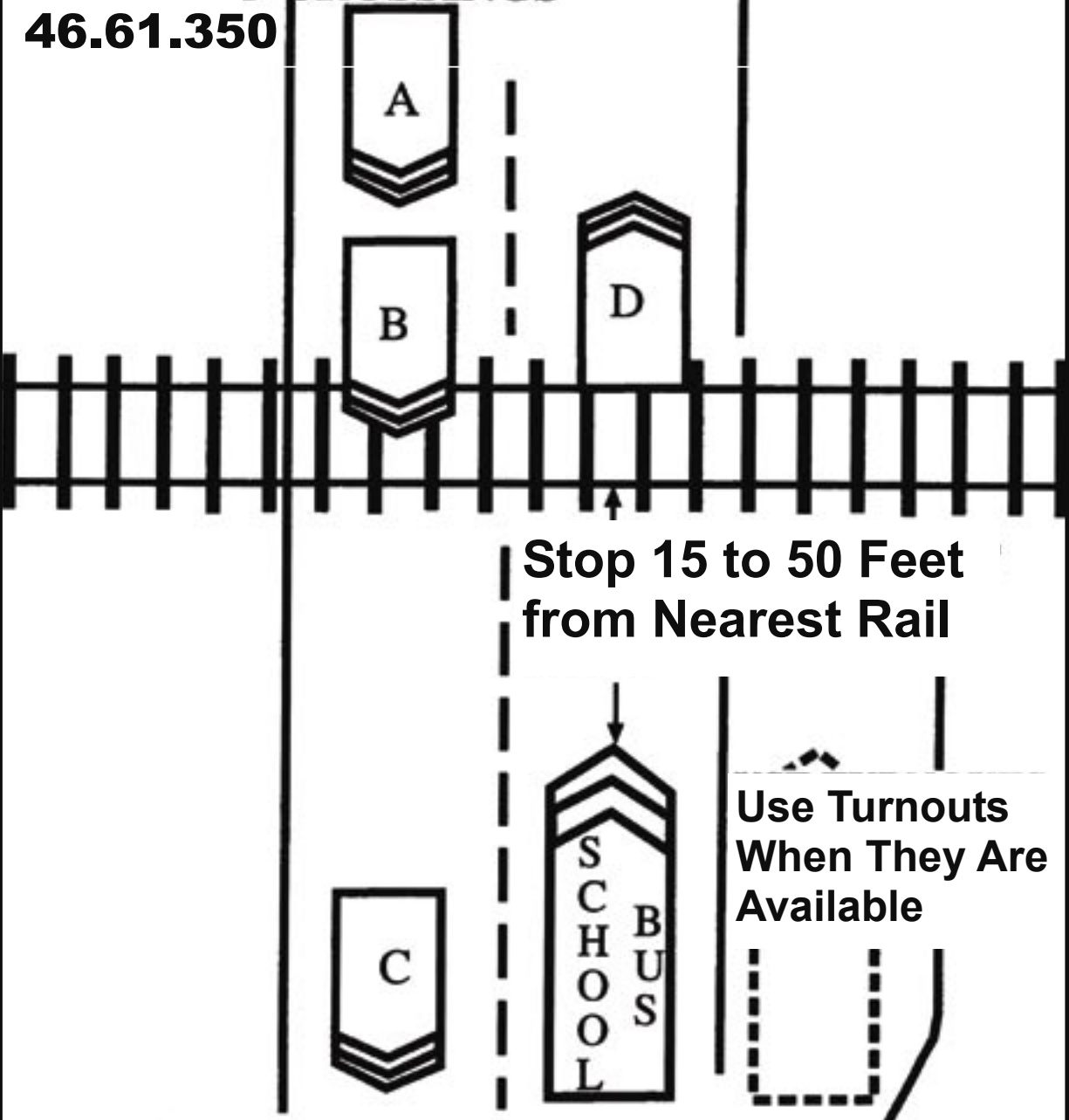
RCW 46.61.305

**Turn Signals Are
Activated 100
Feet Before the
Intersection**

T-3

Certain Vehicles Must Stop at Railroad Crossings

46.61.350



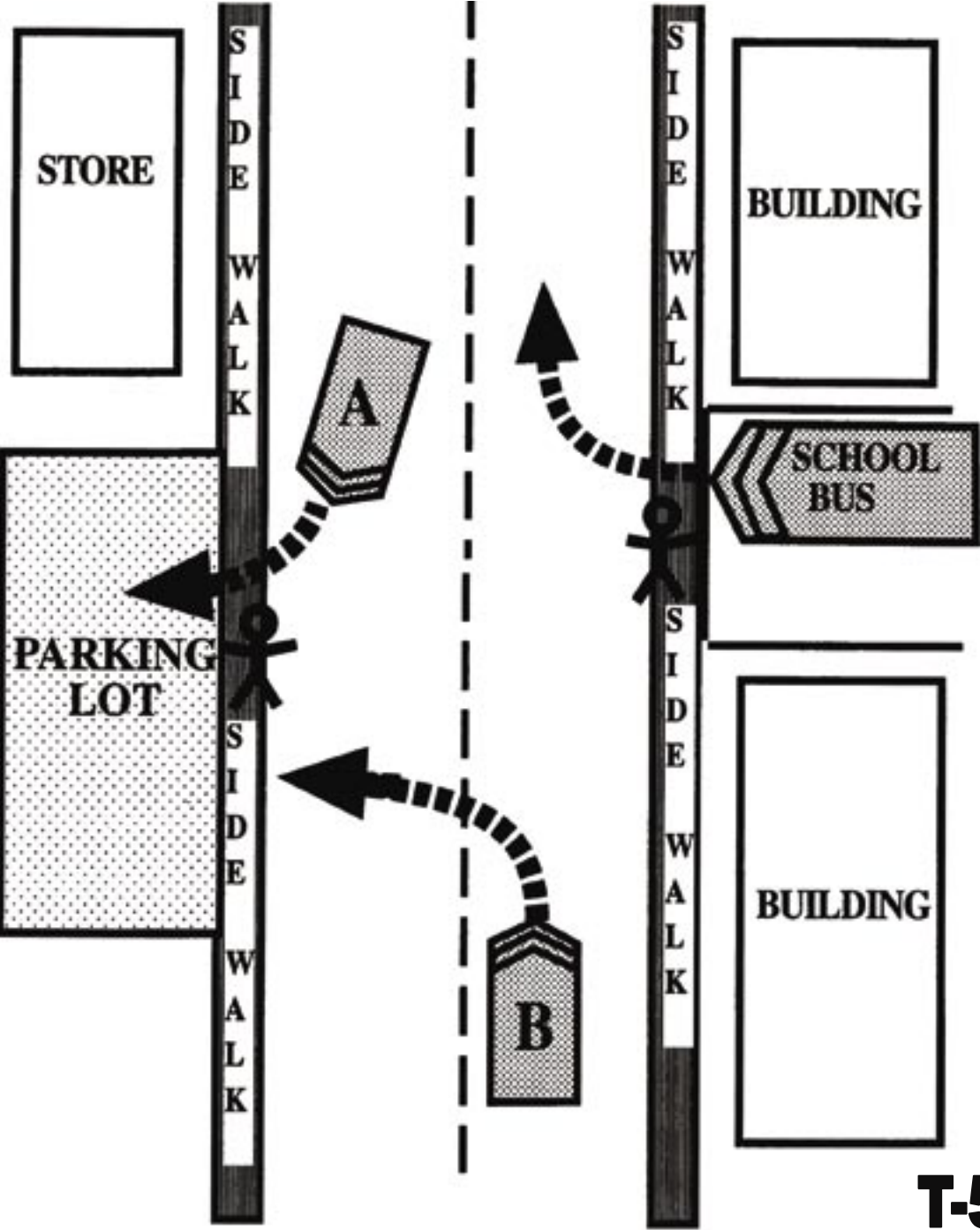
Stop 15 to 50 Feet from Nearest Rail

Use Turnouts When They Are Available

Activate 4-Way Hazard Lights at the Round R.R. Crossing Sign

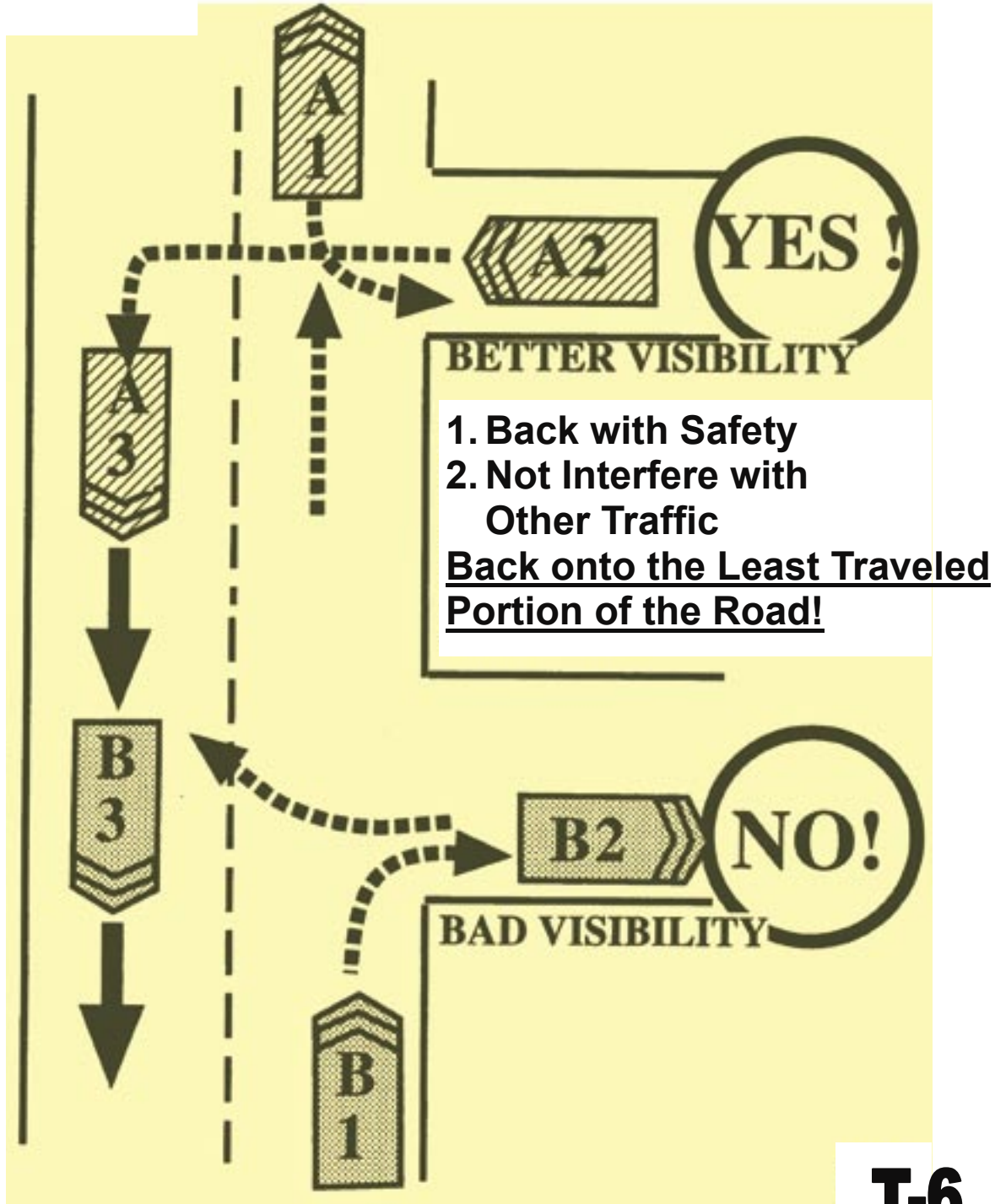
T-4

**Pedestrians Have the Right-of-Way
on Sidewalks RCW 46.61.261
All Vehicles Must Yield!**



T-5

Vehicles Backing on the Roadway Must: 46.61.605



RCW 46.61.055

Traffic control signal legend.

Whenever traffic is controlled by traffic control signals exhibiting different colored lights, or colored lighted arrows, successively one at a time or in combination, only the colors green, red and yellow shall be used, except for special pedestrian signals carrying a word or legend, and said lights shall indicate and apply to drivers of vehicles and pedestrians as follows:

(1) Green indication

(a) Vehicle operators facing a circular green signal may proceed straight through or turn right or left unless a sign at such place prohibits either such turn. Vehicle operators turning right or left shall stop to allow other vehicles lawfully within the intersection control area to complete their movements. Vehicle operators turning right or left shall also stop for pedestrians who are lawfully within the intersection control area as required by RCW 46.61.235(1).

(b) Vehicle operators facing a green arrow signal, shown alone or in combination with another indication, may enter the intersection control area only to make the movement indicated by such arrow, or such other movement as is permitted by other indications shown at the same time. Vehicle operators shall stop to allow other vehicles lawfully within the intersection control area to complete their movements. Vehicle operators shall also stop for pedestrians who are lawfully within the intersection control area as required by RCW 46.61.235(1).

(c) Unless otherwise directed by a pedestrian control signal, as provided in RCW 46.61.060 as now or hereafter amended, pedestrians facing any green signal, except when the sole green signal is a turn arrow, may proceed across the roadway within any marked or unmarked crosswalk.

(2) Steady yellow indication

(a) Vehicle operators facing a steady circular yellow or yellow arrow signal are thereby warned that the related green movement is being terminated or that a red indication will be exhibited immediately thereafter when vehicular traffic shall not enter the intersection. Vehicle operators shall stop for pedestrians who are lawfully within the intersection control area as required by RCW 46.61.235(1).

(b) Pedestrians facing a steady circular yellow or yellow arrow signal, unless otherwise directed by a pedestrian control signal as provided in RCW 46.61.060 shall not enter the roadway.

(3) Steady red indication

(a) Vehicle operators facing a steady circular red signal alone shall stop at a clearly marked stop line, but if none, before entering the crosswalk on the near side of the intersection or, if none, then before entering the intersection control area and shall remain standing until an indication to proceed is shown. However, the vehicle operators facing a steady circular red signal may, after stopping proceed to make a right turn from a one-way or two-way street into a two-way street or into a one-way street carrying traffic in the direction of the right turn; or a left turn from a one-way or two-way street into a one-way street carrying traffic in the direction of the left turn; unless a sign posted by competent authority prohibits such movement. Vehicle operators planning to make such turns shall remain stopped to allow other vehicles lawfully within or approaching the intersection control area to complete their movements. Vehicle operators planning to make such turns shall also remain stopped for pedestrians who are lawfully within the intersection control area as required by RCW 46.61.235(1).

(b) Unless otherwise directed by a pedestrian control signal as provided in RCW 46.61.060 as now or hereafter amended, pedestrians facing a steady circular red signal alone shall not enter the roadway.

(c) Vehicle operators facing a steady red arrow indication may not enter the intersection control area to make the movement indicated by such arrow, and unless entering the intersection control area to make such other movement as is permitted by other indications shown at the same time, shall stop at a clearly marked stop line, but if none, before entering a crosswalk on the near side of the intersection control area, or if none, then before entering the intersection control area and shall remain standing until an indication to make the movement indicated by such arrow is shown. However, the vehicle operators facing a steady red arrow indication may, after stopping proceed to make a right turn from a one-way or two-way street into a two-way street or into a one-way street carrying traffic in the direction of the right turn; or a left turn from a one-way street or two-way street into a one-way street carrying traffic in the direction of the left turn; unless a sign posted by competent authority prohibits such movement. Vehicle operators planning to make such turns shall remain stopped to allow other vehicles lawfully within or approaching the intersection control area to complete their movements. Vehicle operators planning to make such turns shall also remain stopped for pedestrians who are lawfully within the intersection control area as required by RCW 46.61.235(1).

(d) Unless otherwise directed by a pedestrian signal, pedestrians facing a steady red arrow signal indication shall not enter the roadway.

(4) If an official traffic control signal is erected and maintained at a place other than an intersection, the provisions of this section shall be applicable except as to those provisions which by their nature can have no application. Any stop required shall be made at a sign or marking on the pavement indicating where the stop shall be made, but in the absence of any such sign or marking the stop shall be made at the signal.

[1993 c 153 § 2; 1990 c 241 § 2; 1975 c 62 § 19; 1965 ex.s. c 155 § 8.]

Notes:

Severability -- 1975 c 62: See note following RCW 36.75.010.

RCW 46.61.290**Required position and method of turning at intersections.**

The driver of a vehicle intending to turn shall do so as follows:

(1) Right turns. Both the approach for a right turn and a right turn shall be made as close as practicable to the right-hand curb or edge of the roadway.

(2) Left turns. The driver of a vehicle intending to turn left shall approach the turn in the extreme left-hand lane lawfully available to traffic moving in the direction of travel of the vehicle. Whenever practicable the left turn shall be made to the left of the center of the intersection and so as to leave the intersection or other location in the extreme left-hand lane lawfully available to traffic moving in the same direction as the vehicle on the roadway being entered.

(3) Two-way left turn lanes.

(a) The department of transportation and local authorities in their respective jurisdictions may designate a two-way left turn lane on a roadway. A two-way left turn lane is near the center of the roadway set aside for use by vehicles making left turns in either direction from or into the roadway.

(b) Two-way left turn lanes shall be designated by distinctive uniform roadway markings. The department of transportation shall determine and prescribe standards and specifications governing type, length, width, and positioning of the distinctive permanent markings. The standards and specifications developed shall be filed with the code reviser in accordance with the procedures set forth in the administrative procedure act, chapter 34.05 RCW. On and after July 1, 1971, permanent markings designating a two-way left turn lane shall conform to such standards and specifications.

(c) Upon a roadway where a center lane has been provided by distinctive pavement markings for the use of vehicles turning left from either direction, no vehicles may turn left from any other lane. A vehicle shall not be driven in this center lane for the purpose of overtaking or passing another vehicle proceeding in the same direction. No vehicle may travel further than three hundred feet within the lane. A signal, either electric or manual, for indicating a left turn movement, shall be made at least one hundred feet before the actual left turn movement is made.

(4) The department of transportation and local authorities in their respective jurisdictions may cause official traffic-control devices to be placed and thereby require and direct that a different course from that specified in this section be traveled by turning vehicles, and when the devices are so placed no driver of a vehicle may turn a vehicle other than as directed and required by the devices.

[1997 c 202 § 1. Prior: 1984 c 12 § 1; 1984 c 7 § 68; 1975 c 62 § 28; 1969 ex.s. c 281 § 61; 1965 ex.s. c 155 § 40.]

Notes:

Rules of court: Monetary penalty schedule -- IRLJ 6.2.

Severability -- 1984 c 7: See note following RCW 47.01.141.

Severability -- 1975 c 62: See note following RCW 36.75.010.

RCW 46.61.235
Crosswalks.

(1) The operator of an approaching vehicle shall stop and remain stopped to allow a pedestrian or bicycle to cross the roadway within an unmarked or marked crosswalk when the pedestrian or bicycle is upon or within one lane of the half of the roadway upon which the vehicle is traveling or onto which it is turning. For purposes of this section "half of the roadway" means all traffic lanes carrying traffic in one direction of travel, and includes the entire width of a one-way roadway.

(2) No pedestrian or bicycle shall suddenly leave a curb or other place of safety and walk, run, or otherwise move into the path of a vehicle which is so close that it is impossible for the driver to stop.

(3) Subsection (1) of this section does not apply under the conditions stated in RCW 46.61.240(2).

(4) Whenever any vehicle is stopped at a marked crosswalk or at any unmarked crosswalk at an intersection to permit a pedestrian or bicycle to cross the roadway, the driver of any other vehicle approaching from the rear shall not overtake and pass such stopped vehicle.

[2000 c 85 § 1; 1993 c 153 § 1; 1990 c 241 § 4; 1965 ex.s. c 155 § 34.]

Notes:

Rules of court: Monetary penalty schedule -- IRLJ 6.2.

RCW 46.61.240

Crossing at other than crosswalks.

(1) Every pedestrian crossing a roadway at any point other than within a marked crosswalk or within an unmarked crosswalk at an intersection shall yield the right of way to all vehicles upon the roadway.

(2) Where curb ramps exist at or adjacent to intersections or at marked crosswalks in other locations, disabled persons may enter the roadway from the curb ramps and cross the roadway within or as closely as practicable to the crosswalk. All other pedestrian rights and duties as defined elsewhere in this chapter remain applicable.

(3) Any pedestrian crossing a roadway at a point where a pedestrian tunnel or overhead pedestrian crossing has been provided shall yield the right of way to all vehicles upon the roadway.

(4) Between adjacent intersections at which traffic-control signals are in operation pedestrians shall not cross at any place except in a marked crosswalk.

(5) No pedestrian shall cross a roadway intersection diagonally unless authorized by official traffic-control devices; and, when authorized to cross diagonally, pedestrians shall cross only in accordance with the official traffic-control devices pertaining to such crossing movements.

(6) No pedestrian shall cross a roadway at an unmarked crosswalk where an official sign prohibits such crossing.

[1990 c 241 § 5; 1965 ex.s. c 155 § 35.]

Notes:

Rules of court: Monetary penalty schedule -- IRLJ 6.2.

RCW 46.61.245
Drivers to exercise care.

Notwithstanding the foregoing provisions of this chapter every driver of a vehicle shall exercise due care to avoid colliding with any pedestrian upon any roadway and shall give warning by sounding the horn when necessary and shall exercise proper precaution upon observing any child or any obviously confused or incapacitated person upon a roadway.

[1965 ex.s. c 155 § 36.]

Notes:

Rules of court: Monetary penalty schedule -- IRLJ 6.2.

Blind pedestrians: Chapter 70.84 RCW.

RCW 46.61.261

Sidewalks, crosswalks — Pedestrians, bicycles.

The driver of a vehicle shall yield the right of way to any pedestrian or bicycle on a sidewalk. The rider of a bicycle shall yield the right of way to a pedestrian on a sidewalk or crosswalk.

[2000 c 85 § 2; 1975 c 62 § 41.]

Notes:

Rules of court: Monetary penalty schedule -- IRLJ 6.2.

Severability -- 1975 c 62: See note following RCW 36.75.010.

RCW 46.61.305

When signals required — Improper use prohibited.

(1) No person shall turn a vehicle or move right or left upon a roadway unless and until such movement can be made with reasonable safety nor without giving an appropriate signal in the manner hereinafter provided.

(2) A signal of intention to turn or move right or left when required shall be given continuously during not less than the last one hundred feet traveled by the vehicle before turning.

(3) No person shall stop or suddenly decrease the speed of a vehicle without first giving an appropriate signal in the manner provided herein to the driver of any vehicle immediately to the rear when there is opportunity to give such signal.

(4) The signals provided for in RCW 46.61.310 subsection (2), shall not be flashed on one side only on a disabled vehicle, flashed as a courtesy or "do pass" signal to operators of other vehicles approaching from the rear, nor be flashed on one side only of a parked vehicle except as may be necessary for compliance with this section.

[1975 c 62 § 30; 1965 ex.s. c 155 § 43.]

Notes:

Rules of court: Monetary penalty schedule -- IRLJ 6.2.

Severability -- 1975 c 62: See note following RCW 36.75.010.

RCW 46.61.350

**Certain vehicles must stop at all railroad grade crossings —
Exceptions.**

(1) The driver of any motor vehicle carrying passengers for hire, other than a passenger car, or of any school bus or private carrier bus carrying any school child or other passenger, or of any vehicle carrying explosive substances or flammable liquids as a cargo or part of a cargo, before crossing at grade any track or tracks of a railroad, shall stop such vehicle within fifty feet but not less than fifteen feet from the nearest rail of such railroad and while so stopped shall listen and look in both directions along such track for any approaching train, and for signals indicating the approach of a train, except as hereinafter provided, and shall not proceed until he can do so safely. After stopping as required herein and upon proceeding when it is safe to do so the driver of any said vehicle shall cross only in such gear of the vehicle that there will be no necessity for changing gears while traversing such crossing, and the driver shall not shift gears while crossing the track or tracks.

(2) This section shall not apply at:

- (a) Any railroad grade crossing at which traffic is controlled by a police officer or a duly authorized flagman;
- (b) Any railroad grade crossing at which traffic is regulated by a traffic control signal;
- (c) Any railroad grade crossing protected by crossing gates or an alternately flashing light signal intended to give warning of the approach of a railroad train;
- (d) Any railroad grade crossing at which an official traffic control device as designated by the utilities and transportation commission pursuant to RCW 81.53.060 gives notice that the stopping requirement imposed by this section does not apply.

[1977 c 78 § 1; 1975 c 62 § 31; 1970 ex.s. c 100 § 7; 1965 ex.s. c 155 § 48.]

Notes:

Severability -- 1975 c 62: See note following RCW 36.75.010.

RCW 46.61.365

Emerging from alley, driveway, or building.

The driver of a vehicle within a business or residence district emerging from an alley, driveway or building shall stop such vehicle immediately prior to driving onto a sidewalk or onto the sidewalk area extending across any alleyway or driveway, and shall yield the right of way to any pedestrian as may be necessary to avoid collision, and upon entering the roadway shall yield the right of way to all vehicles approaching on said roadway.

[1965 ex.s. c 155 § 51.]

Notes:

Rules of court: Monetary penalty schedule -- IRLJ 6.2.

RCW 46.61.400
Basic rule and maximum limits.

(1) No person shall drive a vehicle on a highway at a speed greater than is reasonable and prudent under the conditions and having regard to the actual and potential hazards then existing. In every event speed shall be so controlled as may be necessary to avoid colliding with any person, vehicle or other conveyance on or entering the highway in compliance with legal requirements and the duty of all persons to use due care.

(2) Except when a special hazard exists that requires lower speed for compliance with subsection (1) of this section, the limits specified in this section or established as hereinafter authorized shall be maximum lawful speeds, and no person shall drive a vehicle on a highway at a speed in excess of such maximum limits.

- (a) Twenty-five miles per hour on city and town streets;
- (b) Fifty miles per hour on county roads;
- (c) Sixty miles per hour on state highways.

The maximum speed limits set forth in this section may be altered as authorized in RCW 46.61.405, 46.61.410, and 46.61.415.

(3) The driver of every vehicle shall, consistent with the requirements of subsection (1) of this section, drive at an appropriate reduced speed when approaching and crossing an intersection or railway grade crossing, when approaching and going around a curve, when approaching a hill crest, when traveling upon any narrow or winding roadway, and when special hazard exists with respect to pedestrians or other traffic or by reason of weather or highway conditions.

[1965 ex.s. c 155 § 54; 1963 c 16 § 1. Formerly RCW 46.48.011.]

Notes:

Rules of court: Monetary penalty schedule -- IRLJ 6.2.

Saving of existing orders, etc., establishing speed limits -- 1963 c 16: "This act shall not repeal or invalidate existing orders and resolutions of the state highway commission or existing resolutions and ordinances of local authorities establishing speed limits within their respective jurisdictions." [1963 c 16 § 7. Formerly RCW 46.48.016.]

RCW 46.61.605
Limitations on backing.

(1) The driver of a vehicle shall not back the same unless such movement can be made with safety and without interfering with other traffic.

(2) The driver of a vehicle shall not back the same upon any shoulder or roadway of any limited access highway.

[1965 ex.s. c 155 § 69.]

Notes:

Rules of court: Monetary penalty schedule -- IRLJ 6.2.



CHAPTER 2:

Lines and Signs

Overview

This chapter explains the color, shape and meaning of lines, signs and pavement markings. There is also a discussion of traffic lights.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Traffic signs
- Traffic lines and roadway markings
- Traffic lights

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies
- VCR and TV
- Video: "Are You Reading Me"

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. Name the color of lane lines.
2. Describe the shape of a stop sign.
3. On which side of the roadway is the “no passing” sign to be found?
4. What color are all center lines or lines that divide traffic going in opposite directions?
5. What color are regulatory signs?
6. What color are regulatory signs if they are in a construction zone?
7. Double yellow lines spaced 18 inches apart tell the motorist what?
8. Double yellow lines spaced 6 inches apart tell the motorist what?
9. What does a yellow flashing light tell a motorist who sees it?
10. What does a steady red light tell a driver to do and what does he or she look for before making a right turn?
11. What does a steady green light tell a driver to watch for within the intersection as he or she makes a right turn?
12. What does a steady red arrow allow a driver to do?
13. Tell what the flashing yellow “X” and red “X” require a motorist to do when they occur.

Lesson Plan

Introduction

People drive to work each day and they use traffic lines, signs and lights to guide them through traffic. They have an “unconscious” knowledge of the workings of these items. This video will refresh a person’s memory of the devices that keep motorists sharing the roadway safely.

Presentation

Present the video “Are you Reading Me?” to the class. Ask specific questions using the objectives and information from the video.

1. A flashing red signal mean stop. Then, the motorist can continue with caution.
2. A flashing yellow signal means slow down and be prepared to stop if necessary.
3. The steady red signal means stop. Do not proceed straight ahead. In Washington, a right turn may be made after yielding to vehicles and pedestrians lawfully within the intersection or crosswalk.
4. A stead yellow signal at a Stop-Go signal is warning the signal will soon turn to red. It is unlawful to be in the intersection when the light turns to red.
5. A steady green signal means you may turn or proceed through the intersection unless otherwise posted. Still, the motorist must give the right-of-way to pedestrians lawfully within the crosswalk when turning.
6. A steady yellow arrow means the light is going to turn red. It is unlawful to be in the intersection when the signal turns red.
7. A steady green arrow which is sometimes accompanied by a red light, means you may proceed cautiously in the direction of the arrow without stopping at the intersection - unless posted otherwise. Still, you must give the right-of-way to pedestrians and cross traffic.

NOTES:

8. A solid green light allows forward movement. A solid red light allows a right turn, BUT the motorist must stop and defer to pedestrians and vehicles legally in the intersection BEFORE turning right.
9. (T-1) Reversible lanes can be a surprise if the driver has not had any experience with them. The “down pointing” green arrow is obvious. One can travel in any lane that has a “down pointing” green arrow. WHEN LANES REVERSE, THE OVERHEAD LANE SIGNALS WITH FLASH TO CATCH THE ATTENTION OF MOTORISTS. If the driver’s lane has a yellow flashing signal, that person must move to a lane that has a “down pointing” green arrow. The flashing yellow light will soon turn red. If the driver’s lane has a red flashing signal, that person must move to a lane that has a “down pointing” green arrow. No one is allowed to drive in a lane with a flashing or solid red signal.
10. (T-2) This is a signal with a single light on top. Bus drivers understand this traffic device, but the public is sometimes confused.

Summary

Review lane line colors and what the colors mean. Review the meaning of traffic sign shapes. Discuss what double, single and broken lines tell the motorist.

Evaluation

Ask the driver candidates questions regarding the information explained in this lesson

1. Name the color of lane lines.

(All the lines are painted white.)
2. Describe the shape of a stop sign.

(Eight-sided or octagonal.)
3. On which side of the roadway is the “no passing” sign to be found?

NOTES:

(The “no passing” sign is found on the left side of the roadway.)

4. What color are all center lines or lines that divide traffic going in opposite directions?

(All center lines or lines that divide traffic going in the opposite direction are yellow.)

5. What color are regulatory signs?

(Regulatory signs are white with black lettering.)

6. What color are regulatory signs if they are in a construction zone?

(Regulatory signs in a construction zone are orange with black lettering.)

7. Double yellow lines spaced 18 inches apart tell the motorist what?

(The double yellow lines spaced 18 inches apart tell the motorist this is a divided highway and no one may cross those double lines for any reason.)

8. Double yellow lines spaced 6 inches apart tell the motorist what?

(Double yellow lines spaced 6 inches apart tell the motorist there is no passing, but a left turn may be made.)

9. What does a yellow flashing light tell a motorist who sees it?

(A yellow flashing light means a motorist must slow down and be prepared to stop if necessary.)

10. What does a steady red light tell a driver to do and what does he or she look for before making a right turn?

(A steady red light allows a right turn ONLY after the driver stops his or her vehicle and yields to vehicles and pedestrians legally within the intersection.)

NOTES:

11. What does a steady green light tell a driver to watch for within the intersection as he or she makes a right turn?

(A steady green light allows a right turn ONLY if the driver yields to vehicles and pedestrians legally within the intersection.)

12. What does a steady red arrow allow a driver to do?

(A steady red arrow allows a right turn ONLY after the driver stops his or her vehicle and yields to vehicles and pedestrians legally within the intersection.)

13. Tell what the flashing yellow “X” and red “X” require a motorist to do when they occur.

(The flashing yellow “X” or red “X” require a motorist to move into a lane with a green “down pointing” arrow.)

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers know and can explain the purpose of the color, shape and meaning of lines, signs and markings.

Sign Colors



Red
Stop or prohibition



Green
Indicated movements permitted, direction guidance



Blue
Motorist services guidance



Yellow
General warning



Black
Regulation



White
Regulation



Orange
Construction and maintenance warning



Brown
Public recreation and scenic guidance

Strong yellow green - Unassigned

Light blue - Unassigned

Coral - Unassigned

Purple - Unassigned

Roadway Signs



The octagon stop sign has white lettering and bordering on a red background. It is exclusive to stop signs.



The point down triangle yield sign has a white background with a wide inset red border and red letters. The point down triangle is exclusive to yield signs.



The pennant shape sign is to give advance warning of a no passing zone. It is on a yellow background with a black legend and posted to the left of the roadway. It may be supplemented by DO NOT PASS sign.



The pentagon shape sign simulates a school house. It is used exclusively for the marking of school zones and school crosswalks.



The advance warning sign differs from the crosswalk sign by using children and omitting the horizontal crosswalk lines.



The School Bus Stop Ahead sign is intended for use in advance of locations where a school bus, when stopped to pick up or discharge passengers, is not visible for a distance of 500 feet in advance.

Roadway Signs (continued)



If the school zone speed limit sign is posted, it will be posted on a vertical rectangle sign - white with black letters. It shall have above it a panel that says **SCHOOL** in black letters on a yellow background. It shall have below it a panel stating the conditions (i.e., “**WHEN CHILDREN ARE PRESENT**,” “**WHEN FLASHING**”) or the hours the speed limit is in effect.



Railroad crossings are guarded by two different signs. The familiar cross buck is placed on the railroad right of way by the railroad company. It is white with black letters. It may have a plate sign indicating the number of tracks at the crossing.



The railroad advance warning sign is round. It has a yellow background with black diagonal bars and a black “R” on each side. It is placed by public authority. The round shape is not exclusive to railroads, and is used in another color to denote emergency or evacuation routes.

Roadway Signs (continued)



Vertical rectangle signs are generally regulatory. The color combinations may vary and include white background with black, green or red border and legend. Yellow background with black border and legend is also in use.

A vertical sign with a red legend and border on white background will warn of a prohibited action or maneuver.



A vertical sign with black legend and border on a white background is a regulatory sign. It gives commanding instructions.



A vertical sign with green legend and border on a white background is a regulatory sign. It gives specific commanding instruction.



A vertical sign with black legend and border on a yellow background is an advisory sign but is enforceable if conditions of violation warrant. The sign is usually placed as an exit ramp safe speed warning.

Roadway Signs (continued)



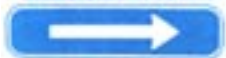
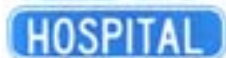
Horizontal rectangle signs indicate service and guide. This shape can vary in size from very small plate signs to very large freeway directions signs.



The sign may vary in color depending on the service it renders.



There are some service signs that are square and may also vary in color.



The DO NOT ENTER sign is square with a red circle on a white background. It will have a horizontal white bar centered in the circle with “DO NOT” above and “ENTER” below in white letters.



The DO NOT ENTER sign may be supplemented by a “WRONG WAY” sign, a horizontal rectangle with white legend on red background.



The diamond shape sign is a warning sign and warns of hazards on the roadway and to the left and right of the roadway. Diamond signs shall have black legend and borders on either yellow or orange background. Orange backgrounds are for use to warn of construction and are regulatory when work is in progress.

Roadway Signs (continued)



Authority may be given to construction contractors and public utilities to erect temporary construction and maintenance signs. The signs must conform to standards.



When a traffic maneuver is prohibited, it will be portrayed on a square shape sign. It will have a black symbol and border on a white background. The symbol will be cancelled out with a red circle and a red diagonal slash line.



A point up triangle with blunt points is an official slow moving vehicle sign. The color is red with a reflectorized or contrasting shade of red border. It is used on farm machinery or any equipment moving less than 25 miles per hour.

Traffic Lights



A red flashing signal light means stop, then proceed with caution.



A yellow flashing light means slow down and be prepared to stop if necessary.



A steady red light indicates that you must stop before entering the intersection. You may not proceed straight ahead during this light. After stopping at a red light, you may turn right after yielding the right-of-way to other vehicles and to pedestrians lawfully within the intersection or an adjacent crosswalk. The same rule pertains when turning left into a one way street.



A steady yellow light at a Stop and Go signal is a warning to drivers that the light is going to turn red. It is unlawful to be in the intersection when the red light has flashed on.



A steady green light indicates you may turn or proceed through the intersection unless otherwise posted. You must give the right-of-way to pedestrians lawfully within the crosswalk when turning.



A steady green arrow, which is sometimes accompanied by a red light, means you may proceed cautiously in the direction of the arrow without stopping. However, you must still yield the right-of-way to pedestrians and cross traffic.

Lane Control Signals



RED

Don't use lane; traffic approaching



YELLOW

"Steady" - clear the lane

"Flashing" - left turn permitted



GREEN

Travel in lane

Route Markers

Route markers are distinctive in design and identify the type of highway marked.

The most familiar markers are the U.S. highway shield, the Interstate highway shield and the Washington State highway marker.



State Highway

George Washington's head in white on a black background with black numbers.



U.S. Highway

Police shield, white on black background and black numbers.



Interstate Highway

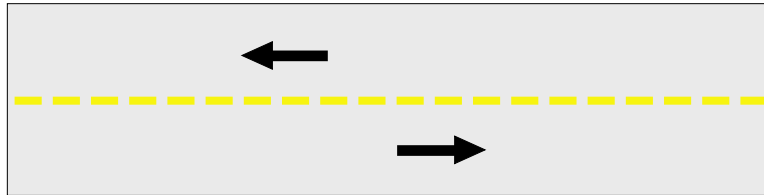
Modernistic shield of red, white and blue.

Signs are just one of the many tools of the trade for the professional driver. The driver of a school bus should be aware that signing is subject to change, and he must be ever alert to keep current with all signs, especially those affecting local areas.

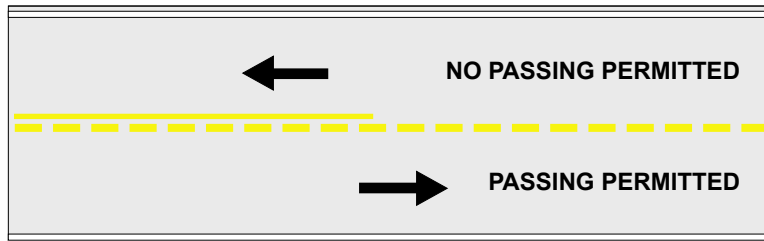
Roadway Markings

An intermittent yellow line (commonly known as a broken line) on the roadway designates the separation of traffic moving in opposite directions.

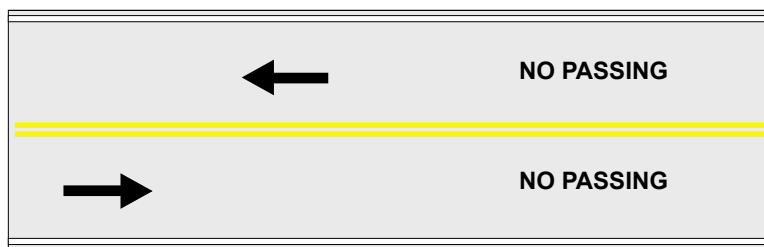
Passing and turning maneuvers are allowed across a broken yellow line.



A solid yellow line alongside of a broken yellow line signifies no passing from the lane in which the line is placed.



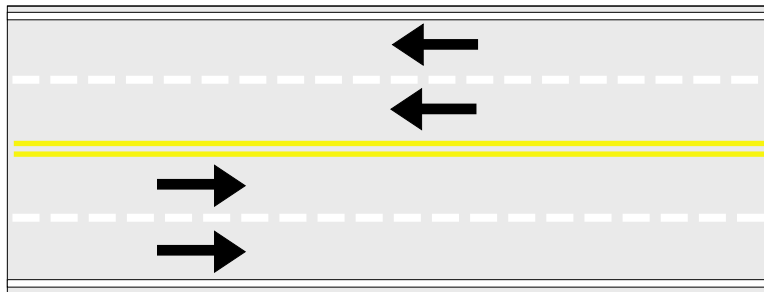
When a solid yellow line is placed on each side of a broken yellow line, no passing is allowed in either direction.



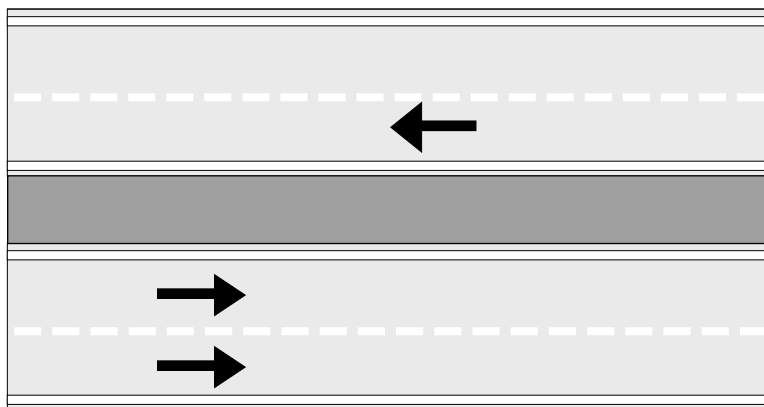
Double no passing lines in conjunction with a broken center line are used on hills and curves. The solid lines may or may not overlap.

If there is a continuous no passing zone for both lanes, the broken line may be omitted.

Turning is permitted into driveways and alleys across solid yellow no passing lines.

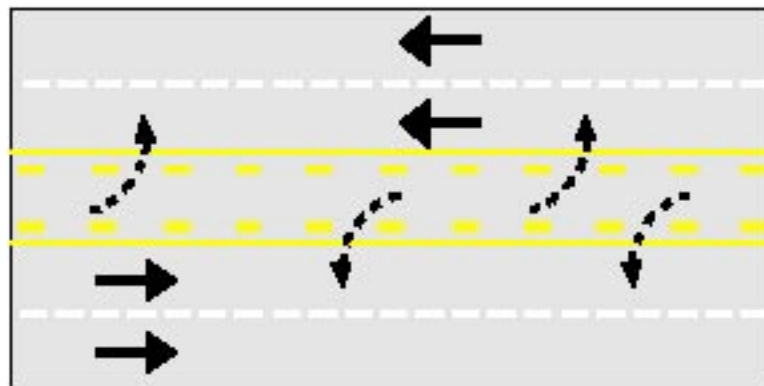


White lines separate traffic moving in the same direction on multiple lane roads.



Single broken white lines are used to designate freedom of movement from one lane to another. Single solid white lines discourage lane changes where movements are not illegal but changing lanes requires added care. A wide white line may be used to emphasize added care.

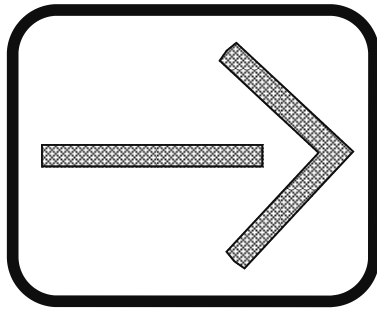
A double white line is used to delineate travel in the same direction but it is prohibited to cross. An additional lane may be provided for two-way left turns on roadways. It is not to be used for passing or any maneuver other than left turns. It will be marked by a broken yellow line and a solid yellow line on each side of the lane.



The information on signing and marking is as set forth in Part III of the Uniform Signing Manual, page 177 of the 1971 edition.

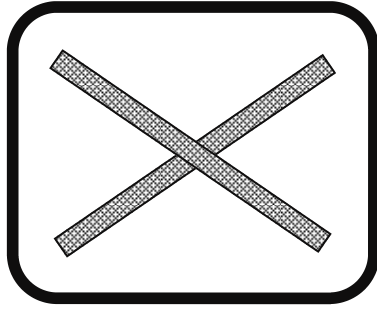
Reversible Lane Lights

①



Solid Green

②

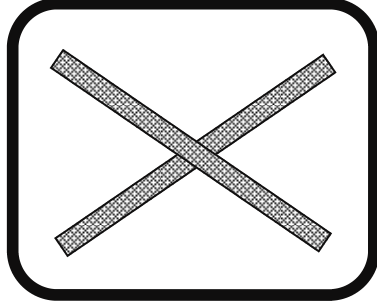


Flashing Yellow

then

Flashing Red

③



Flashing Red

then

Solid Red

- 1. Solid Green Means You May Use That Lane.**
- 2. Flashing Yellow Means You Must Move to the Nearest Green Lane, Because the Signal Will Be Turning Red.**
- 3. Flashing Red Means the Lane is Close to Traffic Going Your Direction. It will Turn Solid Red Shortly. Move to a Lane with a Green Signal. T-1**

5-Light Signal



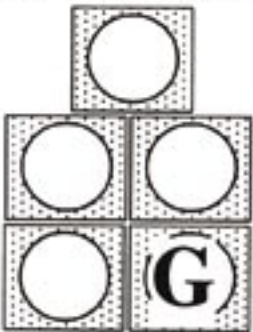
Solid Green and the Green Arrow allow traffic to go straight ahead or turn left.

(All of the other lights are blank.)



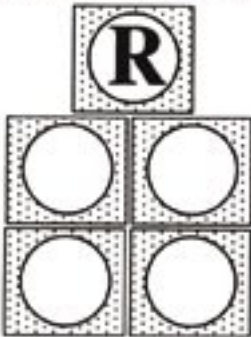
Solid Green and the Yellow Arrow allow traffic to go straight ahead, but the turn light is about to turn red (or go blank).

(All of the other lights are blank.)



Solid Green allows traffic to go straight ahead only.

(All of the other lights are blank.)



Solid Red means proceeding and turning traffic must stop and wait for a green light and/or arrow.

(All of the other lights are blank.)

T-2



CHAPTER 3:

Fuel Conservation

Overview

This chapter covers ten practical applications for increased fuel efficiency:

- Limited warm up time in place
- Continued warm time driving at low speed on the road
- Acceleration
- Moving up hills
- Maintaining fuel-efficient speed
- Anticipating traffic conditions
- Tire pressure
- Pupil management can save fuel
- Stacking buses
- Additional techniques

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Fuel Conservation

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. Describe the term “zero miles per gallon” in a school bus.
2. Explain when ascending a hill, which gear does a school bus driver select before making the climb.
3. Tell what the speed range is that is most fuel efficient for school buses.
4. School bus drivers may spend more time than is necessary at bus stops and thereby waste fuel. Describe how pupils help this situation so the bus may smoothly go on to the next stop.
5. Describe where one looks for the proper tire pressure for the tires on the school bus.
6. Describe two “additional techniques” for saving fuel.

Lesson Plan

Introduction

Since the fuel crunch in the early 1970's, school districts have had to readjust their thinking and their budgets to the cost of fuel. Even if there is never again a need to be concerned about fuel shortages, the cost of fuel continues to be high. Encourage the drivers to drive fuel efficiently. Post the miles per gallon for each series of bus each month. Get some competition going. Reward drivers for saving fuel. Remember, any amount of fuel a school bus driver saves is a savings in the transportation budget and a savings to the tax payer.

Presentation

Ten practical applications for increased fuel efficiency

1. LIMITED WARM UP TIME IN PLACE

Some school districts practice lengthy warm up times no matter what the weather. It is very costly with fuel costing as much as it does today. Remember, all during the "in place" warm up time, school buses are getting zero miles per gallon. Three to five minutes is adequate. It is noted here that the driver's warmth comfort has been of prime concern (particularly by them) when considering warm up time. Drivers can be encouraged to wear warmer clothing and decrease the warm-up time, thereby saving fuel. When reaching the first bus stop, the bus will be warm enough for the students and the driver.

Drivers can complete most of their pre-trip inspection without the engine running. The additional pre-trip time with the engine running will allow drivers to complete the electrical portion of the inspection and should take no more than 5 minutes. Air brake equipped school buses need only be run long enough to build air pressure prior to departure from the bus garage (3-5 min.). School buses with hydraulic braking systems need no more than a thirty second warm up. Time must be allowed for inspection of necessary items.

NOTES:

2. CONTINUE WARM UP TIME DRIVING AT LOW SPEED ON THE ROAD

While a cold engine doesn't get the fuel mileage it would when warm, much more than zero miles per gallon will be achieved by driving. (When using minimal warm up time, drivers should drive slowly until the temperature gauge reads "normal operating pressure.") The heater and engine will get hotter with longer idle time, but the rest of the vehicle's parts can only warm up when the vehicle is moving. To really save on fuel, the engine, transmission, tires, and all the moving parts have to be warmed. After the three to five minute warm-up, drive at low speeds (25 to 35 m.p.h.) for the first few blocks to warm the rest of the bus. (Only when it is very cold will a longer warm-up distance be needed.)

3. ACCELERATION

Accelerating too gently - or too hard - wastes fuel. As a bus begins to move, inertia, surface, rolling resistance must be overcome. This requires a great deal of fuel — as much as three times the amount needed to maintain a cruising speed. Further, lower gear ranges used in acceleration, and low speeds, use the most fuel. So, when getting underway, the most fuel efficient thing to do is accelerate briskly and steadily (without flooring it), and shift up through the gears to cruising gear as soon as possible without lugging the engine. This reduces the time driving in the lower, less fuel efficient gears. A bus in higher more fuel efficient gears is your goal.

4. MOVING UP HILLS

Moving out from a stop on level ground requires one acceleration technique, and moving up a hill requires another. The greater the degree of slope the vehicle has to climb, the more power needed to maintain speed. By legally accelerating just before ascending a hill, better momentum is gained for less fuel than if one accelerated against the resistance of the grade. By easing off the accelerator near the hill top one allows the bus momentum to carry it over the crest and use less fuel. Drop "one gear lower than normal" when going up hill. "One gear lower than normal" seems vague but consider this: If gear 4 gets one up a hill without lugging the engine, use gear 3 with a bit more r.p.m.

5. MAINTAINING FUEL-EFFICIENT SPEED

All vehicles have a speed range in which they can achieve their best fuel economy. This fuel-efficient speed range varies from vehicle to vehicle, but most are more efficient at speeds between 25 and 45 miles per hour of smooth and steady driving. Braking or accelerating more than necessary wastes time and fuel. The slightest pressure on the brake, accelerator, or the slightest direction of the steering wheel costs fuel even when one is not aware of it! Speed fluctuations generally mean that a driver accelerates unnecessarily, has an unsteady foot on the throttle, is indecisive, or is all of the preceding. Pumping the pedal is especially wasteful, whether starting the vehicle, just getting underway, going up a hill, or trying to maintain driving speed.

6. ANTICIPATING TRAFFIC CONDITIONS

Anticipation and fuel efficient response to traffic conditions can save more fuel than any other driving behavior, particularly in city driving and rush hour, when you're familiar with the territory. This allows deceleration, rather than constant braking, and gives the greatest fuel mileage of all. Anticipate sudden lane changes or braking by other commuters. Avoid driving in a "pack" that constantly slows and speeds. This decreases fuel mileage. By looking 12 seconds ahead, unnecessary braking, acceleration, and small but wasteful changes in speed and steering can easily be avoided. This practice also reduces stress caused by being trapped behind slower moving vehicles or forced into making last-second lane changes.

7. TIRE PRESSURE

Drivers should have access to an air pressure gauge and be taught to use it. Tires should always be inflated to their maximum recommended air pressure. Under-inflation of even one tire can reduce miles per gallon by three to five percent. Tires should be checked at least once a week in order to get an accurate reading. Tires should always be checked when they are cold.

NOTES:

8. PUPIL MANAGEMENT CAN SAVE FUEL

Practicing good student management adds to fuel efficiency.

- a. Students should be instructed to load from the rear of the bus filling all seats. The last stop will load the front seats. Students should immediately go to their respective seats to avoid prolonged waiting time at bus stops.
- b. Students must be taught to anticipate leaving the bus at their stop. They should gather their belongings ahead of time, not dawdle coming down the aisle or crossing the street. Drivers might even have the students for the next stop move up to the front of the bus at the preceding stop especially if the group is a large one.

9. STACKING BUSES

Avoid “stacking” buses as they leave the yard each morning. If buses are lined up to leave, the engine should be turned off until departing traffic clears.

10. ADDITIONAL TECHNIQUES

In the name of common sense, DO NOT IGNORE SAFETY to save fuel. The risks one takes in traffic to save fuel can eventually cause damage expenses far beyond fuel economy. DO NOT ABUSE THE SCHOOL BUS to save fuel. Once again, damage to the vehicle could cost more than the fuel savings.

Summary

Review the ten applications for increased fuel efficiency:

1. Limited Warm Up Time in Place
2. Continued Warm Time Driving at Low Speed
3. Acceleration
4. Moving Up Hills

5. Maintaining Fuel Efficient Speed
6. Anticipating Traffic Conditions
7. Tire Pressure
8. Pupil Management
9. Stacking Buses
10. Additional Techniques

NOTES:

Evaluation

Ask the driver candidates questions regarding the procedures explained in this lesson.

1. How does one achieve “zero miles per gallon” in a school bus?

(Continuing to run the school bus engine in place after the three to five minute warm up period.)

2. Just before ascending a hill, which gear does a school bus driver select before making the climb?

(He/she selects a gear one gear lower than normal for that bus.)

3. What is the speed range that is most fuel efficient for school buses?

(The range is between 25 miles per hour and 45 miles per hour.)

4. School bus drivers may spend more time than is necessary at bus stops and thereby waste fuel. How can pupils help this situation so the bus may smoothly go on to the next stop?

(Pupils should anticipate gathering their belongings before the bus stops so they depart with delay so the school bus can move on soon to save fuel.)

NOTES:

5. Where does one look for the proper tire pressure for the tires on the school bus?

(The sidewalls of the tires on the school bus contain the correct maximum pressure for those particular tires.)

6. What are two “additional techniques” for saving fuel?
 - a. Not risking safety to save fuel.
 - b. Not abusing the school bus to get better fuel mileage.

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers know the importance of fuel efficiency techniques:
 - acceleration
 - ascending hills
 - traffic conditions
 - pupil management
 - safety and vehicle abuse



CHAPTER 4:

Reference Point Driving

Overview

Exercises are presented to show the trainer what skills are to be learned by entry level drivers. The exercises can also be used to improve the skill level of current drivers. The exercises themselves are the lesson objectives and the evaluation is performance/competency based.

THIS CHAPTER INCLUDES:

- Handbook for trainers
- Transparencies

CHAPTER ELEMENTS:

- Turning, backing, mirror use and adjustment, and curb alignment

EQUIPMENT LIST:

- Overhead projector
- Screen
- School bus
- Trainer programs

Reference Point Driving

Reference Point Definition:

Visually aligning two points, one inside the bus with one outside the bus.

Line of Sight (LOS) Definition:

A point on the vehicle which is in direct line between the driver's eyes and a reference point located outside the bus.

Factors That Affect Reference Point Location:

- Seat position
- Driver height
- Vehicle type
- Vehicle turning radius

Factors That Affect Turning:

- Position of bus
- Speed at which steering wheel is turned
- Wheelbase and tail swing
- Speed of vehicle

Reference Point Driving

Turning Point Definition:

The point at which the reference point on the bus, and the outside reference point intersect, and the steering wheel must be turned to execute a right or left hand turn.

Steering & Turning:

Turning is executed by continuously turning the steering wheel 100% left or right.

Washington Administrative Code (WAC):

WAC 392-145-050 (7) All ninety degree turns are to be made at ten miles per hour or less

Right Turning Point

This is where an imaginary extension of the curb line or reference point intersects the right side of the vehicle.



Four (4) Possible Reference Points

This illustration shows the front approximate relationship of the bus to the nearest intersecting edge of the traveled portion of the cross street.

The “imaginary corner” (the dotted line) of this intersection is the ground reference point. Match the appropriate bus reference point to that before turning the wheel.





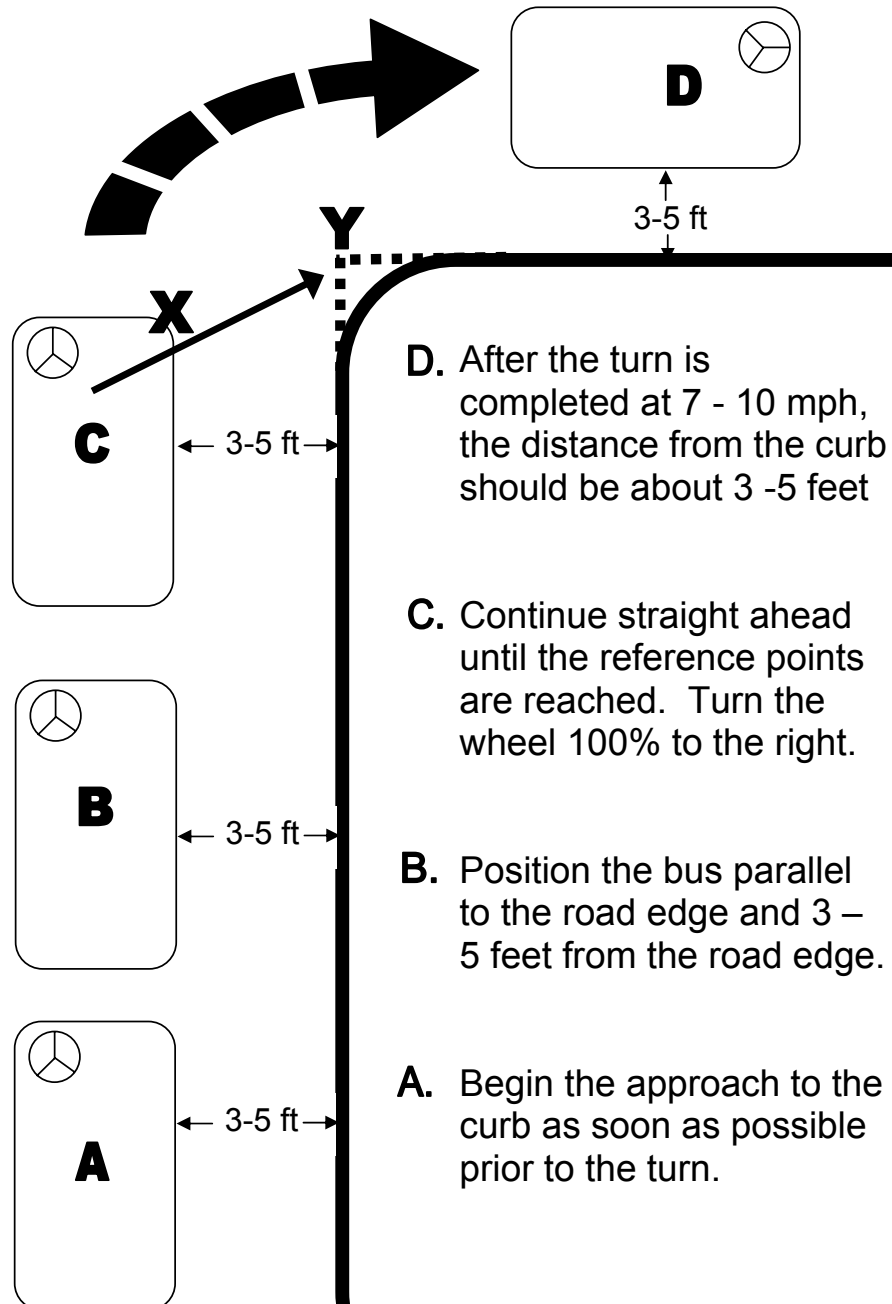




Right Turn References



The Right Turn



D. After the turn is completed at 7 - 10 mph, the distance from the curb should be about 3 -5 feet

C. Continue straight ahead until the reference points are reached. Turn the wheel 100% to the right.

B. Position the bus parallel to the road edge and 3 – 5 feet from the road edge.

A. Begin the approach to the curb as soon as possible prior to the turn.

The Right Turn The "Loose Corner"

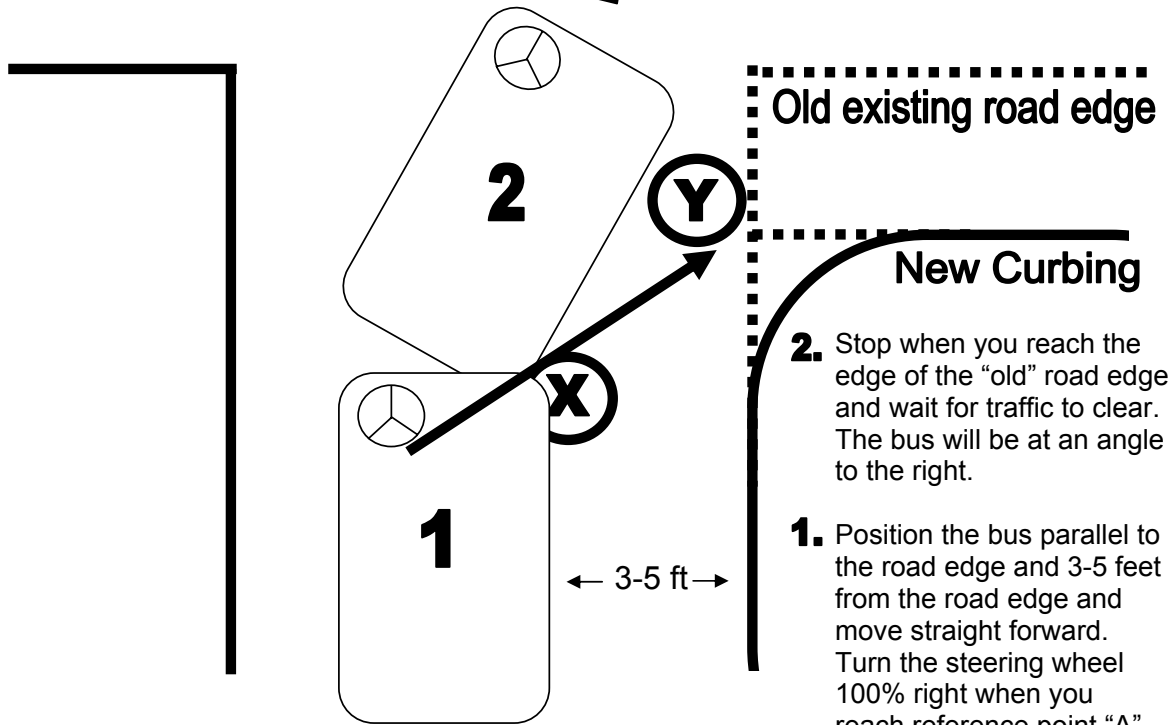
This allows the driver to take advantage of the space in both "A" and "B". Normally, you'd just have the space in "A", so use all the space available.

X: Reference point on the bus (the windshield, post, door window, rearview mirror, etc)

Y: Reference point on the ground (the point where the two streets intersect)

If you start your turn at "B", you'll cross the center line.

If you start your turn at "A", you'll stay in the nearest lane.



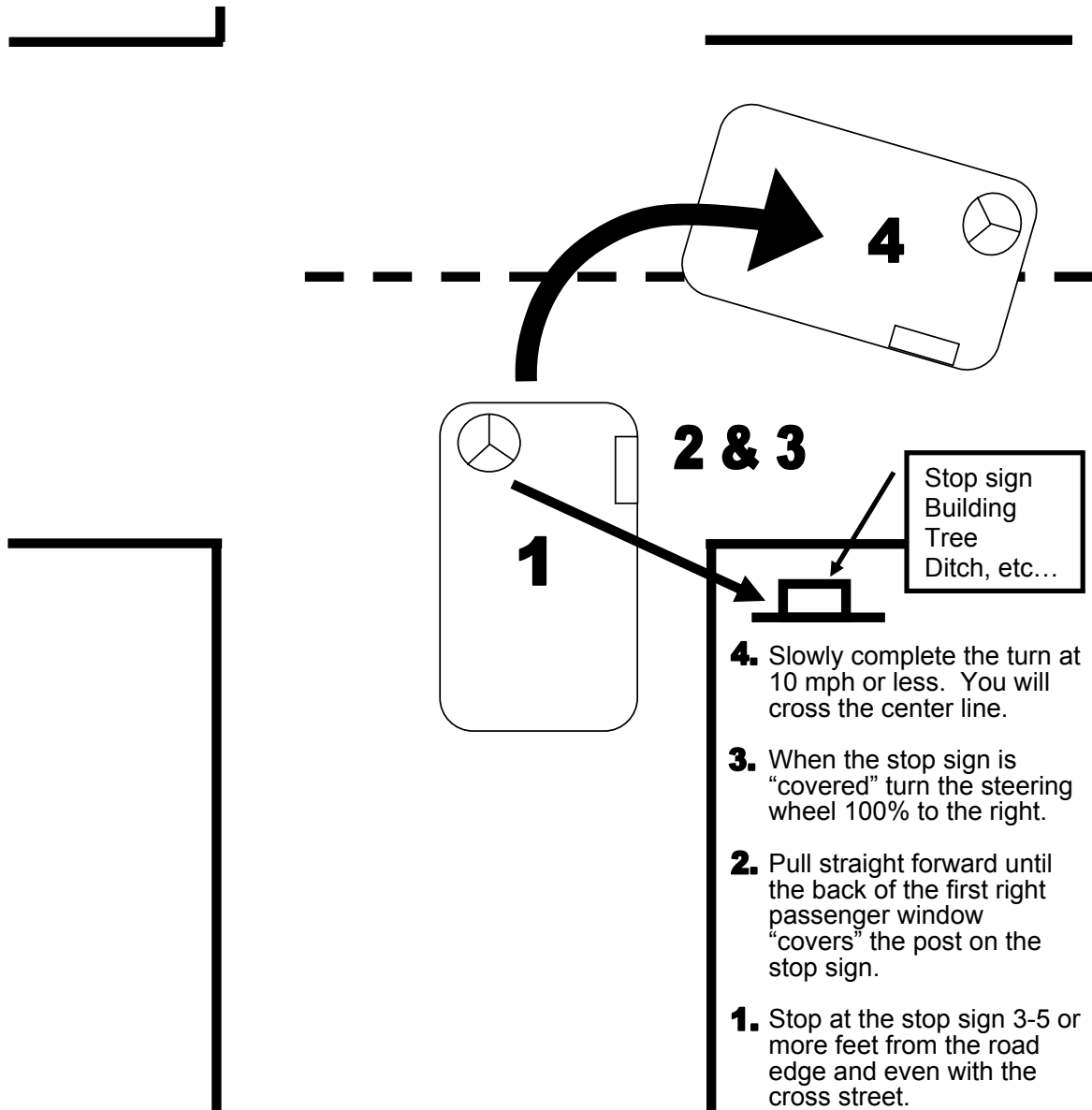
2. Stop when you reach the edge of the "old" road edge and wait for traffic to clear. The bus will be at an angle to the right.

1. Position the bus parallel to the road edge and 3-5 feet from the road edge and move straight forward. Turn the steering wheel 100% right when you reach reference point "A".

The Right Turn The "Tight Corner" Transit Bus

Transit Bus

If there is something in the way that forces you to ignore the "normal" right turn, bring your bus farther out into the cross street before turning the vehicle 100%. You, as the driver of a large vehicle, have no choice.

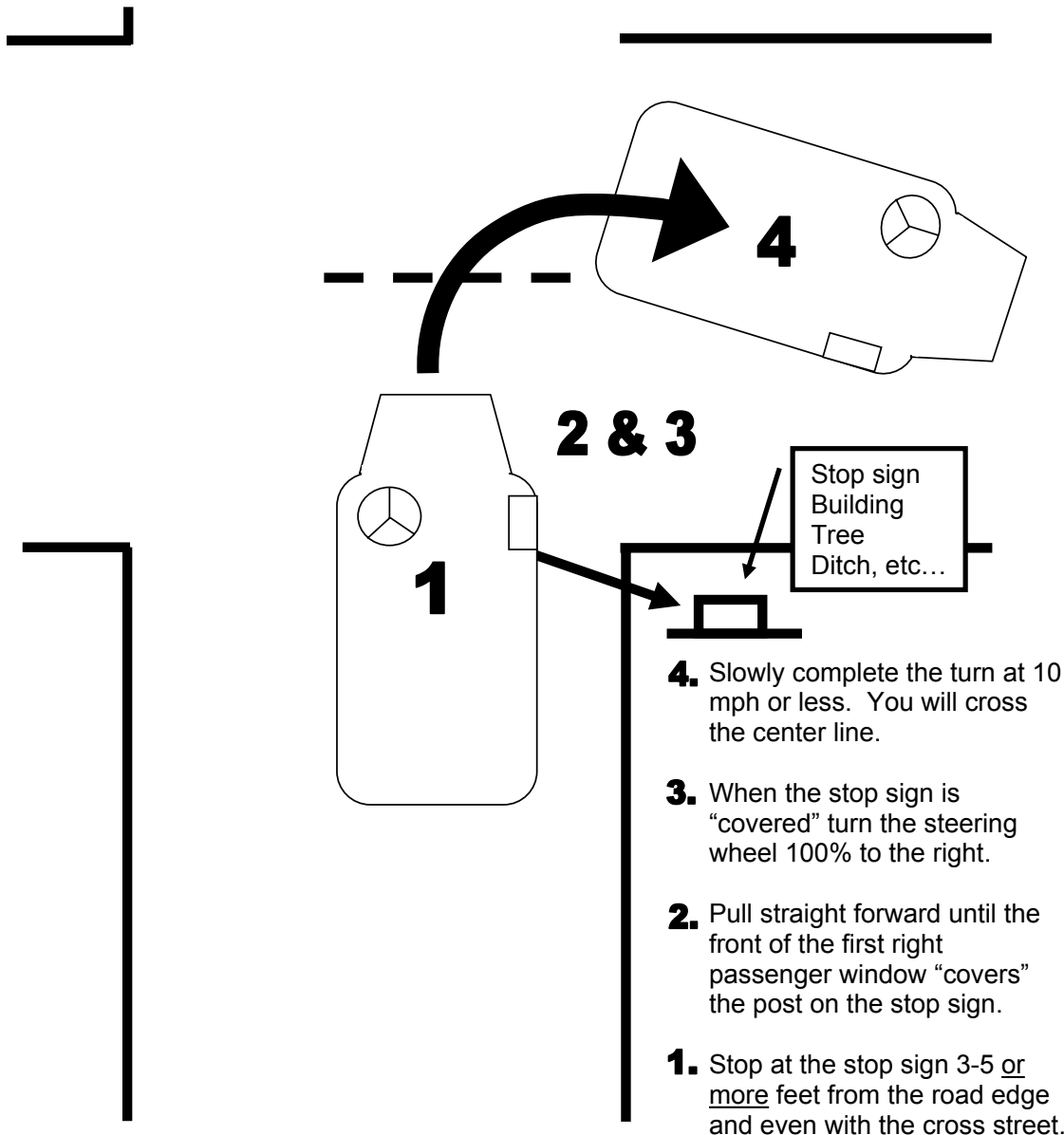


- 4.** Slowly complete the turn at 10 mph or less. You will cross the center line.
- 3.** When the stop sign is "covered" turn the steering wheel 100% to the right.
- 2.** Pull straight forward until the back of the first right passenger window "covers" the post on the stop sign.
- 1.** Stop at the stop sign 3-5 or more feet from the road edge and even with the cross street.

The Right Turn The "Tight Corner"

**Conventional
Bus**

If there is something in the way that forces you to ignore "normal" right turn, bring your bus out into the cross street, before turning the steering 100%.
You, as the driver of a large vehicle, have no choice.



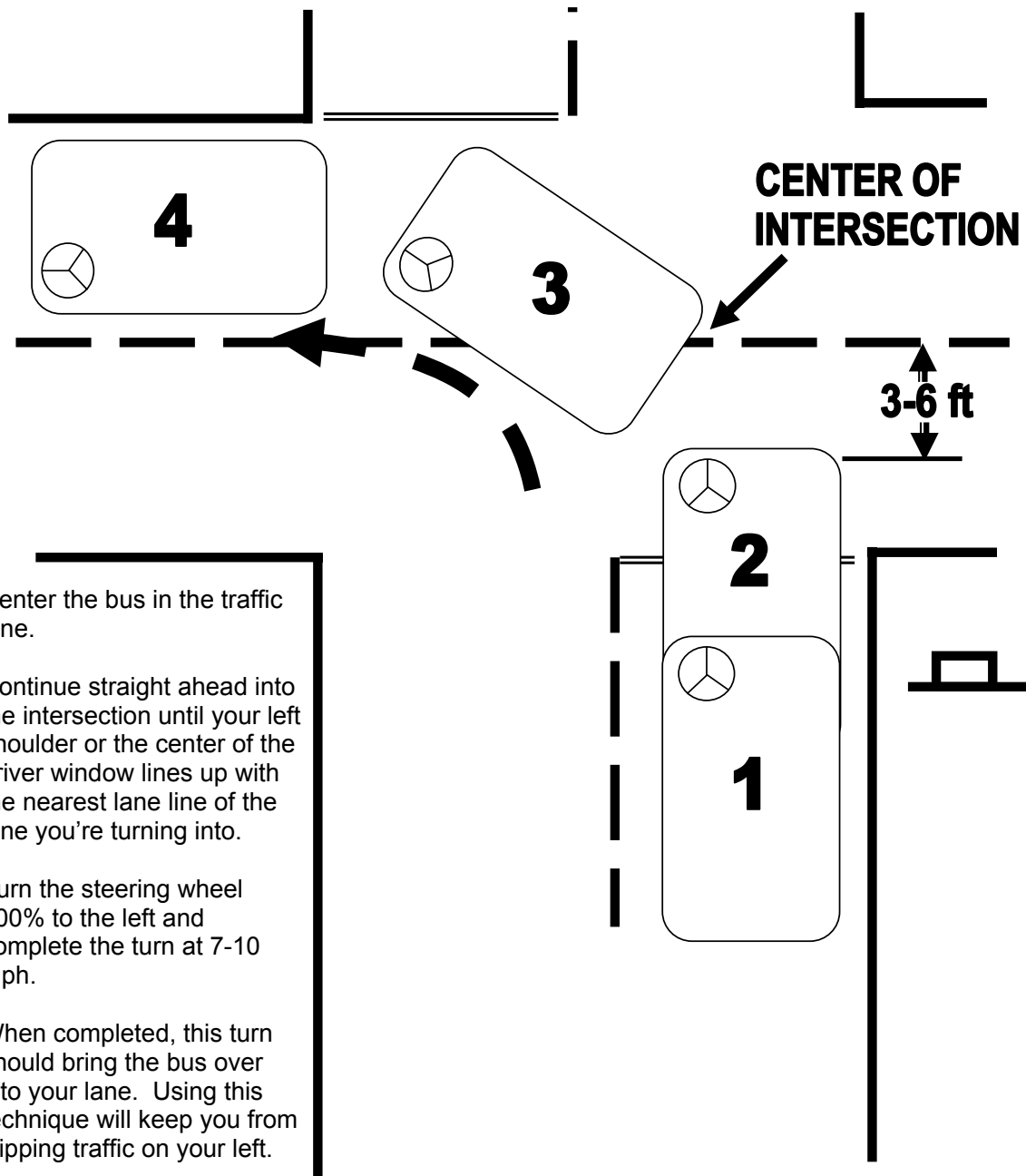
Reference Point Driving

Left Turning Point:

Where the extension of the center line of the lane prior to the lane you are turning into would intersect the left side of the vehicle.

The Left Turn

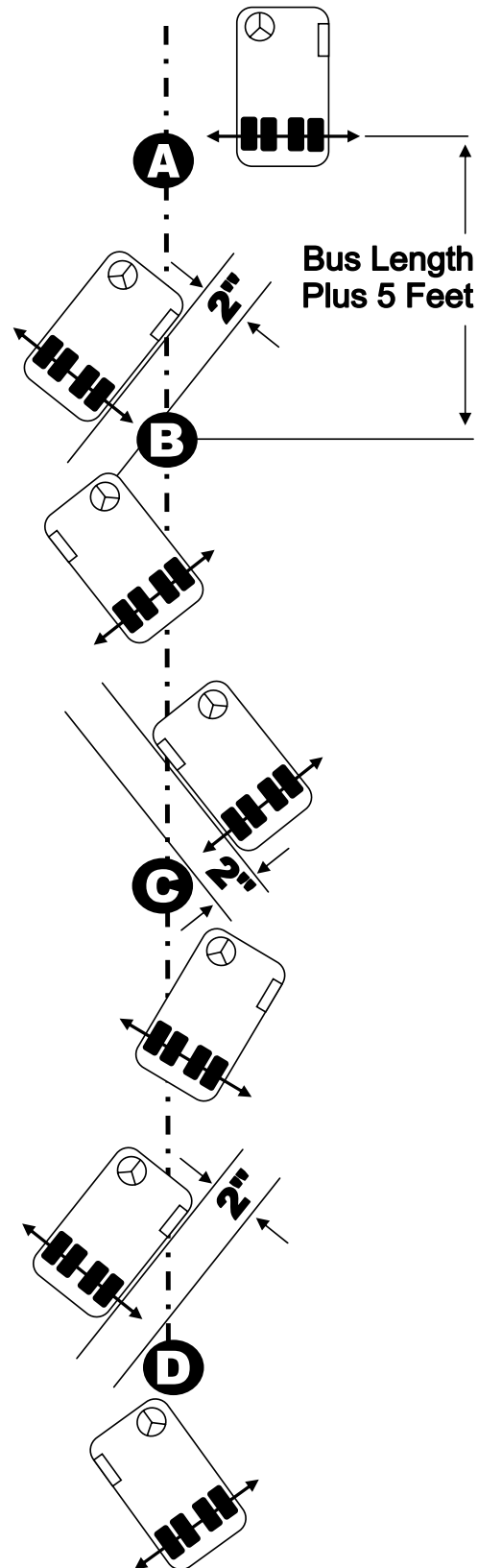
To make a left turn, move the reference point of the intersection 3-6 feet before the center of the roadway. If the bus turns excessively wide, the nearest point should compensate for the wide angle of the turn.



- 1.** Center the bus in the traffic lane.
- 2.** Continue straight ahead into the intersection until your left shoulder or the center of the driver window lines up with the nearest lane line of the lane you're turning into.
- 3.** Turn the steering wheel 100% to the left and complete the turn at 7-10 mph.
- 4.** When completed, this turn should bring the bus over into your lane. Using this technique will keep you from clipping traffic on your left.

Backing Through a Serpentine

1. Place the left rear axle hub just forward of the traffic cone "A". Your bus should be parallel to the entire line of traffic cones. Turn the steering wheel 100% to the left and slowly begin to back the bus.
2. As you come around cone "A", you will see in the right mirror cone "D", the cone "C", and finally cone "B". When there is two (2) feet of daylight between your bus and cone "B", straighten out continuing back toward cone "B", while sustaining the two (2) feet of space.
3. When the right rear axle hub is even with cone "B", turn the steering wheel 100% to the right and slowly back around the cone.
4. As you come around cone "B", in the left mirror, you will see cone "D" and then cone "C". Straighten out the steering wheel and back slowly toward cone "C" and maintain a two (2) feet space between the bus and the cone.
5. When the rear axle is even with cone "C" turn the steering wheel 100% to the left and slowly back around the cone.
6. As you come around "C", you will see in your right mirror cone "D". When there is a two (2) foot space between your bus and cone "D", straighten the steering wheel and slowly back to it.
7. When the axle is even with "D", turn the wheel 100% to the right and slowly continue to back.
8. As your bus comes around cone "D", begin to straighten out the wheel so the vehicle comes to rest parallel to the right side of the entire row of traffic cones. Now, drive straight forward to cone "A" and repeat the exercise beginning on the right side again.
9. Once you have completed the exercise several times from the right side, start it from the left side of the cones and repeat it several times.



Backing to a Parking Line Side Mirror View



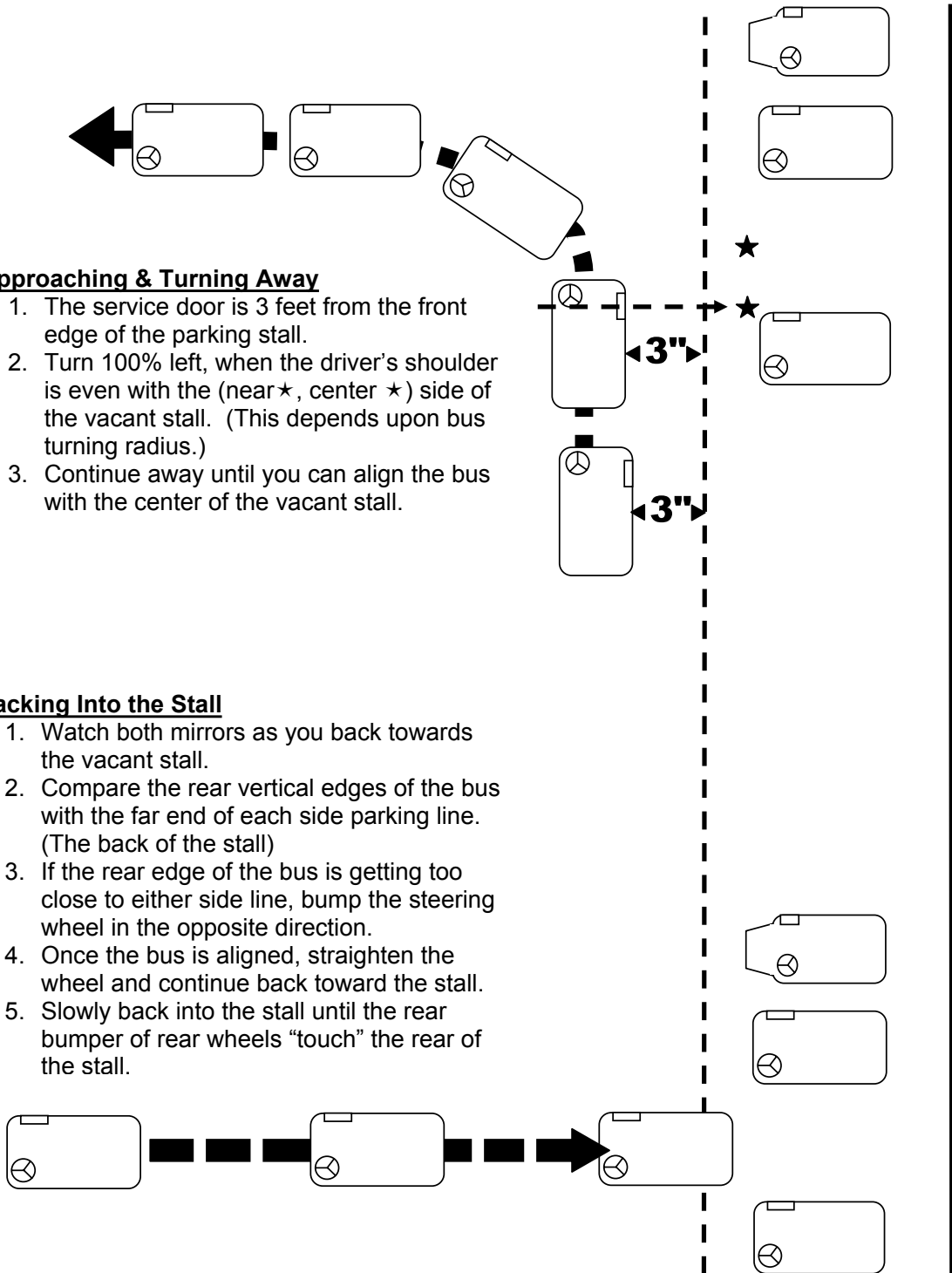
Backing into a Parking Stall

Approaching & Turning Away

1. The service door is 3 feet from the front edge of the parking stall.
2. Turn 100% left, when the driver's shoulder is even with the (near★, center★) side of the vacant stall. (This depends upon bus turning radius.)
3. Continue away until you can align the bus with the center of the vacant stall.

Backing Into the Stall

1. Watch both mirrors as you back towards the vacant stall.
2. Compare the rear vertical edges of the bus with the far end of each side parking line. (The back of the stall)
3. If the rear edge of the bus is getting too close to either side line, bump the steering wheel in the opposite direction.
4. Once the bus is aligned, straighten the wheel and continue back toward the stall.
5. Slowly back into the stall until the rear bumper of rear wheels "touch" the rear of the stall.



Curb Alignment

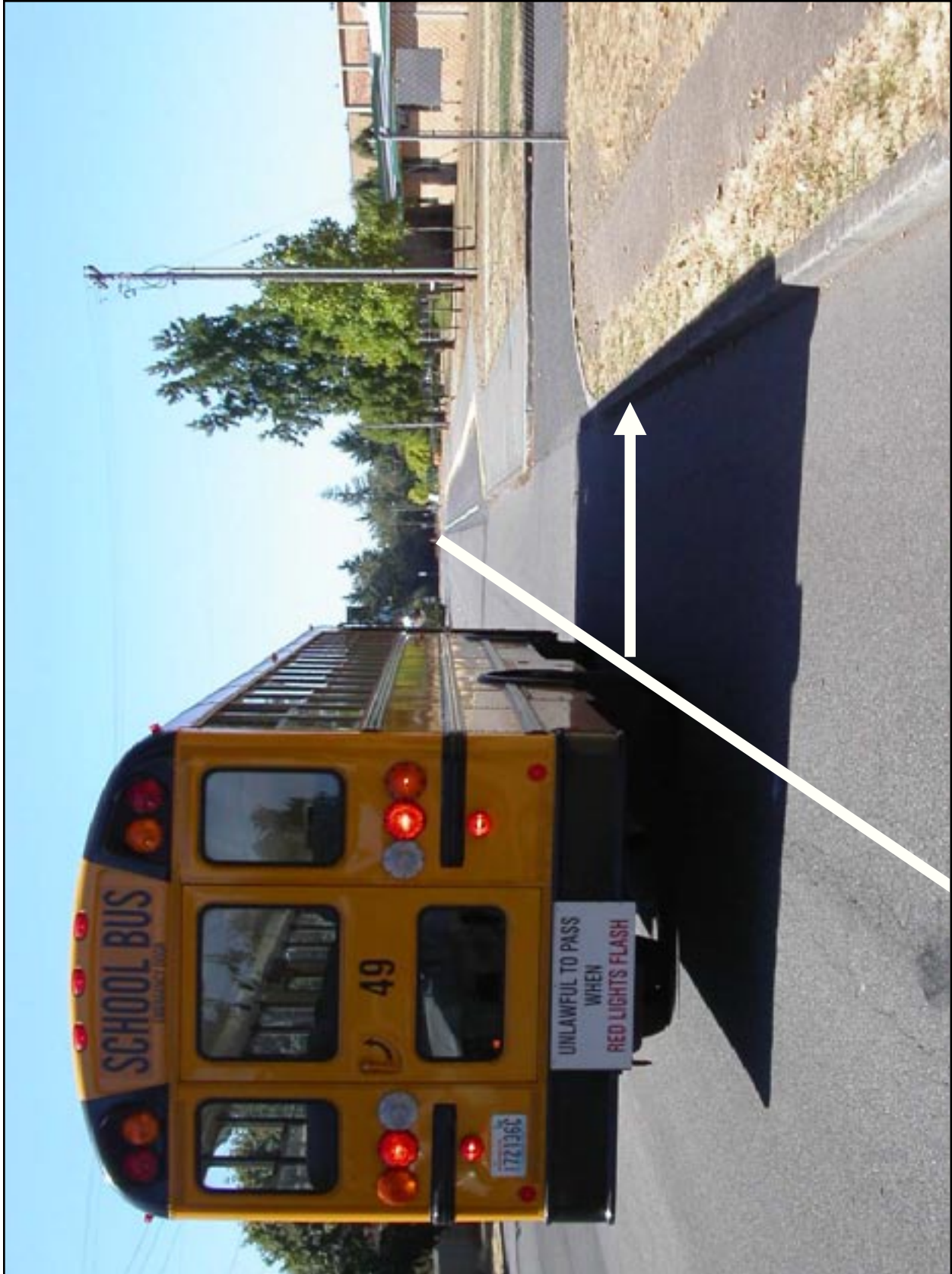
1. With a helper, park the bus next to a painted line. Keep the steering tire little more than two inches away from that painted line.
2. Sit erect in a natural position.
3. With both eyes open, sight across the center of the hood to the painted line. The point at which the hood center and the curb meet is your **reference point**.
 - a. The reference point may be the center of the hood, or a point to the left or right of center. On transit buses, the reference point may be along the dash, center post, wiper blade, defroster fan, etc...
4. Once the reference point is established, travel along the painted line and maintain the two inch distance from the curb edge. This requires some practice!
5. If you're too far from the curb, move the **reference point** to the left. If you're too close to the curb, move your **reference point** to the right.



Curb Alignment Using the Right Crossover Mirror

1. Move slowly toward the curb and concentrate on the right front wheel in the crossover mirror.
2. Continue to get closer until there is about two to four inches between the wheel and the curb edge. Continue maintaining this distance and practicing this skill.







Reference Point Driving

Driver Seat Adjustment

- Height of the seat should allow the thighs to be horizontal and the feet flat on the floor
- Back incline of about 20 degrees
- Use firm seat cushions
- Provide support for the lower back
- Head should be straight and balanced over spine while looking forward
- Elbows should be bent at 90 degrees when the hands are on the steering wheel



CHAPTER 5:

Defensive Driving

Overview

Bus drivers are professional drivers. A “professional” attitude must always be maintained. There will always be amateur drivers and pedestrians on the road, thus it will be up to the professional drivers to make allowance for them.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Personal pre-trip
- Evaluating the traffic around the bus
- Windstorms and downed wires
- Winter driving
- Intersections
- Turning
- Tail swing of a bus

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts and transparencies
- TV and VCR
- Recommended video “Driver’s Performance Test”

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. Explain why it is discourteous for school bus drivers to travel side by side on a multiple lane road.
2. Describe what a person must do to leave a school bus that is covered with live power lines.
3. When controlling a school bus on slick streets, the usual reaction is to brake to keep the bus going safely. Explain what a better way is to control besides braking.
4. Explain how long should a school bus driver should wait before moving forward when the intersection traffic light turns green.
5. Tell how many feet from making a right or left turn from the roadway the driver must signal his/her intent.
6. Describe how tail swing can cause collisions.
7. Describe how a school bus driver can endanger a motorist who is passing the bus on a two-lane two-way road.
8. Tell when a school bus driver can back up on a freeway because they missed a freeway entrance.
9. Describe how a school bus can driver avoid rollback on a hill.
10. Describe how the four second rule following distance works in everyday driving.
11. Explain what two weather things must a driver remember about bridges during cold weather seasons.
12. Describe how a traveling school bus should react to a siren and red flashing lights approaching the school bus.

Lesson Plan

Introduction

Defensive driving is a professional skill involving a high degree of alertness and a positive attitude of driving to expect the unexpected. The professional driver needs to set aside emotions, mental stress, and frustrations to arrive at a destination safely. Defensive drivers not only do not cause accidents by their method of driving, but are skilled enough to avoid being involved in an accident — by being alert, aware of everything around them, anticipating what might happen, and deciding upon and using the most appropriate avoidance action in time. A professional driver also needs to be alert to the additional hazards presented by the types of vehicles on the road, the weather conditions, the light conditions, the type of road (2 lane, 4 lane, etc.), the terrain (hills, curves, etc.), changing traffic conditions, and be ready to anticipate and thus avoid the potential problems these situations/conditions present.

Presentation

An area that often separates a “professional driver” from an “amateur” is the area of defensive driving. The professional driver recognizes the importance of safe driving and realizes that driving defensively is a basic tool of the trade. Defensive driving is a professional skill involving a high degree of alertness and a positive attitude of driving to expect the unexpected.

A school bus driver is a professional driver. This means:

- Having the necessary skills and being competent in using them.
- Knowing the correct thing to do and doing it accurately every time.
- Knowing and obeying the RCWs and the WACs.
- Knowing and following district policies and procedures.

Even if a driver uses all his/her defensive driving skills it only takes a glance in the wrong direction for tragedy to take place. Our brains function at a concentration level of about 10% while driving. No

NOTES:

wonder most accidents occur because of driver inattention. There is a need to concentrate, to pay attention!

The Defensive Driver

Pre-trip evaluation of driver

Always assess your personal condition. You might be:

- Tired: Has one been out too late, watched too much TV, done too much yard work, split too much wood?
- Irate: Tense from personal/work problems, marital tension, problems with one's children, disagreement with other drivers/staff members?
- Drifty: Less than alert to what goes on around you. Everyone has these days when one seems disconnected from life. This can be a danger to the driving task.
- Disoriented: Distracted, unable to cope because one's house burned down, giddy from winning the lottery.

If you are rested and alert, you reduce the possibility of a collision. It is the bus driver's responsibility to be rested and alert.

There is no room for error. Mistakes can result in injuries and fatalities. The professional driver needs to set aside emotions, mental stress, and frustration to arrive at the intended destination safely and comfortably. This often means bearing the brunt of another driver's mistake; you can never allow the nasty actions of others to affect your safe driving.

Evaluating the traffic around the bus

Defensive drivers are those who do not cause collisions by the way they drive. They are skilled enough to avoid being involved in an accident. Defensive drivers are alert, aware of everything around them, and anticipate what might happen. In this way the defensive driver is able to take preventive action before a dangerous situation can result in an accident. In order to drive defensively you need to use S.I.P.D.E. (Pronounce: SIP-DEE):

NOTES:

- **Search:** Search for vehicles/people/animals on all sides of your vehicle.
- **Identify:** Are there brake lights ahead; is someone crowding in behind, is there a tailgater, someone careless by passing on the left (or right)?
- **Predict:** Predict the outcome of the foolishness around your bus.
- **Decide:** Decide the best way to avoid or escape.
- **Execute:** Do what you have decided.

Being a defensive driver

T-1

Defensive drivers are those who not only do not cause accidents by the way they drive but are alert and skilled enough to avoid being involved in an accident because of the ignorant driving of others and/or the presence of dangerous conditions. As a good defensive driver you will:

1. Inspect your vehicle correctly

- Overall condition of the bus — no defects
- Proper seat adjustment; clean and well-adjusted mirrors
- All safety equipment and lights functioning properly, etc.

2. Handle your vehicle skillfully

- Know the capabilities and limitations of your vehicle — capacity, turning radius, acceleration
- Use the transmission, brakes, etc., properly
- Know (and use) reference point techniques to develop maneuvering/turning skills

3. Know and use all safe driving practices

- Intersections — good vision (left, right, and left again) covering the brake, stopping time, time to clear, etc.
- Lane position — stay centered, be aware of rear end hanging over the center lane on sharp curves, how much of the road the bus takes up on narrow roads
- Railroad crossings — know and use proper procedures to safely cross

NOTES:

- Crossing bridges — consider weight limits, narrow bridges, winter conditions
- Road obstructions, construction zones, approaching emergency vehicles
- Hills — visibility, avoiding rollback, parking, selecting gears for ascending/descending

4. Know how to drive on all types of roads in different types of weather

- Narrow roads, roads without signs/lane markings, freeways, arterial, gravel
- Poor visibility — fog, heavy rain, snow, night driving
- Slippery road conditions, poor traction — ice, snow, rain

5. Know the hazards of drugs, alcohol, fatigue, stress, danger, impatience when driving

6. Keep a positive attitude so you can drive collision free

Defensive driving starts with a good attitude. A professional driver continues to learn during his/her career. The driver develops and maintains safe driving skills as well as learning from mistakes. The professional driver realizes that driving defensively is a basic tool of the trade.

With a positive attitude, driving habits will improve. There will be respect for the inherent risks in driving a school bus. The limitations in the performance capabilities of the vehicle will be understood, and the importance of practicing professional techniques of defensive driving will be apparent. For a professional driver, there is no room for error.

7. Drive with courtesy

Driving courteously is a part of driving safely. School buses are very visible to the public and should present a professional image. Showing the public a professional image includes:

- Driving in outside lane of multiple lane roads except for turning or passing — do not drive side by side with other large vehicles on multiple roads or caravan.

NOTES:

- Signaling your intent well in advance and maintaining the bus properly in the lane allowing traffic to get around before turning.
- Remembering the rear of the bus will swing wide when turning. Be sure to allow enough lane room and to turn properly so you are not interfering with pedestrians and/or vehicles in adjacent lanes.
- Pulling completely off the road only when you have the opportunity to allow traffic buildup to pass.
- When driving on wet roadways, being careful not to splash pedestrians as you drive by.
- Relinquishing your right of way, if necessary, to avoid a problem.

Out On The Road

Vehicle pre-trip inspection

Always complete a pre-trip inspection. A mechanically sound vehicle assures a protected trip. The driver starts out with confidence in the vehicle.

Safe driving during/after a windstorm

- Where there are trees down, there are likely wires down as well — even if there are none visible.
- Never let students off the bus if their way home from the stop involves walking near/past downed trees or downed wires, make students aware of the danger of downed wires.
- Do not drive over a downed wire (knowingly).
- If you find you have just driven into an area over a downed wire and find your way blocked, you can probably back out over it again without difficulty.

Wires touching the bus

T-1

- If a wire comes down on top of the bus, stop the bus and remain inside. (The tires insulate the bus from the power.) If you step

NOTES:

out (touching the ground and vehicle at the same time) your body becomes a path to ground.

- Do not move the bus — wait for linemen to turn off the power to the wire.
- If someone from outside touches the bus that body becomes a path to ground.
- If there is danger of fire, you and your passengers have to leave the bus, everyone must jump out (not touching the bus and ground at same time), land on both feet at the same time and shuffle out of the area; it is also advisable to fold your arms across your chest as you jump to reduce the chance of accidentally reaching out to the bus.
- There is no danger in touching any part of the inside of the bus as long as you are inside the bus; however it is recommended that students remain seated because there is a chance of danger when moving around the bus touching different parts of it.
- Assume that any wire that is down is high voltage and still energized.
- You cannot tell what a wire is or what voltage it is by looking at it; some small wires carry high voltage and some large wires carry low voltage.

Downed wires

- Electricity is constantly seeking a path to ground; it will choose the path of least resistance. The human body is an excellent conductor of electricity.
- Ground gradient — the area where electricity is dissipating.
- Electricity from downed wires that are still energized keeps flowing into ground and dissipates with a ripple effect (like a pebble thrown into a pool of water.)
- The whole area is energized with the greatest voltage closest to the downed wire and the voltage getting weaker as the circle enlarges.

Escape — Your two feet and downed power lines

T-2

- When you take a step near a downed wire there is a voltage difference between your front foot and the back foot.

Winter driving hazards

Hazards primarily involve reduced visibility, reduced traction, and temperature changes that affect road conditions.

Driving in fog and rain

- Drive slower — fog and/or rain reduces visibility.
- Drive with headlights on low beams when in fog.
- Reduce speed in rain — wet pavement requires a longer stopping distance; heavy rain/standing water can lead to the hydroplaning (partial or total) unless speed is slow enough to keep traction between the tire and the wet road surface.

Recovering from a skid

T-3

- Don't lock up the brakes or release brakes, when vehicle starts skidding.
- Steer in the direction you want to go.
- Counter steer back and forth to get the vehicle straightened out.
- Keep your eyes in a straight line down the traffic lane.

Driving on snow and ice

- Drive at reduced speed for better control; skidding is usually a sign of operating too fast for conditions.
- Make no sudden changes in speed or direction.
- Accelerate slowly for best traction.
- To stop, tap the brakes — 1 to 2 times/second — to slow the bus without breaking the traction between wheels and snow; light steady brake pressure is OK — as long as wheels do not slide or lock up.
- Anticipate stops and start slowing down sooner; reduce speed before entering curves and downgrades; slow down long before reaching a controlled intersection — the stopping area at the intersection may be solid ice.
- Increase following distance; it takes 3-12 times as long to stop on ice and snow than on dry roads. So, instead of four second following distance, you might choose 12 to 15 seconds.

NOTES:

- When turning a corner, be careful not to over steer; it may be necessary to make a wider turn to avoid a front wheel skid; very slow speed is also important to keep control while turning.
- Use sanders to provide slow speed traction when stopping and when starting up on slippery surfaces:
 - drop sand the last 10' before coming to a stop so you can start up more easily.
 - only use sand when necessary and in amount necessary so you won't run out before you can refill.
- Use chains when necessary:
 - chains cut stopping distances in half, and give 4-7 times more traction for starting up and climbing hills.
 - slow speeds are a must when driving with chains.
 - tighten your chains after driving a short distance; be sure extra links are tied up so they will not slap the bus frame or body.
 - avoid driving with chains on bare pavement as much as possible (if unavoidable, drive 15 mph).
- Remember, melting ice and snow (about 32 degrees) are more slippery than when temperatures are colder than freezing.
- Be careful of bridges and overpasses — they are the first to freeze and the last to thaw.

Intersections

T-4

Controlled intersections

- Wait three seconds after the light changes — give traffic a chance to run the light; look left, then right, then left again, then straight ahead (for turning traffic.)
- From a stopped position at an intersection, it may take nearly 12 seconds for the rear end of the school bus to clear the intersection. A car approaching the intersection going 30 mph will travel 540 feet or six seconds while the bus is clearing the intersection (at 35 miles per hour — 625 feet;) thus you will need to have 540 feet or six seconds clearance both directions before you could cross the intersection safely.

- Before entering an intersection be sure you have time to cross completely.

NOTES:

Uncontrolled intersections

- As you approach, look both ways far enough ahead to be able to avoid a problem; cover the brake (place your foot over but not on the brake pedal) to save the 3/4 second reaction time if you have to stop; look left, right, and left again.
- With oncoming traffic approaching an intersection at 30 mph you need:
 - six seconds to safely cross the intersection
 - turning right you need eight seconds to clear
 - left turn requires nine seconds to clear.
- Yield right of way to the vehicle on the right.

Turning

T-5

- Turn on turn signals at least 100 feet (RCW 46.61.305) before the turn; turn off signals when the turn is completed.
- The faster you go in a turn, the wider the bus turns. There can be up to 14' wider turn between a slow turn and a fast turn.
- Check right and left mirrors for traffic at 100 feet, and 50 feet before making the turn.
- As you approach the turn, keep your speed at 5-7 mph. Look to the left, straight ahead, and then to the right; check left and right mirrors again.
- When turning onto multiple lane roads, turn left to the lane nearest to the centerline and right to lane that is next to the curb.
- Be alert for pedestrians, bicycles, motorcycles, people on roller blades. Cars might try to squeeze between the bus and the curb on a right turn.

When turning right

- Use left mirror to check clearance for tail swing, check right mirror for bicycles, motorcycles, skateboards, etc., follow through with the right mirror during the apex of the turn, then check left mirror again.

NOTES:

- If you need to complete turn outside the proper lane, make sure way is clear before entering the turn.
- If there are cars parked on the intersecting street, use the left side of the parked car as the reference point instead of the curb.
- When turning into a narrow street, pull closer to the center or lane line before turning, however, the farther you are from the curb the more careful you need to be about someone coming up on your right and the more careful you need to be about the rear swing of the bus.

When turning left...

- Look for a car making a right turn into the same lane into which you are turning.
- Check right mirror for rear swing, follow through with the left mirror during the apex of the turn to make sure you are not cutting the lane and that the car on the left did not move up on you, and then check right mirror again.
- Turning too early or too late may lead to a collision with a vehicle, person, or stationary object.
- Cutting corners may cause you to hit a vehicle or stationary object.

Tail swing

T-6

When you pivot hard in one direction, an opposite reaction takes place at the rear of the bus. The distance from the rear axle to the rear bumper of the bus (overhang) will determine how pronounced the tail swing will be. On a 35-foot bus, the tail swing will be at least 18 inches.

Not allowing for the tail swing when turning either left or right, may lead to contact. Knowing this tail swing will eliminate a potential accident.

Reaction time and braking distance

Total stopping distance is the distance you travel:

- As you perceive a problem (perception distance) realize a problem

NOTES:

- As you react (reaction distance) move your foot from the accelerator to brake pedal
- While braking to a stop (braking distance) this starts when one actually applies the brake until the vehicle stops

Feet per second

When judging stopping distance think in terms of feet/second instead of miles/hour. In order to figure how many feet a bus travels per second, multiply the speed (in mph) by 1.5.

- 20 mph = 30 feet/second 30 mph = 45 feet/second

Reaction time/distance traveled

It takes the average person $\frac{3}{4}$ of a second from the time he sees a problem to the time the brakes are applied. This is an average time for an alert driver. To figure the distance for reaction time (not stopping distance) take the first digit of your speed and add it to your speed.

- 35 mph plus 3 equals 38 feet traveled during the $\frac{3}{4}$ second reaction time

Braking distance

The braking distance is the actual distance the vehicle will travel after the brakes are applied. To figure the braking distance multiply the first digit of your speed by the speed: 3 times 35 mph = 105 feet. This is for stopping under ideal conditions; it will take more distance if the pavement is wet, the surface is dirt or gravel, if brakes are overheated, etc.

Actual stopping distance is the reaction time/distance and the braking distance (both in feet/second). A safe hard stop (not a panic lock-up stop) with a vehicle traveling at 50 mph (or 75 feet/second).

Reaction Distance	55 feet
Braking Distance	250 feet
TOTAL DISTANCE	305 feet to stop

NOTES:

Passing**T-7**

Is PASSING NECESSARY? (Don't risk your passengers!) Is passing possible? (Remember, you are driving a school bus and it does not gain speed quickly.)

If passing is necessary:

1. Check ahead, behind, left, and right.
2. Signal left.
3. Move left.
4. Accelerate to pass.
5. Acknowledge your presence to the other motorist. (In the current society, do not use your horn to acknowledge a presence — flash your lights or try for eye contact.
6. Signal right.
7. Check ahead, behind, left, and right.
8. Move right.

Passing parked vehicles

- Often, bus drivers will have to pass parked vehicles on their routes. In these situations, the safest course of action is to spot the hazard well in advance.
- Scan ahead at all times. You need to see what's coming up to pass safely.
- Before you try to pass a parked vehicle, look for warning signs that it may pull back into traffic.
- If you see someone sitting in the car, or exhaust, or the steering tires are turned out, backup lights or brake lights, these are all indicators that it may not be safe to try to pass.

Pulling back onto the road

- After drivers stop the bus off the traveled portion of the roadway, they should use turn signals to alert other drivers that they will

pull back into traffic. Give (other drivers) sufficient warning so they don't try to pass you and cause an accident as you reenter traffic.

- School bus drivers must always drive defensively. Basically — school bus drivers need to be aware that another vehicle is trying to pass. If they're doing their defensive-driving skills properly, they're scanning their mirrors every 10 to 15 seconds, and they'll know what's coming.

Passing courtesy

T-8

- One of the biggest problems bus drivers face occurs when another vehicle tries to pass them, especially at intersections or at stops along a route. People are impatient. That's when most passing accidents occur. Drivers who think they can squeak by don't always succeed.
- Allow the other drivers to pass, no matter how rude or silly they may seem. **DON'T ENDANGER OTHERS** by keeping the "others" in the oncoming traffic lane. You have an obligation to use common sense here and save people who act foolishly.
- Ease up on the accelerator and cover the brake. Be ready to slow down in case the passing driver misjudged the pass. This also reduces reaction time in case the other vehicle cuts back in too soon. "You want to be able to stop quickly but smoothly, and not throw your passengers around."
- Watch the passing vehicle, but don't look in the mirror too long.
- Stay as far to the right as conditions allow and maintain three to five feet of clearance on the left.
- Slow down and use your horn to warn other motorist if it starts to drift to the right. "You may need to stop."

Lane Changes

Use mirrors and reference areas

Be aware of the blind spots on your vehicle and look for the following reference areas

- Shadows. Shadows of other vehicles appear beside and behind your vehicle. These keep you alert to those that can't be seen

NOTES:

directly.

- Lights. Lights at dusk and at night will alert you to vehicles that are just out of your mirror range.
- Reflections. Reflections in the ceiling of your vehicle will be slight in appearance, but will tell you of the driver that is right next to you or just out your mirror image.

IF YOU ARE NOT SURE OF THE SPACE NEXT TO YOU, DON'T MOVE, MISS YOUR TURN OR EXIT AND CHANGE FURTHER DOWN THE ROAD. (This takes less time than an accident investigation.)

Freeway Driving

- When driving on freeways, maintain the proper TRUCK SPEED. If the legal speed limit is 65 miles per hour and the posted truck speed is 60 miles per hour, 60 miles per hour is the speed that the school bus should maintain.
- If an exit is missed while driving on a freeway, the school bus driver should go on to the next exit and leave the freeway from there. ONE SHOULD NEVER BACK A VEHICLE ON A FREEWAY TO GET TO A DESTINATION.
- Travel in lane two of a two-lane freeway with two lanes in each direction, unless you are passing other traffic. After one passes in lane one, return to the second lane as soon as possible.

Driving on hills

Avoid “roll back”

- Manual Transmissions. On hills, use the parking brake to hold the vehicle instead of the foot brake to start out.
- Automatic Transmissions. On hills, place the left foot on the service brake and gently apply the right foot to the accelerator to start out.

Selecting the correct gear

- Up Hill: Keep shifting down as you ascend the hill until the “correct” gear is found.
- Down Hill: Select the “correct” gear BEFORE descending the

NOTES:

hill, whether the bus has an automatic or manual transmission. Newer automatic transmissions have “lockups” or “lock outs” that keep the transmission from selecting the next lower gear. If one starts down hill in fifth gear, the bus will remain in that gear until the speed slows at the bottom of the hill.

Long down hill grade braking

T-9

If the hill is long and steep, the driver determines a safe speed and selects that speed, then selects five miles per hour below that speed, then moves to 30 miles per hour once more.

- Select 30 miles per hour.
- Gently brake until you reach 25 miles per hour.
- Release the brake slightly until you reach 30 miles per hour.
- Gently brake until you reach 25 miles per hour.
- Release the brake slightly until you reach 30 miles per hour. Repeat this until you reach the bottom of the hill, or until you are out of danger.

Railroad Crossings

T-10

When approaching railroad tracks, do the following:

- Activate hazard lights (not the overhead ambers) at the circular railroad crossing sign.
- Stop back from the nearest rail 15 to 50 feet.
- Open the:
 - a. Service door.
 - b. Driver’s window.
 - c. LOOK AND LISTEN
 - d. Close the service door and driver’s window. LOOK AND LISTEN A SECOND TIME. Make sure that no “second train” is approaching.
 - e. If no train is approaching, cross the tracks without shifting gears.
 - f. Turn off the hazard lights.

NOTES:

Four second following distance**T-11**

- Pick any landmark for a reference point. You can use a billboard, power pole, fence post, parked car, rock, building, overpass, etc.
- Look ahead to your selected reference point. When the rear of the car immediately in front of you is even with that reference point, start counting, 1001, 1002, 1003, 1004. If you reach the reference point at 1004, you have a four-second following distance. If you reach the reference point before the 1004 count, drop your speed, locate another reference point and repeat this exercise until the correct following distance is reached.

Bridges**Judging the capacity of a bridge**

Understand what a bridge will tolerate according to its size and capacity. If one sees 10 TON WEIGHT LIMIT as one approaches a bridge, and your school bus is heavier than 10 tons, do not cross the bridge.

Approximate Bus Weight

<u>Capacity</u>	<u>Weight</u>	<u>Passenger Load</u>	<u>Pounds</u>	<u>Tons</u>
36	8,550	4,950 pounds	13,500	6.75
42	9,250	5,700 pounds	14,950	7.47
48	9,750	6,450 pounds	16,200	8.10
54	10,850	7,200 pounds	18,050	9.02
60	12,050	7,950 pounds	20,000	10.0
66	12.300	8.700 pounds	21.000	10.5
73	16.425	9.575 pounds	26.000	13.0
79	20,500	10,300 pounds	30,800	15.4

These weights are based on estimated:

- Vehicle weight
- 125 pounds per student
- 200 pounds for driver/chains/tools/mud/books/etc.

Bridges and weather

REMEMBER BRIDGES ARE THE FIRST TO FREEZE AND THE LAST TO THAW IN COLD WEATHER. Bridges will be slick in the morning when you start your day AND later in the day, they will still be slick.

NOTES:

Approaching emergency vehicles

T-12 and T-13

If you are on the route:

- Pull to the right and yield.
- Once the lead emergency vehicle passes, look for any “extra” ones that may be responding to the scene.

If you are loading or unloading:

- Remain in position on the roadway.
- Warn the pupils about the situation over the RA or yell to them out of the window.
- Let the pupils near the service door or the right side of the bus back onto the bus. Have the students that are already across the roadway stay there rather than cross in front of the emergency vehicle(s) to get back onto the bus.
- Cancel the stop sign and lights, when all of the passengers are safely inside of the bus, or are standing safely across the roadway.
- Let the emergency vehicle(s) pass.
- Visually “clear” the area of anymore emergency equipment.
- Reactivate the stop sign and lights. Now, complete the loading or unloading.

NOTES:

Summary

Summarize the defensive driving skills necessary to drive collision free — the ability to see and recognize the hazard, understand the defense, and act decisively in time. Review the skills needed to deal with special situations.

- The Driver Pre-trip Evaluation
- The Professional vs. the Amateur Driver
- Use S.I.P.D.E. (Search, Identify, Predict, Decide, Execute)
- Attitude
- Downed Power Lines
- Winter Driving
- Intersections
- Uncontrolled Intersections
- Turns
- Tailswing
- Following Distance
- Passing
- Lane Changes
- Freeway Driving
- Roll Back
- Railroad Crossings
- Bridges
- Bridges and Weather
- Approaching Emergency Vehicles
 - On the Route
 - Actually Loading/Unloading

Evaluation

NOTES:

Ask the driver candidates questions regarding the procedures explained in this lesson.

1. Why is it discourteous for school bus drivers to travel side by side on a multiple lane road?

(It is discourteous for school buses to travel side by side on a multiple lane road because other traffic cannot pass these slow moving vehicles.)

2. Describe what a person must do to leave a school bus that is covered with live power lines.

(When leaving a school bus covered with live power lines, the people must jump from the bus and hop away by taking large steps. It is dangerous for a school bus driver to drive over downed live power lines.)

3. When controlling a school bus on slick streets, the usual reaction is to brake to keep the bus going safely. What is a better way to control besides braking?

(It is better to steer on slick streets than it is to brake and steer.)

4. When the intersection traffic light turns green, how long should a school bus driver wait before moving forward?

(It is a good habit to wait at least three seconds before using a green light to cross an intersection. This lowers the possibility of being struck by someone running their red traffic light.)

5. When making a right or left turn from the roadway, how many feet from the turn must the driver signal his/her intent?

(It is the law to signal at least 100 feet before making a left or right turn on the roadway.)

NOTES:

6. Describe how tail swing can cause collisions.

(Tail swing can cause an accident in confined traffic areas by hitting parked cars along the roadway or cars that are next to the bus in the traffic lane.)

7. How can a school bus driver endanger a motorist who is passing the bus on a two-lane two-way road?

(When other traffic passes the school bus, the school bus driver is obligated to let the other drivers safely back into the traffic lane rather than leave them in the oncoming lane.)

8. A school bus driver never backs on a freeway because they missed a freeway entrance.

(The driver could crash into traffic in the lane(s) behind the school bus.)

9. How can a school bus driver avoid rollback on a hill?

(Avoid rollback on a hill is done by using the brake and accelerator at the same time to allow the bus to continue to drive up the hill. Once some forward pull is felt the driver can then release the brake and avoid rolling back into other vehicles.)

10. Describe how the four second rule following distance works in everyday driving.

(The four second following distance for school buses requires the location of a reference point with the vehicle ahead and counting 1001 through 1004 until the reference point is reached by the following school bus.)

11. What two weather things must a driver remember about bridges during cold weather seasons?

(The two items to remember about bridges during freezing weather are: 1. bridges are the first to freeze, and 2. they are the last to thaw.)

12. How should a traveling school bus react to a siren and red flashing lights approaching the school bus?

(School buses must move to the right of the roadway and yield when emergency vehicles approach, unless the buses are in the process of unloading or loading pupils.)

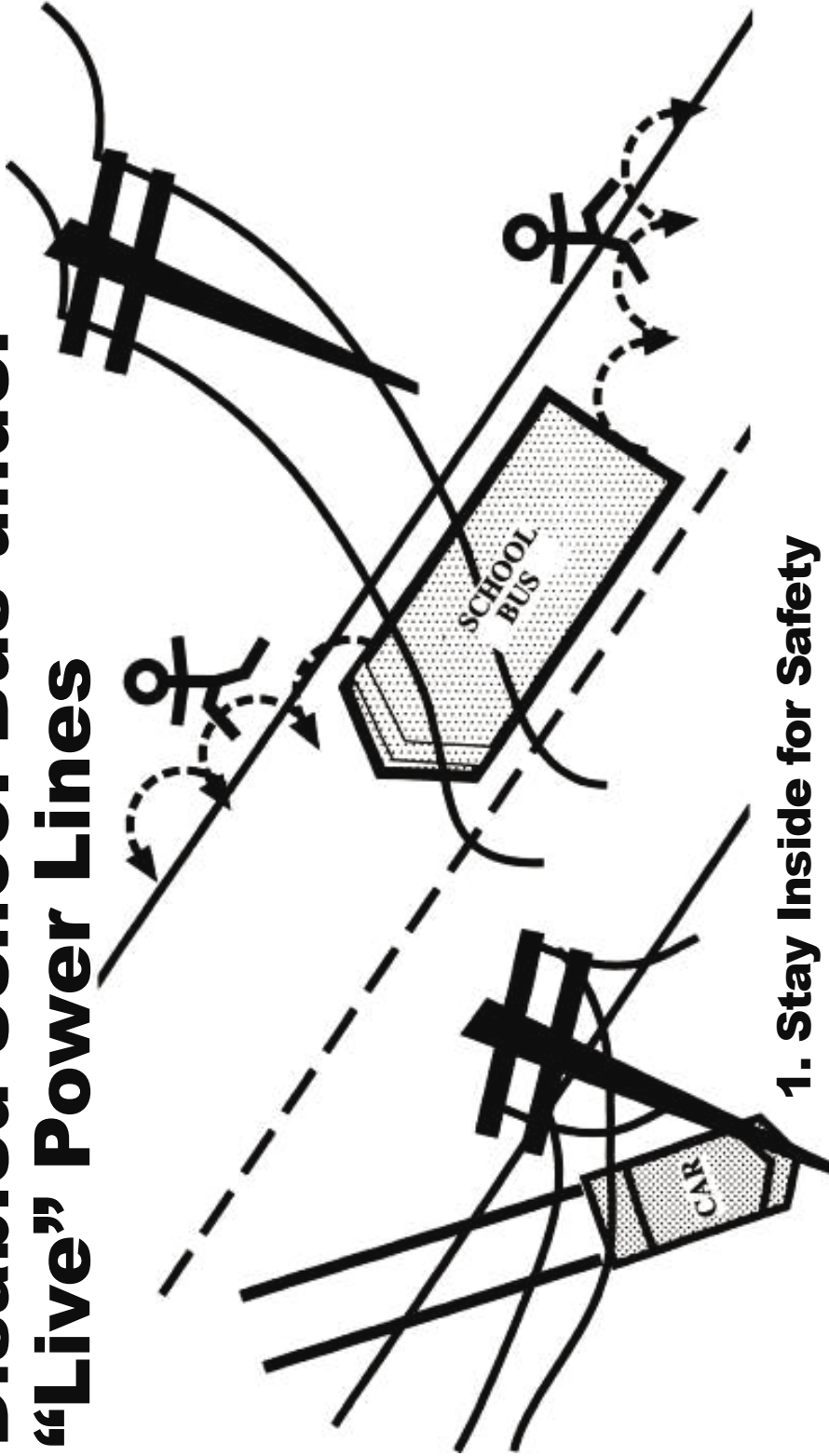
NOTES:

Chapter Checklist

As a trainer, you are responsible to:

- Prepare drivers to recognize and implement defensive driving procedures.

Disabled School Bus under “Live” Power Lines

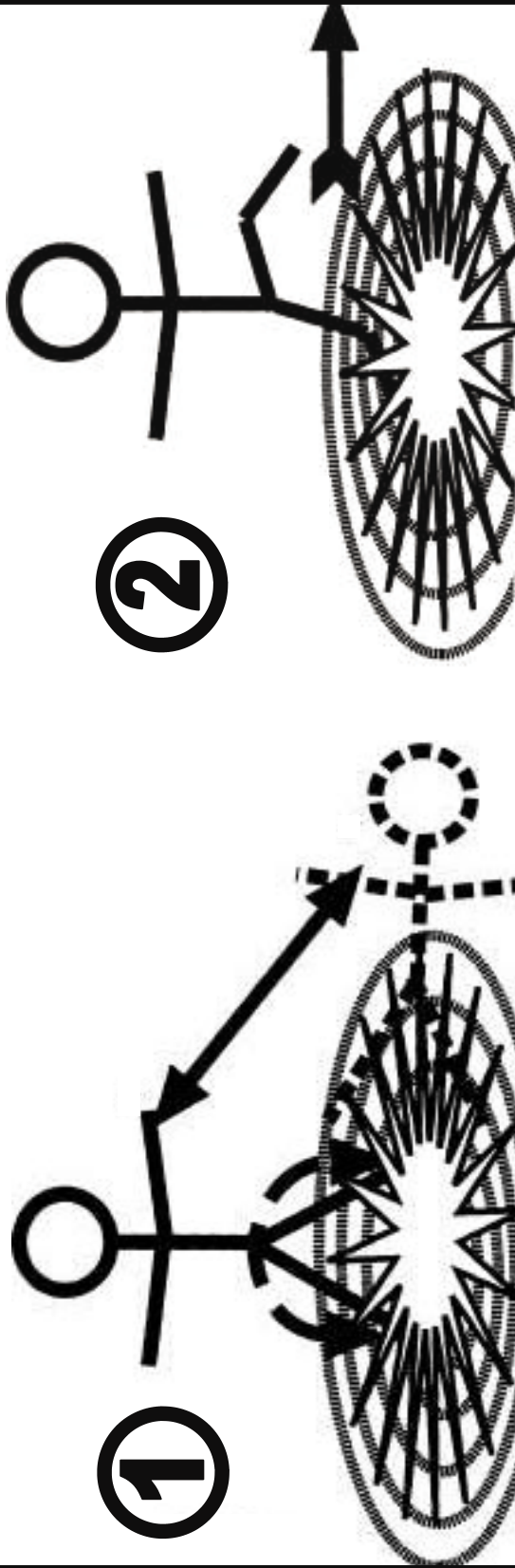


1. Stay Inside for Safety

2. If there is Fire - Hop Away from the Bus with Big Steps. Don't Put Feet on the Bus & Ground at the Same Time. JUMP OUT!

T-1

Your Two Feet & Downed Power Lines



1. Concentric Circles of Electricity Travel up one Leg Down the Other, Causing a Person to Fall and Become Electrocutted.
2. Hop Away - Keep Only One Foot on the Ground at a Time!

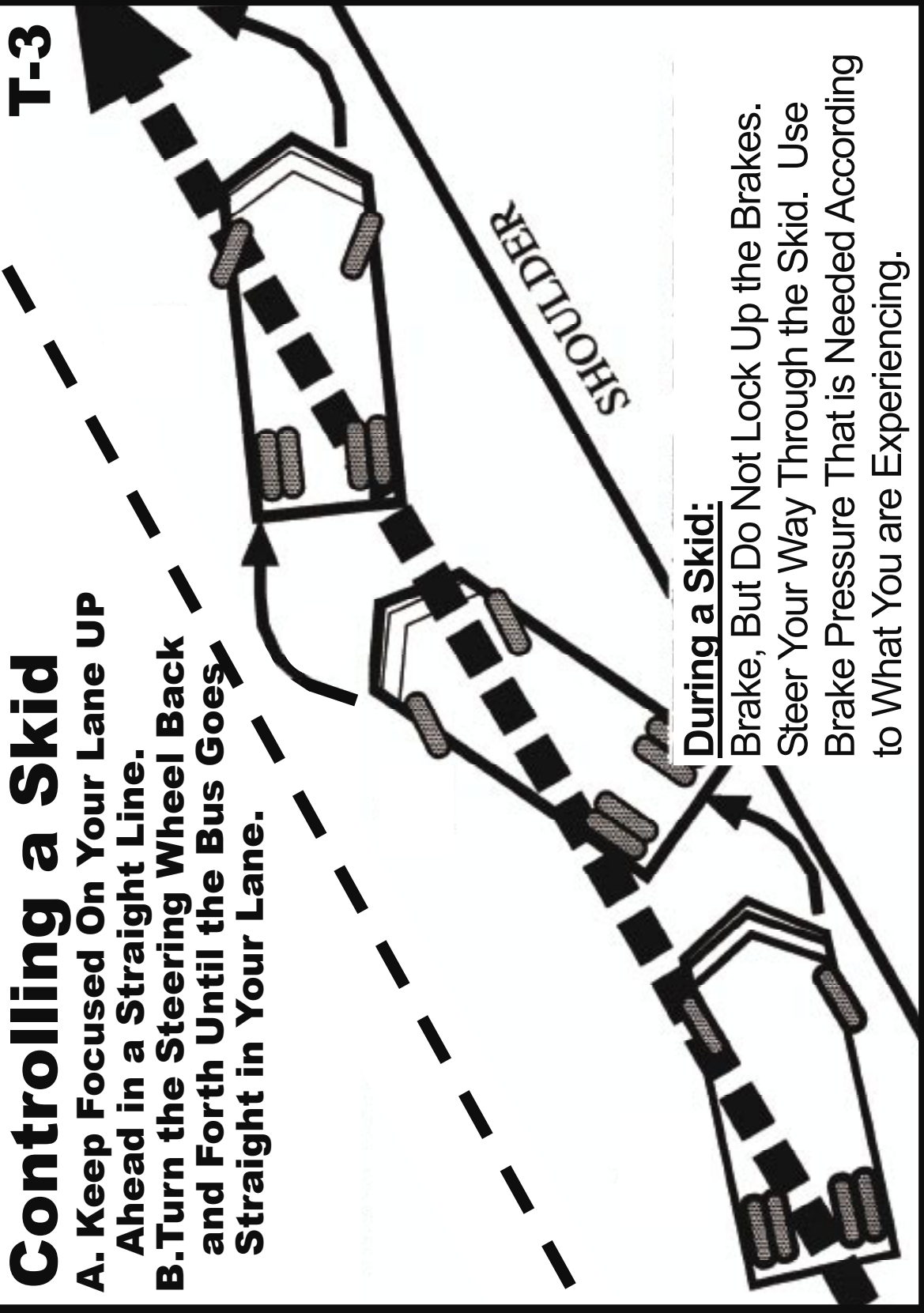
T-2

Controlling a Skid

A. Keep Focused On Your Lane UP Ahead in a Straight Line.

B. Turn the Steering Wheel Back and Forth Until the Bus Goes Straight in Your Lane.

T-3



During a Skid:

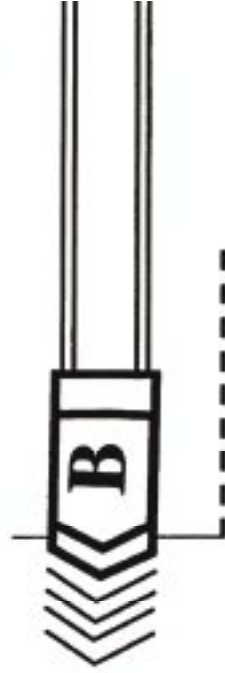
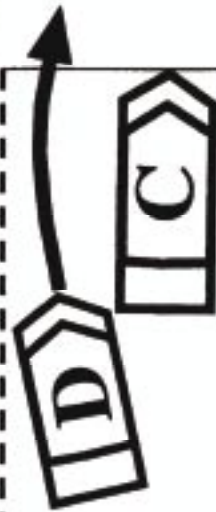
Brake, But Do Not Lock Up the Brakes. Steer Your Way Through the Skid. Use Brake Pressure That is Needed According to What You are Experiencing.

Wait Three (3) Seconds After the Light Changes Before Moving Cautiously into the Intersection

“B” is not finished stopping.



“D” is passing “C” and could hit “A” or the bus if the bus moves right away.



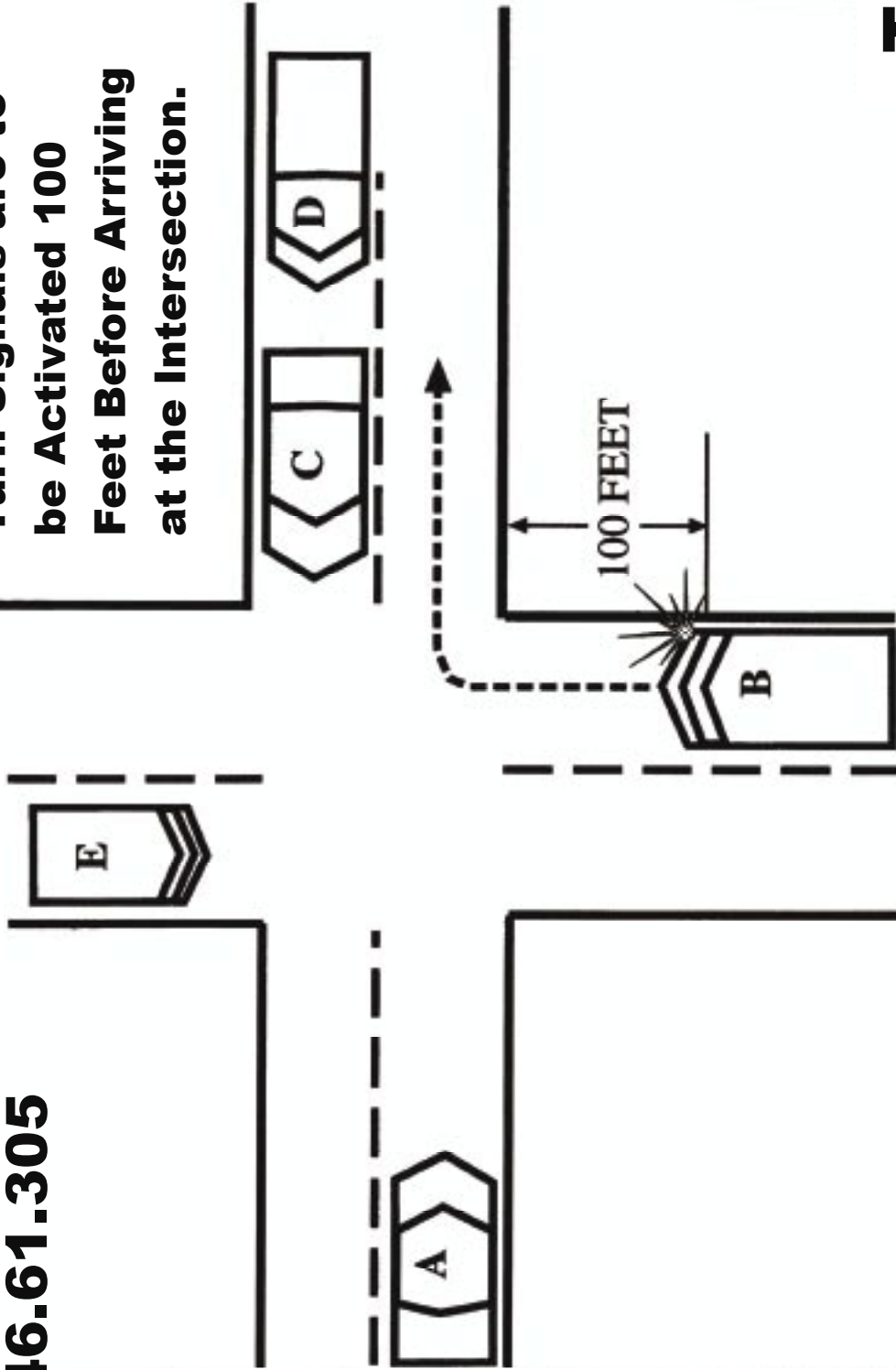
Count to Yourself:
“1001 - 1002 - 1003”, Then
Move Cautiously Forward

T-4

Turn Signal Required

46.61.305

Turn Signals are to be Activated 100 Feet Before Arriving at the Intersection.



T-5



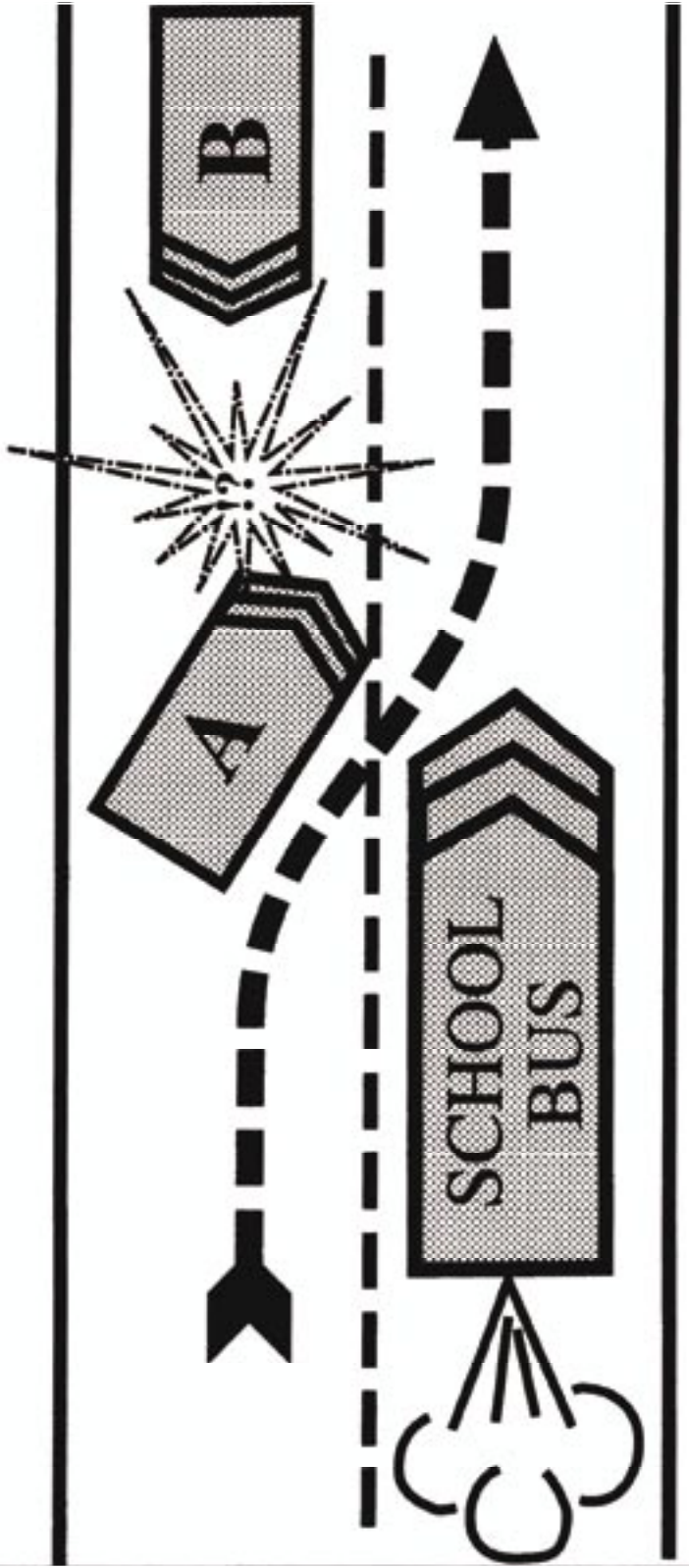
Passing Procedures

9. Resume Forward Motion
8. Move Right
7. Check Ahead, Behind, Left and Right
6. Signal Right
5. Make Sure Other Driver Knows You're There, But Don't Honk the Horn.
4. Accelerate
3. Move Left
2. Signal Left
1. Check Ahead, Behind, Left and Right



T-7

Passing Courtesy

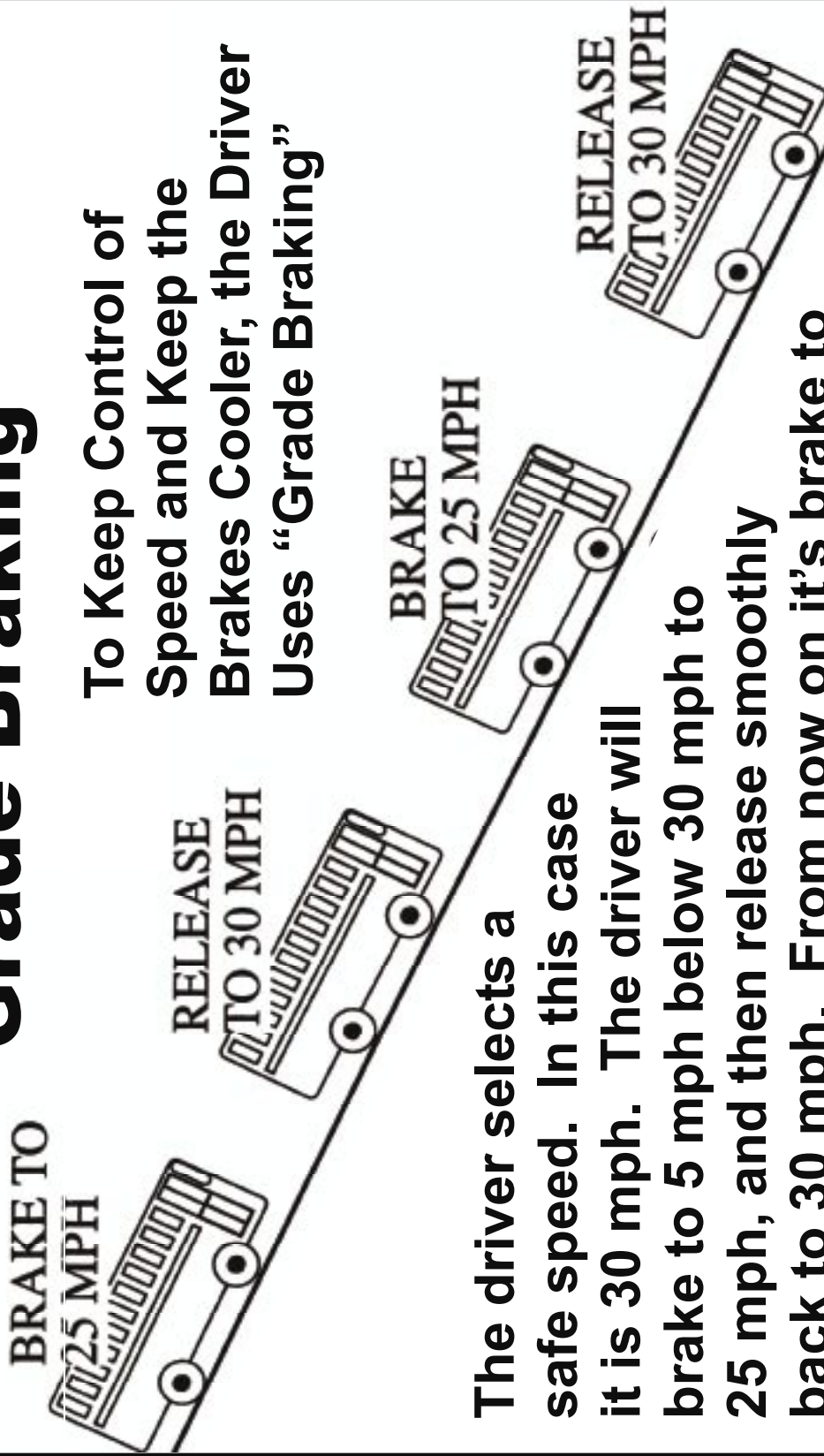


Slow Down and Let “A” Pass! Do Not Force “A” Out Into Traffic to be Hit by “B”

T-8

Grade Braking

To Keep Control of Speed and Keep the Brakes Cooler, the Driver Uses “Grade Braking”

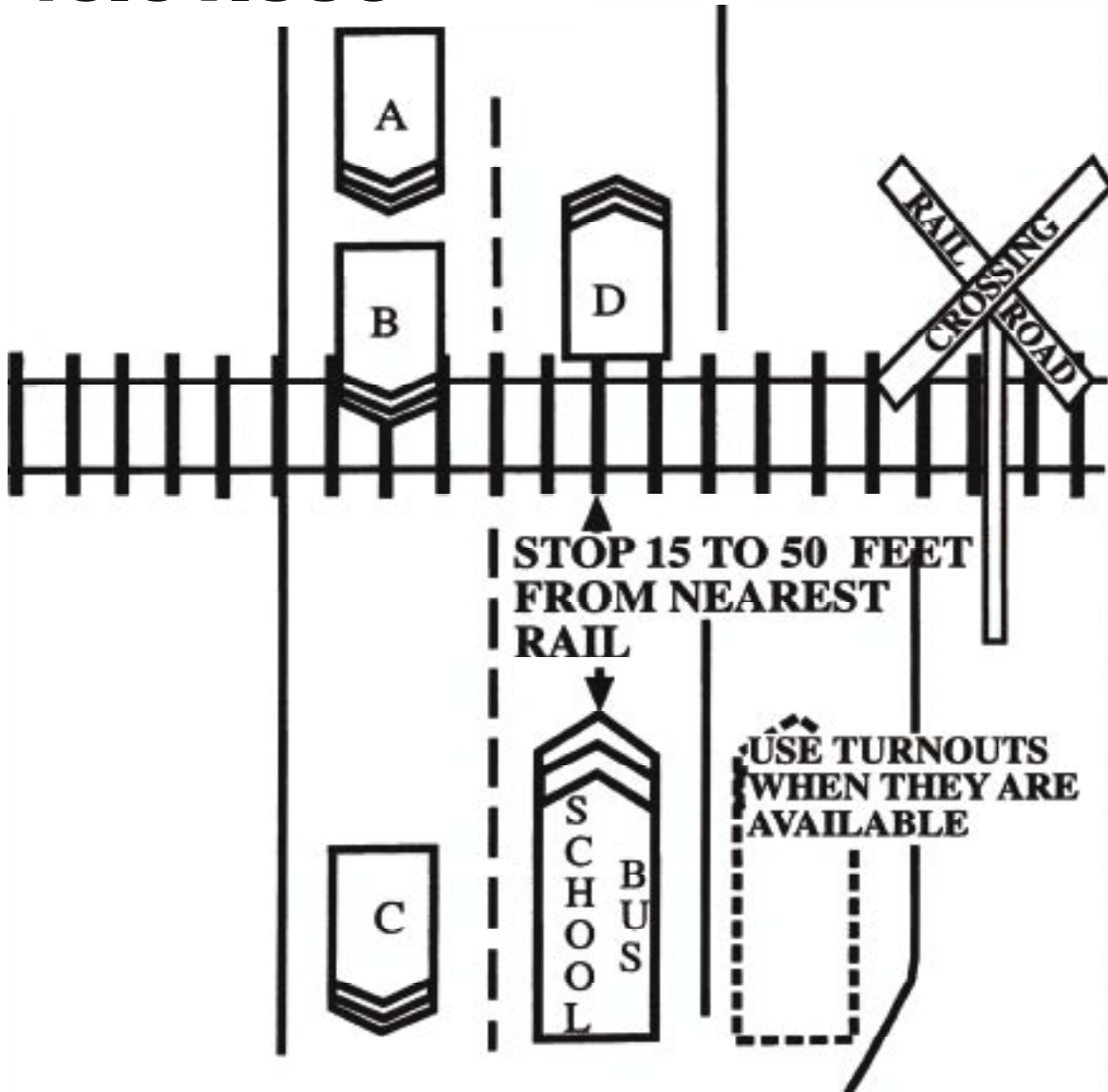


The driver selects a safe speed. In this case it is 30 mph. The driver will brake to 5 mph below 30 mph to 25 mph, and then release smoothly back to 30 mph. From now on it's brake to 25 mph and smoothly release back to 30 mph over and over until level ground is reached.

T-9

Certain Vehicles Must Stop at Railroad Crossings

46.61.350



Activate Hazard Lights at the Round Railroad Crossing Sign

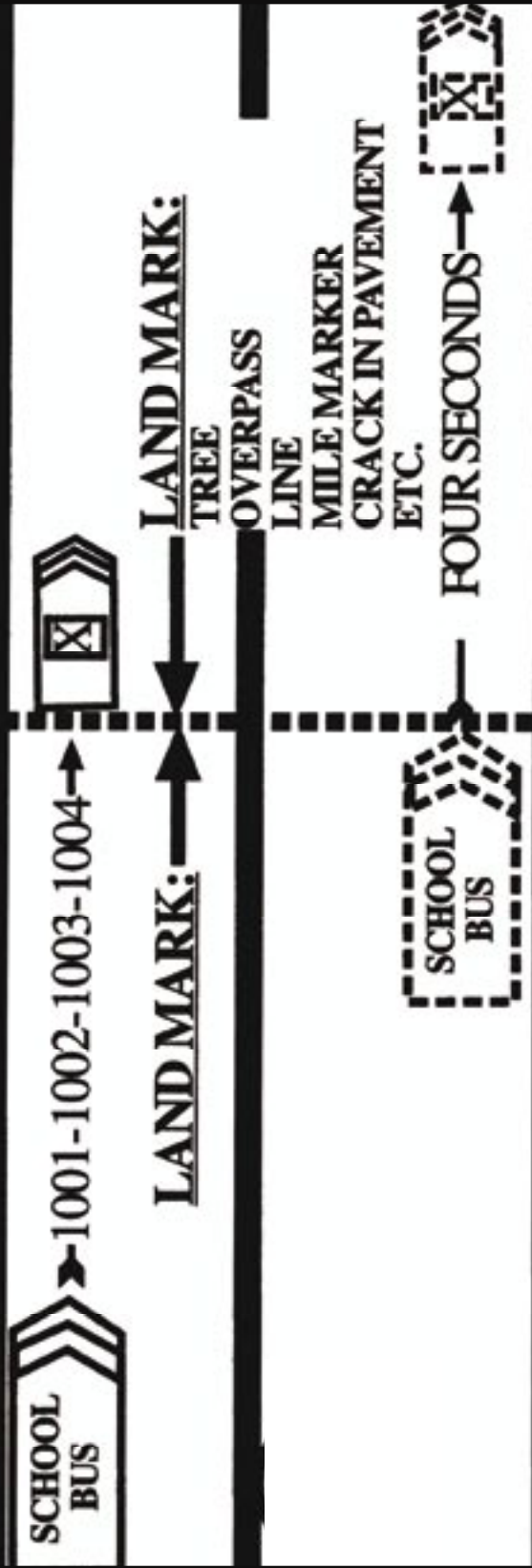


T-10

Four (4) Second Following Distance

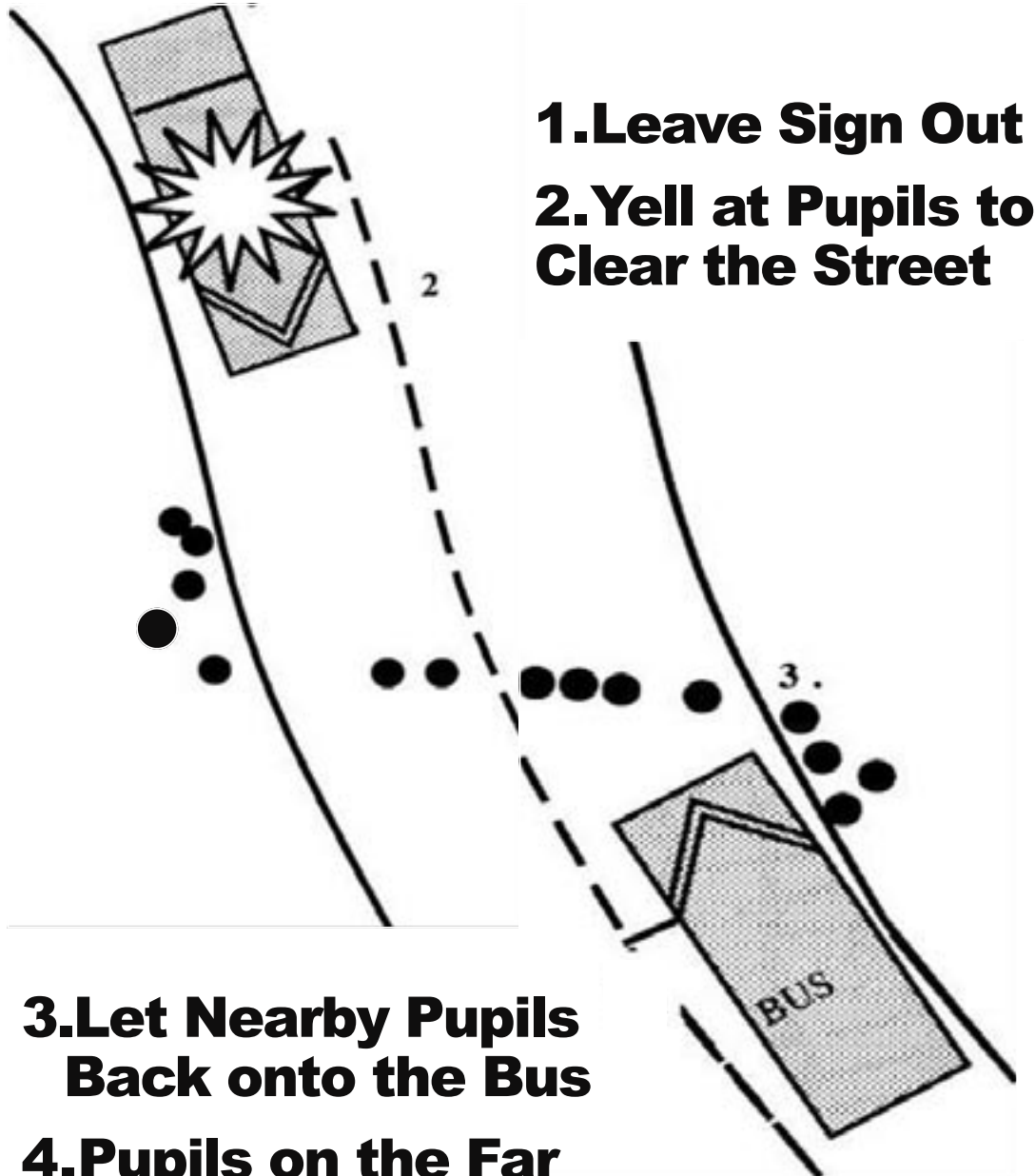
T-11

When you see the rear of car "X" at the landmark, start counting. 1001, 1002, 1003, 1004.



If you are saying 1004 as you reach the landmark, you will have a four (4) second following distance. If you have said 1003, repeat the exercise with a new landmark until the 4 seconds (or more) is accomplished.

Emergency Vehicles



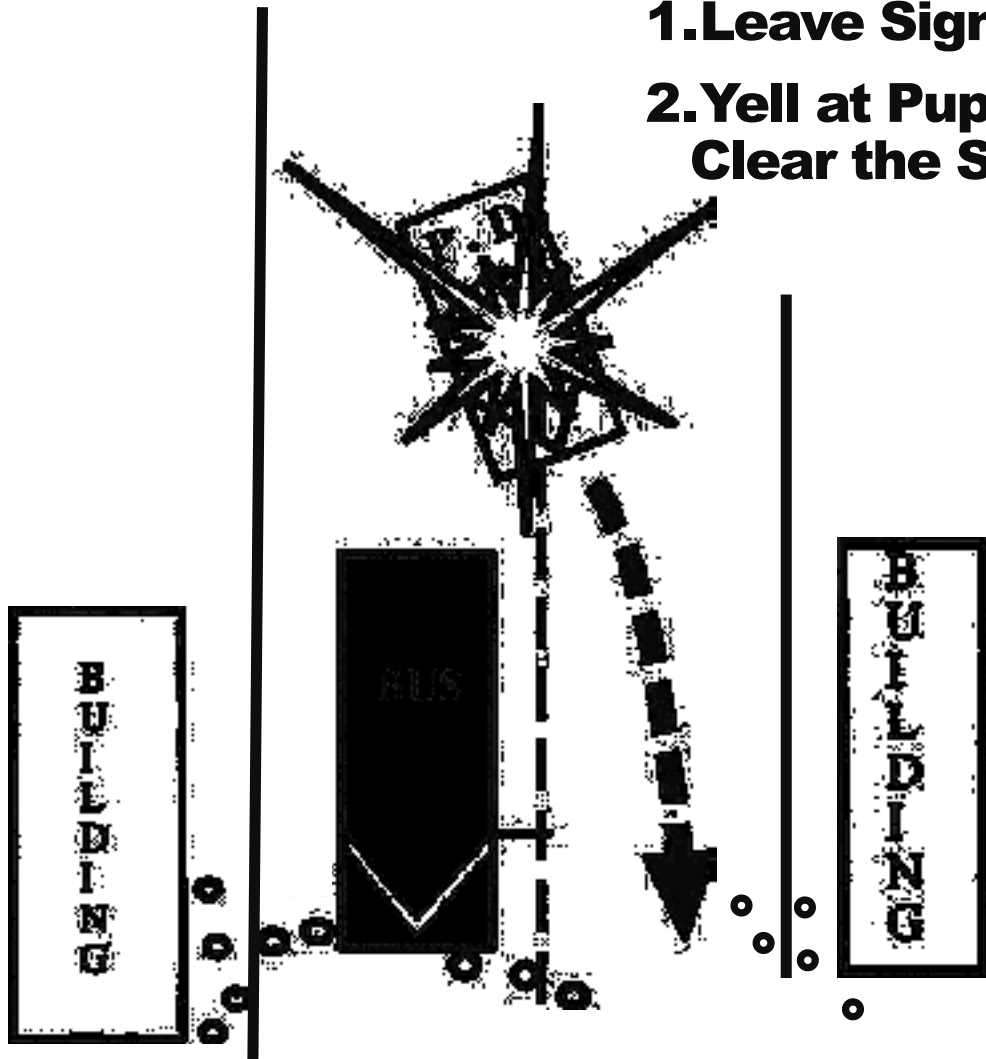
- 1. Leave Sign Out**
- 2. Yell at Pupils to Clear the Street**

- 3. Let Nearby Pupils Back onto the Bus**
- 4. Pupils on the Far Side should Stay There**

T-12

Emergency Vehicles

1. Leave Sign Out
2. Yell at Pupils to Clear the Street



3. Let Nearby Pupils Back onto the Bus
4. Pupils on the Far Side should Stay There

T-13



CHAPTER 6:

Collision Scene Procedures

Overview

A school bus driver is responsible to implement and follow prescribed procedures when involved in a collision.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Emergency evacuations
- Post collision procedures

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objective

At the end of this lesson, the school bus driver will be able to:

1. Explain the six steps to use after a collision has occurred.
2. Describe the distance from the bus where each of the three triangular reflectors should be placed.
3. Explain how each of the tires are “marked” at the collision scene.
4. Explain what two statements the driver can tell a media person when they confront him/her at a collision scene.

Lesson Plan

Introduction

Bus drivers may become involved in collisions while the buses are loaded with students. Since the bus driver is responsible for the bus and his/her passengers, he/she must know exactly what procedures to follow in case an emergency situation arises. The saving of many lives will occur if both the driver and students know the proper procedures to follow to evacuate the bus. Also, because of a collision, the driver may become disabled from impact or illness. This will make it necessary for the student passengers to exit safely by themselves.

The trainer may wish to review emergency exit procedures at this time.

Presentation

Collisions and break downs

Collisions and break downs occur without warning. They happen and there is the bus driver with a group of pupils and a disabled bus

on the roadway. The responsibility for the bus and pupils belongs to the driver until help arrives. The driver must reassure the pupils, secure the scene, and call for help. The following information will help the driver maintain control of the pupils and the accident/break down scene and collect information for accident investigation.

NOTES:

Collision scene procedure

T-1 through T-5

1. Stop the school bus. Shut off everything. (You may still want to use the two-way radio.) Quickly show the drivers the six steps and then go on to 2 and explain each of the six steps in detail. (See T-1)
2. Evaluate the situation quickly (See T-2).
 - a. If the bus is in danger of being struck again, mark the tires on the ground and move the vehicle to a safe spot; or, if the bus is in danger of being struck again and you cannot move the vehicle, evacuate the students to a safe spot.
 - b. If the bus is not in danger of being struck again, shut the vehicle off and mark the tires
3. Secure the scene. (See T-3 through T-5)
 - a. Put out reflectors.
 - b. Call or send for help.
 - c. Check passengers for injuries and give first aid.
 - d. Start a roster through the bus for pupil names, seat location and phone numbers.
 - e. Begin exchanging information with the “other” driver.
4. After securing the scene:
 - a. Speak only to police officers, administrative or transportation personnel. Never admit fault about the collision. Your attitude will affect the outcome of the investigation. Argumentative people may not get the benefit of the doubt as conclusions are made about cause and fault.
 - b. Do not speak to anyone from the media. You do not work for them and you have no obligation to share any infor-

NOTES:

mation with them. If they insist on asking your questions, refer them to your supervisor and say you “know nothing about what occurred. Everything is under investigation.”

- c. Remain calm and professional. Keep your emotions under control. Especially if you have students on board. You are their example of “adult behavior.” Angry outbursts or loud crying can only hurt the investigation and cause the students to become alarmed.

5. Post Collision Situation:

- a. Complete information exchange with the other driver.
- b. Collect student roster from the pupils.
- c. Do not share accident information with co-workers.
- d. If there has been a fatality, or you have been cited, you will be required to take drug and alcohol tests right away.
- e. Complete district and insurance company forms.

What else can the driver do?

T-6

- 1. If the pupils must leave the bus for safety, YOU, the school bus driver, must tell them which exit(s) to use (side, rear, service door or roof exits.)
- 2. After the pupils are off the bus, the school bus driver must get them to a safe location and treat any injuries until help arrives.
- 3. As the pupils leave the school bus, gather or give out to the pupils:
 - a. Reflectors
 - b. Fire extinguisher
 - c. First aid kit
 - d. Body Fluid Clean-up Kit/CPR mask
 - e. Put two-way radio microphone out driver’s window (That way the driver can communicate without entering an endangered bus.

Summary

(See T-7)

Collisions do happen. When they do, it is too late to begin teaching an emergency procedure. The instruction given to the students on safe riding practices may help prevent them from being injured or killed when riding a bus or crossing a street.

The purpose of this material is not to see how fast a bus can be evacuated, but to teach the drivers and students how to evacuate a bus in the safest manner and in the shortest possible time.

Except in the case of a school bus being overturned or on its side, the plan will help to prevent panic and injury to those involved.

Evaluation

Ask the driver candidates questions regarding the information explained in this lesson.

Test Questions:

1. Explain the six steps to use after a collision has occurred.
 - a. Stop immediately, shut down unless the vehicle must be moved for safety reasons.
 - b. Secure the scene by placing safety reflectors, marking the position of the tires on the ground, and decide if the vehicle must be moved.
 - c. Call for or search out help. (Your district phone number goes here)
 - d. Administer First Aid to the injured.
 - e. Cooperate with law enforcement officers
 - f. Fill out the correct state and district collision forms.
2. Describe the distance from the bus where each of three triangular reflectors should be placed.
 - a. The front triangle is 100 feet in front of the bus.

NOTES:

- b. The first rear triangle is 10 feet behind the bus.
 - c. The second rear triangle is 100 feet behind the bus.
3. Explain how each of the tires are “marked” at the collision scene.

(The driver draws a line from the outside of the left tread of the tire around across the outer sidewall and back to the outside of the right tread.)

4. What two statements can the driver tell a media person when they confront him/her at a collision scene?

(The driver will say she/he “does not know the entire situation yet,” or ask the media person to “talk to the transportation supervisor.”)

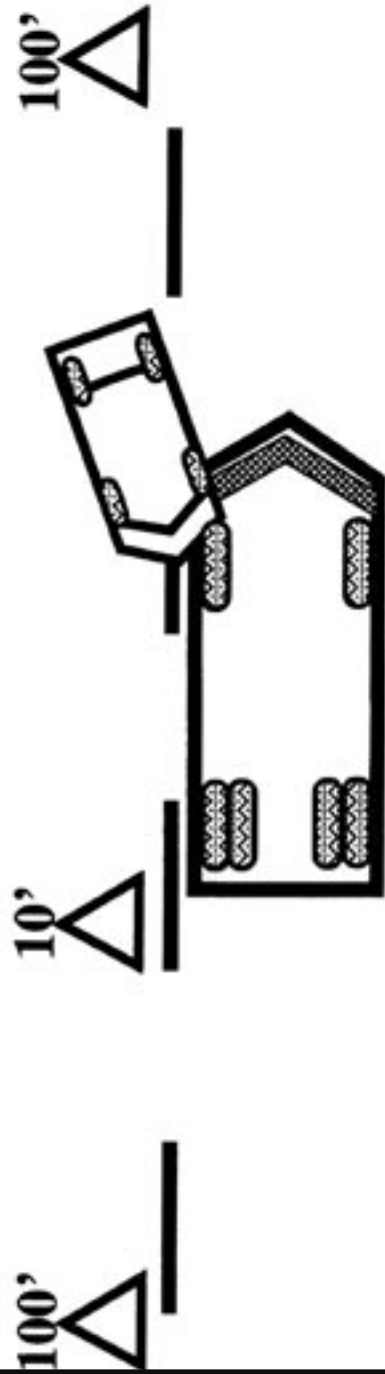
Chapter Checklist

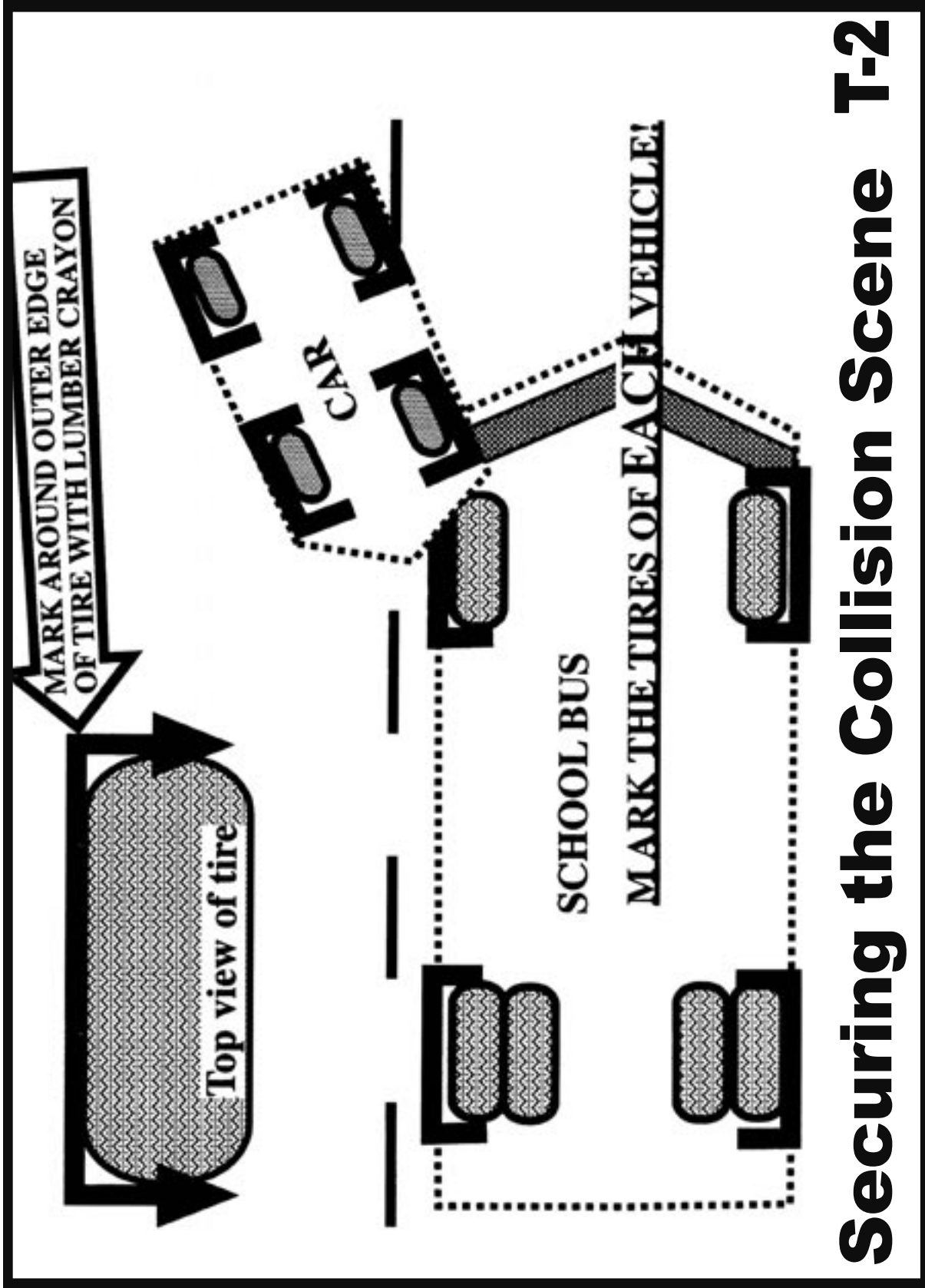
As a trainer, you are responsible to:

- Make sure school bus drivers know how to conduct an emergency drill
- Make sure school bus drivers can explain two methods of evacuating a school bus

Securing the Collision Scene

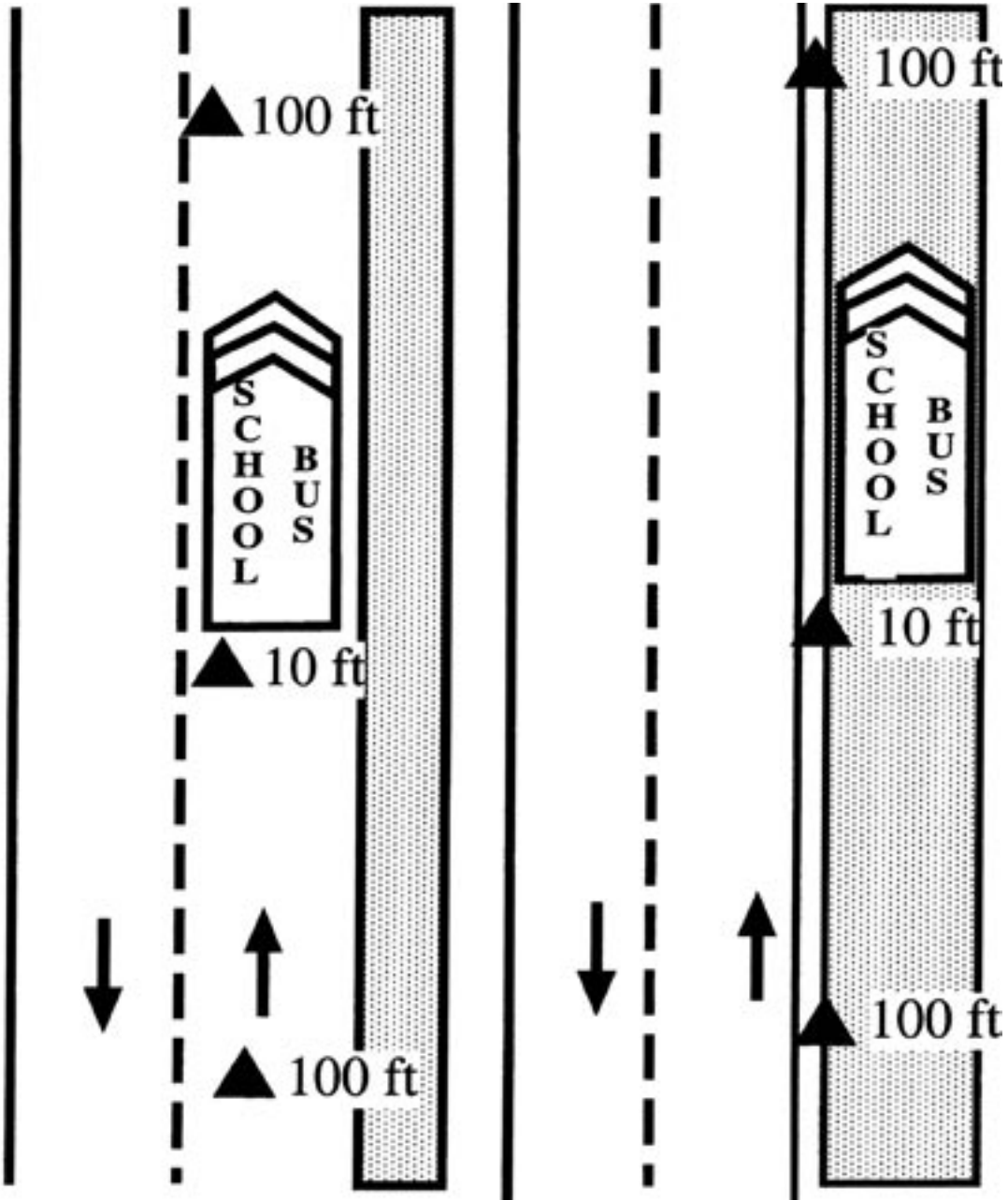
1. Stop the bus - shut everything off
- BUT:**
2. Mark the tires and move to a safer location if it is necessary.
3. Give First Aid to the injured.
4. Call Transportation for help.
5. Exchange information with the “other” driver.
6. Cooperate with Police and fill out the proper forms





Securing the Collision Scene T-2

Reflector Placement



In Traffic Lane

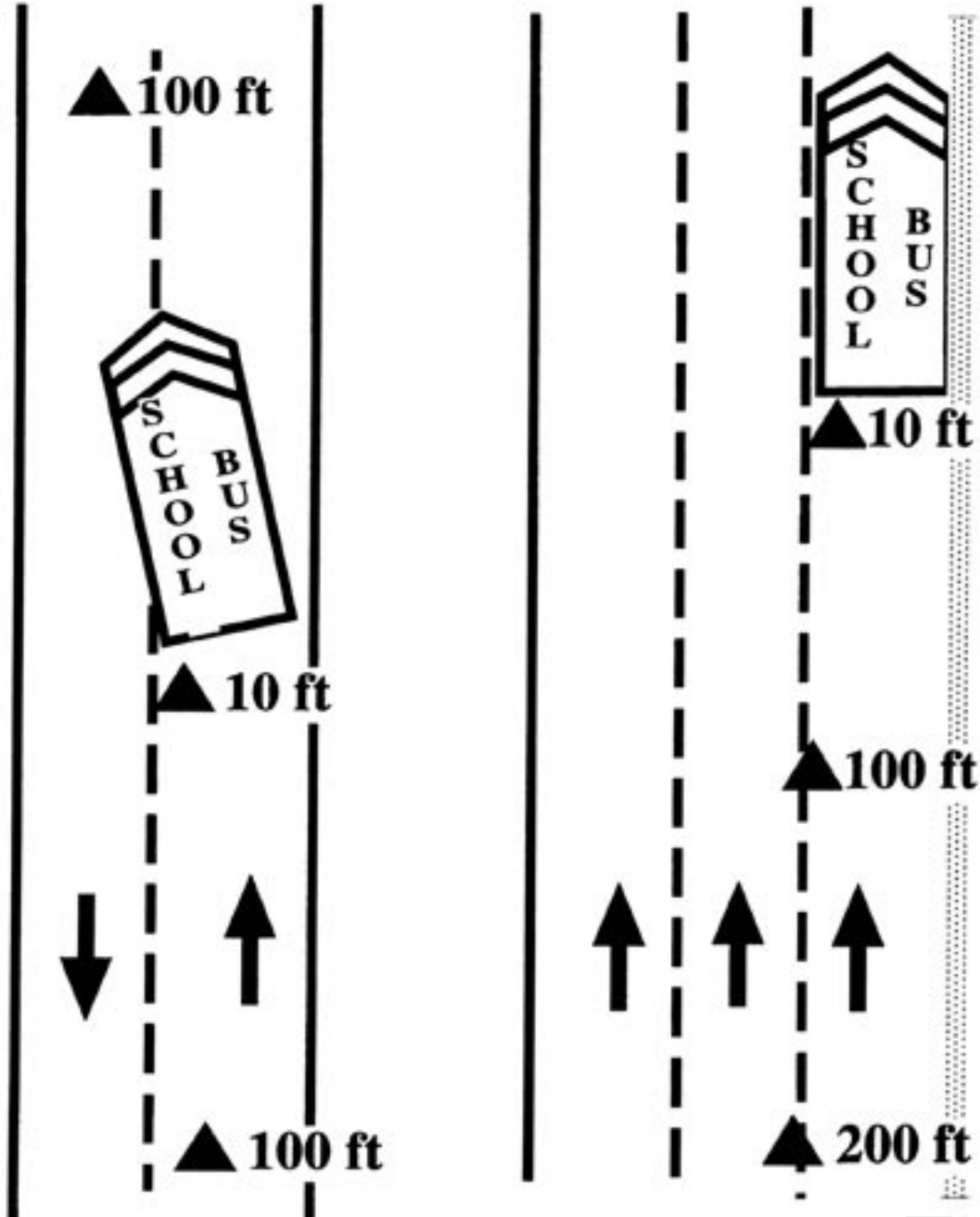
Onto Shoulder

T-3

Reflector Placement

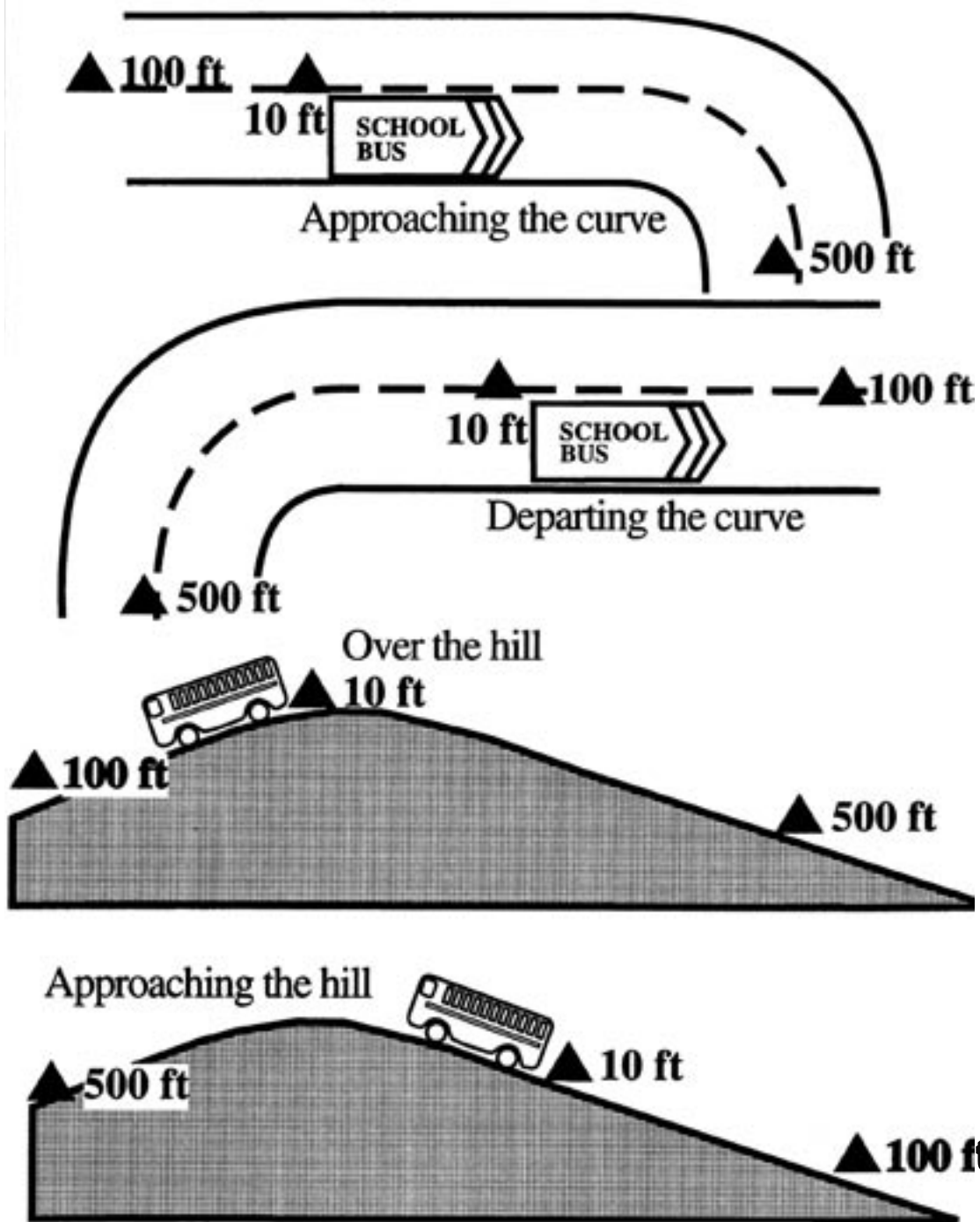
Over the Center Line

Multi-Laned Road



T-4

Reflector Placement



T-5

What else can the driver do?

1. If the pupils must leave the bus for safety, YOU, the school bus driver, must tell them which exit(s) to use (side, rear, service door or roof exits).
2. After the pupils are off the bus, the school bus driver must get them to a safe location and treat any injuries until help arrives.
3. As the pupils leave the school bus, gather or give out to the pupils:
 - a. Reflectors
 - b. Fire Extinguisher
 - c. First Aid Kit
 - d. Body Fluid Clean-up Kit / CPR mask
 - e. Put two-way radio microphone out driver's window. Now the driver can communicate without entering an endangered bus.

T-6

Collision Scene Procedures

All collisions must be reported when they occur

1. Stop the school bus. Shut off everything.
2. Mark the tires and move to avoid a second accident.
 - a. Decide if the bus could be struck a second time.
 - b. Decide if the pupils will be safer in or out of the bus.
 - c. Mark the road by each tire of each vehicle with a yellow marker.
 - d. Move to a safe location.
 - e. Activate the hazard lights and set out the three reflectors.
3. Give First Aid to any pupil who is injured.
4. Call the Transportation Office for help.
 - a. The office will call assistance for you.
 - b. If you send pupils for help, send them and the "Go for Help" card with:
 1. Your location
 2. Your needs
 3. The Transportation Office phone number
5. Fill out the forms and reports.
 - a. Exchange information with the other driver.
 - b. Get the phone numbers and names of any witnesses.
 - c. Have each pupil add his/her name and phone number to a piece of paper that you send through the bus.
 - d. Fill out district and state forms back at the office.
6. Cooperate with the police.
 - a. Do not admit fault.
 - b. Talk ONLY to police officers or district administrators.
 - c. Give accurate unemotional statements.

T-7



CHAPTER 7:

Railroad Crossing

Overview

This chapter will describe the potential dangers at railroad crossings and describe the proper procedures to cross safely.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- RCW 46.61.202 and RCW 46.61.350
- Chapter 392.145.070 WAC
- Railroad crossing procedure

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts and transparencies
- TV and VCR
- Videos: “Preventing Disasters at Railroad Crossings”, “The Responsibility is Ours” and “Decide Smart, Arrive Safe”.

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. Identify three dangers at a highway-rail grade crossing.
2. Describe the proper evacuation procedures if their bus stalls on the rails of a crossing.
3. Identify the specific steps required to safely cross a highway-rail grade crossing.

Lesson Plan

Introduction

An overview of the school bus-commuter train collision at Fox River Grove, Illinois (October 25, 1996) illustrates the very real dangers present at highway-rail crossings. The National Transportation Safety Board (NTSB) final report on this collision discusses the safety issues involved and their recommendations to prevent a situation like this from happening again.

Use the recommendations of the NTSB along with the Federal and State regulations and laws (RCW 46.61.202) governing school buses crossing railroad tracks to emphasize the steps to be taken to ensure the safety of the students and the driver as well as the importance of continued awareness of the potential dangers at highway-rail crossings.

Presentation

Let's explore some facts:

- There are more than a quarter of a million highway rail-grade crossings in the United States.
- In an average year, more people die in highway-rail crossings than in commercial airline crashes.

- A train collides with a vehicle or a person once every 100 minutes or nearly 14 1/2 times every day.

NOTES:

Let's see what we do know about trains and rail crossings:

1. How long does it take a loaded train of 100 cars going 55 mph to stop?

Answer: One to one and a half miles or 18-25 football fields.

2. If the gates come down as you start to cross the tracks, what should you do?

Answer: Keep going. The gates will break away.

3. If you bus stalls on the tracks, what should you do?

Answer: Evacuate the bus immediately and move everyone off the tracks and away from the bus and toward the direction of the oncoming train.

4. In a confrontation between a school bus and a train, who wins?"

Answer: The train always wins!

Fox River Grove bus-commuter train collision overview

Date of accident: October 25, 1995

Route changes: School bus driven by a substitute driver was 20 minutes late.

Driver: Patricia Catencamp, Assistant Director of School Bus Safety. She had 9 years of substitute driving experience.

Special notes of interest:

- After the school bus crossed the tracks and stopped for a red traffic signal, it's rear extended about six feet into the path of the train.
- Driver did not see/hear warning signals and was not aware the rear of the bus was on the tracks. There was a city sound ordi-

NOTES:

nance in place that prevented the train from blowing its whistle in this particular area of town. Consequently, the only notification of the oncoming train would have been visual. A stereo tape player was on and playing at the crossing. The supervisor of transportation stated in a deposition that the stereo was an aftermarket item, installed to calm the children and for use on field trips.

- Express commuter train struck the rear left side of the stopped school bus.

Total fatalities: Seven children died.

Events leading up to the accident:

Since the driver was unfamiliar with the route, she had several students on board the bus giving her directions. As she approached the railroad tracks, Catencamp initiated her safety check procedure as instructed by the district and in accordance with state laws. The driver then proceeded across the tracks. She immediately stopped for a red light. At this time she was 32 feet away from the tracks, her bus was 38 feet 4 inches long. Leaving over six feet of the rear portion of the school bus still on the tracks. At the same time a 620 ton commuter train was approaching the railroad intersection. One half mile from the intersection the train tripped a sensor to activate the warning signals and crossing gates. The driver was still unaware of the approaching train. Children in the rear of the bus began to panic as they saw the commuter train bearing down on them. Students were climbing over seats and running up the center aisle trying to get to the front of the bus. Thirty seconds after the train tripped the sensor it collided with the school bus.

Discussion Topics:

1. Noise level at railroad crossing.
2. Accurate route sheet information.
3. Vehicle clearance awareness.
4. Reporting procedures for dangerous situations.
5. Development of strategies for avoiding similar situations in the future.

Show video: “Preventing Disasters at Railroad Crossing”

NOTES:

Railroad crossing and train information

1. Light pattern sequences at railroad crossing can vary from crossing to crossing. The most common pattern is for lights facing drivers across the tracks to begin blinking 21 seconds prior to the arrival of the train. The alternating light pattern is visible from at least 200 feet from the intersection. The poles on which the lights are mounted should be between 15 and 35 feet from the railroad tracks.
2. Crossing gates take three to four seconds to descend from their upright position. They begin their descent 11 seconds prior to the arrival of the train at the intersection. This should allow for an emergency crossing time of between 10 and 12 seconds for a standard school bus. Remember to take into account the length of the bus and the distance of the gate from the railroad tracks.
3. The standard railroad crossing should have a visibility of more than 1,000 feet in both directions. In instances where there is less than 1,000 feet both lights and crossing arms should be present.
4. In the event of a malfunctioning warning light or crossing arm, school buses are allowed to cross only if there is a law enforcement officer or railroad personnel directing traffic at the crossing.

Summary of the National Transportation Safety Board report on Fox River Grove**Major safety issues discussed in report:**

1. Appropriateness of the bus driver’s performance.
2. Adequacy of the school district bus routing and bus driver monitoring and evaluating procedure.
3. Road design.

NOTES:

4. Railroad/highway signal interaction.
5. Coordination and communication between the Illinois Department of Transportation and the Union Pacific RR and their oversight of the signal system integration.

Conclusions (that relate to school bus drivers):

1. The guidance provided in the Illinois school bus training curriculum about vehicle positioning on the roadway is ineffective.
2. Had the driver discerned the combined visual and audible warnings that a train was approaching, she might have had sufficient time to recognize the hazard and move the bus before impact.
3. The methods employed by the school district to identify and evaluate route hazards were ineffective — furthermore, had the school district ensured that all drivers exchange information about any identified route hazards, such as the short queuing area, the driver might have avoided the collision.
4. Had the regular and substitute bus drivers been monitored during their morning routes, school officials might have been aware the regular driver habitually stopped on the south side of the crossing to wait for a green indication.

Safety recommendations (applying to school bus drivers):

1. To NHTSA - determine what affect school bus sound attenuation materials have on the ability of a bus driver to discern both interior and exterior audible warnings.
2. Disseminate safety information to all safety agencies to provide a training and education module to inform motorists how to delineate the area (zone) that a train may occupy on the track of a RR crossing.
3. Advise school bus drivers of the circumstances of this accident and provide the drivers with practical training about vehicle positioning on the road, especially at RR/highway crossings.

4. Advise school districts to develop and implement a program for the identification of school bus route hazards and routinely monitor and evaluate all regular and substitute school bus drivers.
5. Develop guidelines for the appropriate placement of radio speakers and use of radios on school buses.
6. Advise districts to consider railroad/highway grade crossing accident histories or unusual operating characteristics when establishing bus routes.
7. Advise districts to check their buses and disable any radio speakers located immediately adjacent to the driver's head (look for master electrical shut off switch.)

NOTES:

Show video: "The Responsibility Is Ours"

1. There are optical illusions that make it difficult to judge the speed of an approaching train.
 - a. If you have ever observed a jet liner coming in for a landing, you probably thought it looked like it was hanging in the sky. In fact, you knew it was approaching very rapidly. It is the plane's size and the angle of its approach that make judging its speed so difficult.

It is the same with trains. At a crossing, you see the train at a 3 - 5 degree angle. That angle and the train's large size make the train appear to be moving at a slower rate of speed than it really is. It also appears to be further away
 - b. Viewed from a crossing, railroad tracks produce the illusion of great distance. That is because the parallel lines of the rail converge toward the horizon. (The same illusion is used in art classes to create perspective.) The apparent convergence of the rails gives us the impression the train is further from the crossing than it really is.

In addition, the apparent size of the approaching train changes very slowly. This leads drivers to assume it is not only far away but moving slowly — a deceptive and dangerous combination of illusions.

NOTES:

2. Always expect a train — even if you know the train schedule and have been through the crossing many times.
3. Never try to beat the train.
4. Obey the signals.
5. If there is more than one set of tracks, always check for another train.

Display RCW and WAC and review

What is the proper procedure for crossing a highway-rail intersection safely?

1. Slow down, tap your brakes and activate the 4-way hazard warning lights. This alerts motorists behind you of your intent to stop.
2. Stay on the right of the roadway.
3. Stop no closer than 15 feet and no farther than 50 feet from the tracks.
 - a. The train is wider than the tracks themselves so don't stop closer than 15 feet.
 - b. If you are further than 50 feet, you can't see down the tracks.
4. Keep your foot on the brake so you can't move or be shoved into the path of a train.
5. Open the driver's window and the service door.
6. Turn off radios and noisy equipment. Do not turn them back on until you have completed the crossing and are away from the track. One of the problems at Fox River Grove was the driver turned the radio back on prior to clearing the track.
7. Signal the students to be quiet.
 - a. What signal do you use to let students know they need to be quiet? Discuss. Dome lights, hand signal or symbol such as "V."

NOTES:

- b. Remember to use that signal only at railroad crossings.
8. Look and listen.
 9. Start crossing when you are sure you don't see or hear a train or a warning whistle. Before moving, close the driver's window and the service door.
 10. NEVER:
 - a. Stop on the tracks.
 - b. Stop within 15 feet of the tracks.
 - c. Try to back up once you are on the tracks.
 11. Don't change gears on the tracks. Cross in a low gear. Use a gear that will not require you to change gears until you completely clear the hazard zone.
 12. Don't pass on the tracks.
 13. If the gate comes down after you have started across, keep going even if it means you will break the gate.
 14. If your bus stalls or is trapped on the tracks, get everyone out and off the tracks immediately. Move everyone far from the bus at an angle which is both away from the tracks and toward the train.

Can you tell when your bus has cleared the tracks?

1. You need to know how long your bus is to tell whether your vehicle has room to cross the tracks and clear them completely.
2. This is particularly critical when there is a stop sign or stop light on the other side of the tracks.
3. The hazard zone at a crossing is at least 35 feet wide. This allows a 15-foot clearance on each side of the rails.
4. It would take the end of a 40-foot long school bus at least 5 seconds to travel 75 feet and clear the hazard zone. That assumes an average speed of 10 mph after starting from a full

NOTES:

stop 15 feet from the nearest rail.

5. Don't cross the tracks unless you are sure the rear of the bus can clear the tracks if you should need to stop on the other side. If you are in doubt, stop and wait for traffic to clear or the light to change before crossing the tracks.
6. When the bus has cleared the final track, deactivate the 4-way hazard warning lights.

Review the types of advance warning devices/signs used at railroad crossings

- a. Round yellow warning sign
 1. The round black-on-yellow Advance Warning sign is placed ahead of a public highway-rail intersection.
 2. It tells you to:
 - (1) Slowdown.
 - (2) Look and listen for the train.
 - (3) Be prepared to stop if a train is coming.
- b. Pavement markings
 1. Pavement Markings mean the same as the Advance Warning sign.
 2. They consist of an "X" with the letters "RR" and a no-passing marking (on 2-lane roads.)
 3. There is also a NO PASSING ZONE sign on 2-lane roads.
 4. There may be a white stop line painted on the pavement just before the railroad tracks. The front of the school bus must remain behind this line while stopped at the crossing.
- c. Parallel Track sign
 1. These signs are diamond shaped with black illustrations showing railroad tracks parallel to the highway.
 2. These signs warn drivers who are making a turn that there is a highway-rail intersection immediately after the turn.

NOTES:

- d. Crossbuck sign
 - 1. This is a regulatory sign marking the grade crossing.
 - 2. It requires you to yield the right-of-way to the train.
 - 3. If there is no stop line painted on the pavement, you must stop the bus before the crossbuck sign.

- e. Gates/lights
 - 1. First, never attempt to go around the gates.
 - 2. When the red lights are flashing, a train is present.
 - (a) Even if the lights continue to flash and no train appears, do not cross.
 - (b) Call your dispatcher or the police. At some crossings an 800 number is posted to call for help.
 - (c) If there is a flagman or police officer directing traffic, obey that person.
 - (1) You can cross if that person says it is okay.
 - (2) When the gates are down, it means a train is present and the road is closed.
 - (3) It is unsafe and illegal to cross.
 - (4) If the gates come down as you begin to cross, keep going even if it means you will break the gate.

- f. Other signs
 - 1. STOP sign
 - (a) A STOP sign means the same as it does at a highway intersection.
 - (b) Stop, look and listen for the train; then proceed when it is safe to do so.
 - 2. Multiple Tracks
 - (a) When there is more than one set of tracks at a crossing, there is a sign beneath the crossbuck with a number indicating how many tracks are present.
 - (b) Watch for additional trains coming from either direction.

NOTES:

3. DO NOT STOP ON THE TRACKS sign
 - (a) This sign may be posted on the right side of the road or on the far side of the tracks.
 - (b) When you stop, be sure the front (or rear) of the bus is at least 15 feet from the tracks.

Summary

The responsibility for preventing school bus-train collisions lies with the transportation supervisor, the driver trainer, the dispatcher, and the school bus driver. EVERYONE must be aware of highway rail crossings that are on regular to and from school routes and on field/athletic trips, and any special hazards that may exist at each crossing.

Potential hazards that are present on the route must be on the route information sheet, a method for controlling noise at railroad crossings must be developed, the length of the bus and the space that is required for clearance must be known by the driver, and all highway rail crossing signs and signals must be understood and obeyed. At a rail crossing with more than one set of tracks, before proceeding after one train passes, check for a second train approaching on an adjacent track.

Evaluation

Ask the driver candidates questions regarding the information explained in this lesson.

1. Identify three dangers at a highway-rail grade crossing.
 - a. Vehicle clearance,
 - b. A second train, and
 - c. Noise levels.
2. Describe the proper evacuation procedures when a bus stalls on the rails of a crossing.

Evacuate the bus immediately and move everyone off the tracks, away from the bus and toward the direction of the train.

3. Identify the specific steps required to safely cross a highway-rail grade crossing.
 - a. Slow down and tap brakes.
 - b. Stay to right of roadway.
 - c. Stop 15" to 50" from tracks.
 - d. Keep foot on service brake.
 - e. Open driver's window and service door.
 - f. Turn off radios and noisy equipment.
 - g. Signal students to be quiet.
 - h. Look and listen.
 - i. Close door and window.
 - j. Do not change gears when crossing tracks.

NOTES:

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers know that the responsibility for preventing school bus/train collisions lies with the transportation supervisor, the bus driver trainer, the dispatcher, and the school bus driver.
- Make sure school bus drivers know their legal duties and the WAC's and RCWs.

RCW 46.61.202
Stopping when traffic obstructed.

No driver shall enter an intersection or a marked crosswalk or drive onto any railroad grade crossing unless there is sufficient space on the other side of the intersection, crosswalk, or railroad grade crossing to accommodate the vehicle he is operating without obstructing the passage of other vehicles, pedestrians, or railroad trains notwithstanding any traffic control signal indications to proceed.

[1975 c 62 § 48.]

Notes:

Severability -- 1975 c 62: See note following RCW 36.75.010.

RCW 46.61.350
Certain vehicles must stop at all railroad grade crossings —
Exceptions.

(1) The driver of any motor vehicle carrying passengers for hire, other than a passenger car, or of any school bus or private carrier bus carrying any school child or other passenger, or of any vehicle carrying explosive substances or flammable liquids as a cargo or part of a cargo, before crossing at grade any track or tracks of a railroad, shall stop such vehicle within fifty feet but not less than fifteen feet from the nearest rail of such railroad and while so stopped shall listen and look in both directions along such track for any approaching train, and for signals indicating the approach of a train, except as hereinafter provided, and shall not proceed until he can do so safely. After stopping as required herein and upon proceeding when it is safe to do so the driver of any said vehicle shall cross only in such gear of the vehicle that there will be no necessity for changing gears while traversing such crossing, and the driver shall not shift gears while crossing the track or tracks.

(2) This section shall not apply at:

- (a) Any railroad grade crossing at which traffic is controlled by a police officer or a duly authorized flagman;
- (b) Any railroad grade crossing at which traffic is regulated by a traffic control signal;
- (c) Any railroad grade crossing protected by crossing gates or an alternately flashing light signal intended to give warning of the approach of a railroad train;
- (d) Any railroad grade crossing at which an official traffic control device as designated by the utilities and transportation commission pursuant to RCW 81.53.060 gives notice that the stopping requirement imposed by this section does not apply.

[1977 c 78 § 1; 1975 c 62 § 31; 1970 ex.s. c 100 § 7; 1965 ex.s. c 155 § 48.]

Notes:

Severability -- 1975 c 62: See note following RCW 36.75.010.

392-145-060 << 392-145-070 >> 392-145-080

(Effective November 1, 2007.)

WAC 392-145-070

Rail grade crossings.

The following requirements apply to drivers of school buses during rail grade crossings:

- (1) All school buses shall stop at all rail grade crossings except:
 - (a) Where traffic is controlled by a police officer or duly authorized flagman;
 - (b) Where an official traffic control device gives notice that the general stopping requirements do not apply;
 - (c) Where local regulations or school district policy expressly prohibit stopping.
- (2) In order to lessen the potential for collisions, school bus drivers shall use simultaneously flashing amber hazard lamps within two hundred feet prior to stopping for a rail grade crossing.
- (3) The school bus driver shall open the door and driver window to listen for approaching trains.
- (4) Drivers shall take reasonable action to insure that passengers are quiet and shall turn off all noise making devices such as fans and radios while listening for approaching trains.
- (5) Drivers shall not proceed until the door is closed, visibility is clear, and the school bus can safely proceed across and completely clear the rail grade.
- (6) Drivers shall not change gears of a school bus equipped with a manual transmission while the school bus is crossing a rail grade.

[Statutory Authority: RCW 46.61.380. 07-05-058, § 392-145-070, filed 2/20/07, effective 11/1/07.]

Operation Lifesaver Instructor's Guide (12 pages inserted)

DECIDE SMART, ARRIVE SAFE

Highway-Rail Grade Crossing Training for School Bus Drivers

Presented by Operation Lifesaver, Inc. in cooperation with the
National Association of State Directors of Pupil Transportation Services

PROVIDED IN THE INTEREST OF SAFETY



INSTRUCTOR'S GUIDE



DECIDE SMART, ARRIVE SAFE

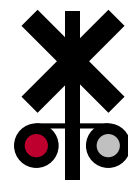
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INSTRUCTOR'S GUIDE



**OPERATION
LIFESAVER®**

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Introduction

TARGET AUDIENCE

The pupil transportation industry helped Operation Lifesaver develop this training video for school bus drivers and substitute drivers. This program is geared to increase driver awareness of the potential dangers at highway-rail grade crossings and to ensure the safety of their passengers and themselves. Several situations that resulted in tragedy are reviewed to help drivers learn to make smart decisions as they approach and cross highway-rail grade crossings.

OPERATION LIFESAVER, INC.

Decide Smart, Arrive Safe, developed in conjunction with the National Association of State Directors of Pupil Transportation Services, joins a number of training videos developed by Operation Lifesaver Inc. (OLI) to assist key audiences at risk for tragedy at rail crossings. Operation Lifesaver is a national, non-profit, public education program dedicated to ending collisions, deaths and injuries at highway-rail grade crossings and along railroad rights-of-way. All 49 continental United States and the District of Columbia have ongoing, statewide programs. To contact your state's Operation Lifesaver Coordinator, visit "contact us" at www.oli.org.

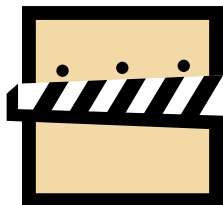
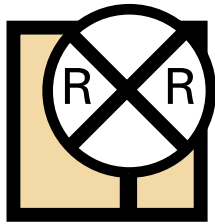
GOAL

Operation Lifesaver's goal is to eliminate collisions, injuries and fatalities at highway-rail crossings. By explaining the potential dangers that await school bus drivers at highway-rail grade crossings, Operation Lifesaver helps school bus drivers *Decide Smart, Arrive Safe*. The program reminds drivers that it is never safe to attempt to cross the tracks if a train is approaching.

Suggested Time Frame For Training Module 60 Minute Format

- Introduction..... 5 minutes
- Discussion..... 10 minutes
- Video18.5 minutes
- Study Material..... 10 minutes
- Safety Quiz 10 minutes
- Question & Answer..... 5 minutes

Select Discussion Points (Prior to Viewing Video)



1. Ask drivers about their driving experiences operating a school bus. What do they enjoy about their routes?
2. Do you know what to look for when you approach a crossing?
3. What are some of the stress factors in your job? How about railroad crossings?
4. What are some of the safety habits you practice onboard the bus?
5. Do you have a system for quieting the riders before you begin to cross the tracks?
6. Do you talk with your supervisor if there is an obstruction on your route that makes it difficult for you to see up and down the track?
7. Do you have an opportunity to check out your route before you drive young people on the route?
8. Discuss differences between rural and urban driving. Explore their present awareness of warning devices at highway-rail intersections.
 - a. What are the signs we refer to as PASSIVE signs.
 - b. Discuss the signs and their meaning for drivers.
 - c. What passive signs could you see at the railroad crossing?
 - Yield sign
 - Do Not Stop on Tracks sign
 - Tracks Out of Service sign
 - Exempt sign
 - d. What is an ACTIVE signal device at a railroad crossing? (Answer: Electronically powered equipment, including gates, lights and bells.)
9. As you are coming up to a crossing, how do you decide if there is enough room for your bus to fit on the other side? Can you tell me the meaning of "containment"?
 - a. How do you judge the length of your bus?
 - b. How do you know when you're safely over the tracks?
 - c. Do you have a method of estimating the amount of space on the other side of the tracks—where your bus will be going?
 - d. Do you calculate the width of the train when you figure the space?
 - e. What do you do when there is more than one set of tracks?
10. When you come up to a railroad crossing, who has the right of way? (The train) Why? The train can take a mile to stop—that's 18 football fields.
11. How do you judge the train's speed and distance from the crossing? (It is almost impossible. Don't risk a collision—wait!) How do you decide how much time you have to cross the tracks before the train arrives? Do you wait when you hear or see a train?
12. Over the last ten years, do you think rail traffic has increased or decreased? (Rail and vehicular traffic have increased, but vehicle-train collisions have declined over this period.)
13. Do freight trains follow a schedule or are they delivering products upon request? (Freight trains don't follow set schedules. Passenger train schedules change. Drivers must "Always Expect a Train.")

VIDEO NOTES

School bus drivers from urban Fairfax County, Virginia, and rural Dalton, Georgia, spent several days working with the film crew to show a variety of crossings and safety problems drivers may encounter. Share your concerns with your supervisor. If you have concerns about a particular crossing, look for the railroad's emergency notification number listed at or near the crossing to report the problem or notify local law enforcement. Provide the DOT crossing ID number (Alphabet letter plus 6 digits) when you call.

Five Alive Safety Drill

CROSSING A HIGHWAY-RAIL GRADE CROSSING

STEP 1 Approach with Care



Slow Down

STEP 2 Alert Students for Quiet



a Turn off Radio & Fan **b** Listen for a Train

STEP 3 Stop No Closer than 15 Feet from the Crossing



a Open Windows and Doors
b Look Both Ways Carefully
c Look and Listen for the Train



a If necessary, Rock Back and Forth to see around pillars, posts, buildings, trees, etc.

STEP 4 Double Take - Look Again in Both Directions



STEP 5 GO! Cross with Care



Do Not Switch Gears While Crossing

Review Procedures at Highway-Rail Crossings

- Check for traffic around you before you start to move at a crossing. Use a pull-out lane if one is available. Turn on your flashers in traffic, if necessary.
- Choose an escape route for your vehicle in the event of a brake failure or traffic tie-ups in front or behind you. Plan this so you can get off the crossing before the train arrives.
- While slowing or stopped, look and listen carefully in each direction for approaching trains. Move your head and shoulders to see around obstructions, like mirrors, windshields and pillars.
- If you drive a regular route, learn the locations of the highway-rail grade crossings on it and what you need to look out for.
- When coming up to a crossing, tap your brakes to warn cars behind you that you will be stopping the bus.

BEFORE RESUMING TRAVEL

- Make sure there is enough room on the other side of the track for your whole vehicle.
- Look beyond the tracks to see if there is traffic congestion, or a signal or STOP signal at a highway-intersection up ahead. Is the space large enough for you to completely clear the crossing? Allow for your vehicle's overhang and remember the train's 3-foot overhang. For safety, plan a distance of 15 feet between the tracks and your back bumper.



- If the flashing red lights at the grade crossing begin to flash after you have started over the track, KEEP GOING!
- DO NOT start to cross AFTER the lights at the crossing begin to flash.
- Check the crossing signals one final time before proceeding.

Signs and Signals at Highway-Rail Grade Crossings

PASSIVE SIGNS AT RAILROAD CROSSINGS

Passive signs and **active traffic control devices** are installed along the roads near the railroad tracks to regulate, warn and guide traffic. They alert drivers to the presence of railroad tracks and to the possibility of an approaching train. These signs and signal devices also provide a safety message and remind the driver of the laws regarding highway-rail grade crossings. What follows is a list of various signs and devices that you will see in connection with highway-rail grade crossings.

1. The **CROSSBUCK** sign is the most common sign at public highway-rail intersections. It has two crossed white boards with the words railroad crossing. It marks the crossing and should be considered the same as a YIELD sign.



If there is more than one track, a sign below the Crossbuck indicates the number of tracks present. After one train has passed, wait, look and listen for another train coming from either direction.

Take extra care at passive crossings (marked with a Crossbuck).

Always expect a train!

2. The **STOP** and **YIELD** signs mean the same as they do at highway intersections. A driver must always stop at the STOP sign in advance of the railroad track. Every driver must YIELD the right of way to a train.
3. The **DO NOT STOP ON THE TRACKS** sign reminds the driver not to stop on the railroad track for any reason.
4. The **TRACKS OUT OF SERVICE** sign tells the driver trains no longer travel these tracks. It is not necessary to stop at these crossings.



5. The **EXEMPT** crossing sign placed below the crossbuck informs drivers of school buses carrying children that a stop is not required, except when a train is approaching or occupying the crossing, or the driver's view down the tracks is blocked.



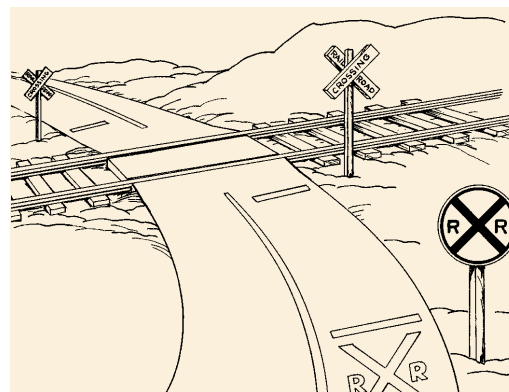
SIGNS IN ADVANCE OF RAILROAD CROSSINGS

These signs warn the motorist that the road ahead crosses the railroad track.

1. Yellow circular **ADVANCE WARNING** sign warns drivers that the road crosses a railroad ahead. It reminds the driver to slow down, look and listen for a train and be prepared to stop if a train is sign approaching.
2. **PAVEMENT MARKINGS** on paved roads near the yellow circular Advance Warning sign also alert drivers that the road crosses railroad tracks ahead.



3. A **STOP LINE** may be painted across the lane on paved roads and identifies the safe place to stop while looking and listening for an approaching train.



Signs and Devices at Highway-Rail Grade Crossings (Cont'd)

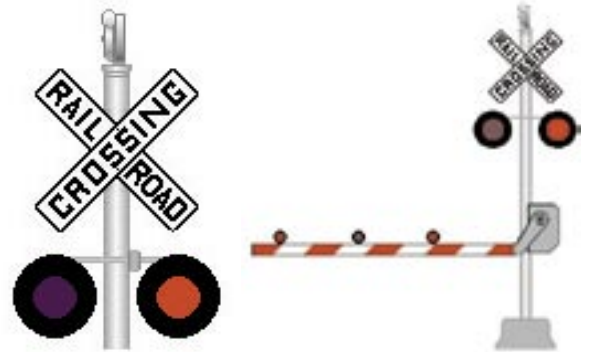
4. The **DRIVER MUST STOP THE BUS BEFORE THE CROSSBUCK** sign or signal at the crossing. On gravel roads there are no pavement markings or Stop Lines. The Stop Lines on each side of a single track grade crossing are at least 35 feet apart. Do not stop within this area. Drivers should remember to apply the emergency or parking brakes while waiting at the Stop Line so they won't move or be shoved into the path of the train.
5. The yellow diamond **PARALLEL TRACK** sign identifies highway-rail grade crossings that appear immediately after making either a right or a left turn.



ACTIVE SIGNAL DEVICES AT RAILROAD CROSSINGS

These are electrically powered devices that warn of an approaching train.

1. **Flashing Red Lights**—with or without bells—warn of an approaching train. When the red lights are flashing, a train is approaching. Stop and wait for the train to pass, then proceed when it is clearly safe to do so. Know the regulations in the state where you operate.



2. **Flashing Red Lights**—with bells and gates—warn that a train is approaching. It is illegal to go around lowered gates.

Special Procedures

POLICE OFFICER OR FLAGMAN AT THE CROSSING

If a police officer or properly-identified railroad flagman is present at the crossing, obey directions. If there is no flagman, and you believe the signals are malfunctioning, do not proceed. Look for an emergency notification at or near the crossing to report the situation to the railroad or contact local law enforcement. Then find another route.

OBSTRUCTED VIEW OF TRACKS

Plan your route so it provides an adequate sight distance down the tracks in both directions at highway-rail grade crossings. Do not attempt to cross the tracks unless you can be sure no trains are approaching. Be especially careful at passive crossings (those without gates, flashing lights, bells).

STORAGE AREAS

If it won't fit, don't commit. Each driver needs to know the length of their bus and the size of the storage or containment area on the other side of the crossing. When approaching a crossing with a traffic light or stop sign on the far side, be sure there is enough room to proceed to avoid hanging over the tracks. You must look ahead and use your judgment. If there is any doubt about the storage space necessary to completely clear the tracks, don't start across. Remember, the train will be 3 feet wider than the rails on both sides.

WATCH YOUR OVERHANG

Know the length of your vehicle and allow for your vehicle's overhang as well. While the wheels of the bus may have crossed the track, many drivers don't realize that their back end could still be hanging over the tracks. Many times a crash could be avoided if it weren't for the last few feet.

PLAN AHEAD FOR AN EMERGENCY EVACUATION

If your bus stalls or is trapped on the tracks or you are required to evacuate your bus for any reason, review these steps (follow the program established by your School District),

- 1. Scout the Crossings on your route.**
Know the safest location to take your students in the event of a crisis at any crossing on your route.
- 2. Plan how you would evacuate your bus.**
- 3. Get the students out quickly, without panic.**
- 4. Once students are safely evacuated, call your dispatch.**
Ask your dispatch to call the railroad, using the emergency notification number posted at or near the crossing.

Real Incidents - Lessons Learned

FOX RIVER GROVE, IL 1995

Containment or Storage Problem

This is a multiple-track crossing with gates and lights in an urban community outside Chicago. The school bus driver pulled across the tracks and stopped for a red highway traffic signal. Unfortunately, the driver did not realize there was not enough room for the entire bus to fit safely on the other side of the tracks.

Three feet of the bus overhung the crossing when a commuter train arrived. A radio playing above the head of the driver prevented the warnings from students at the back of the bus from reaching the driver. Seven students on the bus were killed in the collision.

How a Driver can Avoid this Collision

1. **Know the length of your bus.** Check your reference points to determine if your bus will fit. For safety, add 15 feet between your back bumper and the crossing.
2. **Quiet your bus**—hit the noise suppression switch or turn off the fans and radio and ask the students for silence—before crossing. This will give you a moment to focus and to make a safe decision.
3. **Do a double take** just before you cross the tracks. This will give you the latest information at the crossing before you move your bus.

BUFFALO, MT 1998

This rural crossing with a crossbuck in a Montana farming community has clear vision in all directions. Two brothers died when the school bus collided with a freight train. The driver was interrupted by a student asking a question and did not check the crossing again before moving the bus.

How a Driver can Avoid this Collision

1. **Quiet your bus** as you approach the crossing. Talk with your students at the beginning of the school year. Explain why you can not interact with them while you are driving, particularly at the crossings, when full attention is required.
2. If for any reason you are interrupted as you do your **Five Alive Drill** before crossing the tracks, start over and review ALL steps. Make sure nothing has changed at the crossing.

CONASAUGA, TN 2000

Failure to Stop at a Crossbuck

The school bus driver at the Tennessee/Georgia line was caught on camera failing to stop at this crossbuck. A freight train hit the school bus killing three children and severely injuring the driver's daughter.

How a Driver can Avoid this Collision

1. Remember the crossbuck sign requires school bus drivers to **STOP at the crossing**.
2. **Check carefully** at the crossing, following the entire "Five Alive" Drill.
3. Just before you cross, **do a quick double take** in both directions. Listen carefully for a train's horn before you move your bus across.
4. Always Expect a Train!

SAVANNAH, GA 2005

Instructing Student to Leave the Bus to Lift a Railroad Gate

Four students were instructed to leave the bus to lift a gate. The driver believed the gate malfunctioned and did not want to turn around. The students attempted to lift the gate, then walked over active tracks to their bus moments before a train came through. A parent who viewed the incident said the students barely escaped death. Both the driver who sent the students from the bus to lift the gate and another bus driver who drove a school bus around the gates were fired by the Savannah School District.

How a Driver can Avoid a Tragedy

1. **Never send students out of the bus** unless you are evacuating it and lead the students yourself. Never cross live tracks with students on foot if you are required to evacuate your bus.
2. Look for the emergency notification number at or near the crossing. **Call your dispatch** or local law enforcement if you believe the crossing gate is malfunctioning.
3. Call the 800 number for the railroad listed on or at the crossing to **report the downed gate**.

Answers to School Bus Driver Safety Quiz

- c** 18 football fields = average stopping distance of freight train
- d** Know the length of your bus. Add an extra 15 feet for safety!
- c** An optical illusion makes the train appear slower and farther away. If you see an approaching train, wait
- b** Slow down and prepare to stop.
- d** All of the above.
- d** All of the above.
- FALSE.** Trains always have the right-of-way at highway-rail crossings. The laws of physics make it impossible for a train to stop quickly enough to prevent a collision.
- TRUE.** A highway-rail grade crossing is marked with a crossbuck sign, which should be considered the same as a YIELD sign.
- TRUE.** A STOP sign at a highway-rail grade crossing means the same as a STOP sign at any other highway intersection.
- TRUE.** A number posted below a crossbuck sign indicates how many train tracks cross at that highway-rail intersection.
- TRUE.** Lowered gates and flashing red lights mean a train is approaching. Do not cross!
- FALSE.** When there is more than one set of tracks, another train could be approaching from either direction, hidden by the first train.
- TRUE.** If the bus stalls, evacuate the students immediately. Look for an emergency notification number posted near the crossing. Call it to report the problem to the railroad or notify local law enforcement.
- TRUE.** Do not stop, even if it means the bus will break the gate.
- FALSE.** By the time the locomotive engineer can see a school bus on the tracks, it is too late to be able to avoid a collision. Trains cannot stop quickly, even after applying emergency brakes.
- TRUE.** School bus drivers are required to stop the vehicle no closer than 15 feet from the nearest rail.
- TRUE.** Most states and communities require school bus drivers to stop at the crossing whether or not students are on the bus.
- TRUE.** States may have more stringent laws than the federal government. Learn the laws in your state from your school bus trainer.

U. S. STATISTICS

You will find the most recent vehicle-train and pedestrian-train incident statistics at the Operation Lifesaver website: www.oli.org. These are based on updates from the Federal Railroad Administration.

TRAIN FACTS

- Stopping distance = 1 mile or more at 55 mph
- Trains have no steering wheel = trains cannot swerve
- Trains are heavier. 400 loaded school buses = 1 average train (12 million pounds or 6 million tons)

RESOURCES

Operation Lifesaver, Inc.
1420 King St., Suite 401
Alexandria, VA 22314-2750
1-800-537-6224
www.oli.org

Federal Railroad Administration
Department of Transportation
Office of Safety
Washington, DC 20590
www.fra.dot.gov

Federal Highway Administration
Office of Highway Safety
Washington, DC 20590
www.fhwa.dot.gov

Federal Transit Administration
Office of Technology
Washington, DC 20596
www.fta.dot.gov

National Highway Traffic Safety Administration
Office of Traffic Safety
Washington, DC 20590
www.nhtsa.dot.gov

National Association of State Directors of Pupil Transportation Services
6298 Rock Hill Road
The Plains, VA 20198-1916
1-540-253-5520
www.nasdppts.org

National Association for Pupil Transportation
1840 Western Avenue
Albany, NY 12203
1-800-989-6278
www.napt.org

National School Transportation Association
113 South West St., 4th Floor
Alexandria, VA 22314
703-684-3200
www.yellowbuses.org

Decide Smart, Arrive Safe video and DVD produced for Operation Lifesaver, Inc., by Hamilton Productions
Printed materials designed by Marquis Graphic Design Associates



1420 King Street,
Suite 401
Alexandria, Virginia
22314-2750

TF 1-800-537-6224
PH 703-739-0308
FX 703-519-8267
W www.oli.org

Operation Lifesaver School Bus Drivers Guide (8 pages inserted)

DECIDE SMART, ARRIVE SAFE

Highway-Rail Grade Crossing Training for School Bus Drivers

Presented by Operation Lifesaver, Inc. in cooperation with the
National Association of State Directors of Pupil Transportation Services

PROVIDED IN THE INTEREST OF SAFETY



SCHOOL BUS DRIVER'S GUIDE



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**OPERATION
LIFESAVER®**

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School Bus Driver's Guide

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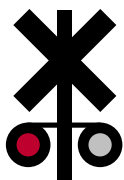
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Introduction

TARGET AUDIENCE

The pupil transportation industry helped Operation Lifesaver develop this training video for school bus drivers and substitute drivers. This program is geared to increase driver awareness of the potential dangers at highway-rail grade crossings. Several situations that resulted in tragedy are reviewed to help drivers learn to make smart decisions as they approach and cross highway-rail grade crossings.

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Operation Lifesaver's goal is to eliminate collisions, injuries and fatalities at highway-rail crossings. By explaining the potential dangers that await school bus drivers at highway-rail grade crossings, Operation Lifesaver helps school bus drivers *Decide Smart, Arrive Safe*. The program reminds drivers that it is never safe to attempt to cross the tracks if a train is approaching.

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- While slowing or stopped, look and listen carefully in each direction for approaching trains. Move your head and shoulders to see around obstructions, like mirrors, windshields and pillars.
- If you drive a regular route, learn the locations of the highway-rail grade crossings on it and what you need to look out for.
- When coming up to a crossing, tap your brakes to warn cars behind you that you will be stopping the bus.

BEFORE RESUMING TRAVEL

- Make sure there is enough room on the other side of the track for your whole vehicle.
- Look beyond the tracks to see if there is traffic congestion, or a signal or STOP signal at a highway-intersection up ahead. Is the space large enough for you to completely clear the crossing? Allow for your vehicle's overhang and remember the train's 3-foot overhang. For safety, plan a distance of 15 feet between the tracks and your back bumper.



- If the flashing red lights at the grade crossing begin to flash after you have started over the track, KEEP GOING!
- DO NOT start to cross AFTER the lights at the crossing begin to flash.
- Check the crossing signals one final time before proceeding.

Five Alive Safety Drill

CROSSING A HIGHWAY-RAIL GRADE CROSSING

STEP 1 Approach with Care



Slow Down

STEP 2 Alert Students for Quiet



a Turn off Radio & Fan **b** Listen for a Train

STEP 3 Stop No Closer than 15 Feet from the Crossing



a Open Windows and Doors
b Look Both Ways Carefully
c Look and Listen for the Train



a If necessary, Rock Back and Forth to see around pillars, posts, buildings, trees, etc.

STEP 4 Double Take - Look Again in Both Directions



STEP 5 GO! Cross with Care



Do Not Switch Gears While Crossing

Signs and Signals at Highway-Rail Grade Crossings

PASSIVE SIGNS AT RAILROAD CROSSINGS

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If there is more than one track, a sign below the Crossbuck indicates the number of tracks present. After one train has passed, wait, look and listen for another train coming from either direction.

Take extra care at passive crossings (marked with a Crossbuck). **Always expect a train!**



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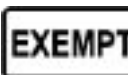
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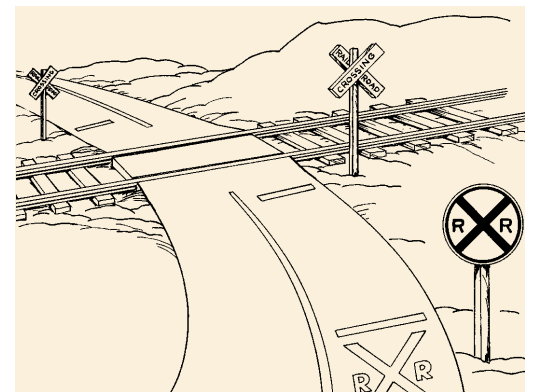
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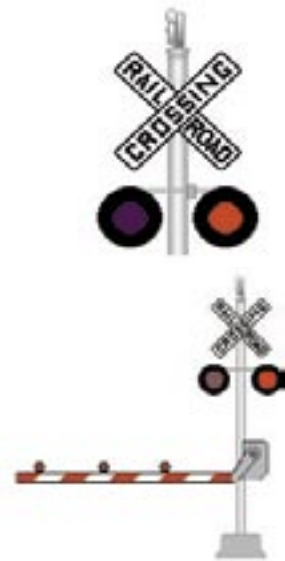
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ACTIVE SIGNAL DEVICES AT RAILROAD CROSSINGS

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Plan your route so it provides an adequate sight distance down the tracks in both directions at highway-rail grade crossings. Do not attempt to cross the tracks unless you can be sure no trains are approaching. Be especially careful at passive crossings (those without gates, flashing lights, bells).

STORAGE AREAS

If it won't fit, don't commit. Each driver needs to know the length of their bus and the size of the storage or containment area on the other side of the crossing. When approaching a crossing with a traffic light or stop sign on the far side, be sure there is enough room to proceed to avoid hanging over the tracks. You must look ahead and use your judgment. If there is any doubt about the storage space necessary to completely clear the

tracks, don't start across. Remember, the train will be 3 feet wider than the rails on both sides.

WATCH YOUR OVERHANG

Know the length of your vehicle and allow for your vehicle's overhang as well. While the wheels of the bus may have crossed the track, many drivers don't realize that their back end could still be hanging over the tracks. Many times a crash could be avoided if it weren't for the last few feet.

PLAN AHEAD FOR AN EMERGENCY EVACUATION

If your bus stalls or is trapped on the tracks or you are required to evacuate your bus for any reason, review these steps (follow the program established by your School District),

1. **Scout the Crossings on your route.**
Know the safest location to take your students in the event of a crisis at any crossing on your route.
2. **Plan how you would evacuate your bus.**
3. **Get the students out quickly, without panic.**
4. **Once students are safely evacuated, call your dispatch.**
Ask your dispatch to call the railroad, using the emergency notification number posted at or near the crossing.

Real Incidents - Lessons Learned

FOX RIVER GROVE, IL 1995

Containment or Storage Problem

This is a multiple-track crossing with gates and lights in an urban community outside Chicago. The school bus driver pulled across the tracks and stopped for a red highway traffic signal. Unfortunately, the driver did not realize there was not enough room for the entire bus to fit safely on the other side of the tracks.

Three feet of the bus overhung the crossing when a commuter train arrived. A radio playing above the head of the driver prevented the warnings from students at the back of the bus from reaching the driver. Seven students on the bus were killed in the collision.

How a Driver can Avoid this Collision

1. **Know the length of your bus.** Check your reference points to determine if your bus will fit. For safety, add 15 feet between your back bumper and the crossing.
2. **Quiet your bus**—hit the noise suppression switch or turn off the fans and radio and ask the students for silence—before crossing. This will give you a moment to focus and to make a safe decision.
3. **Do a double take** just before you cross the tracks. This will give you the latest information at the crossing before you move your bus.

BUFFALO, MT 1998

This rural crossing with a crossbuck in a Montana farming community has clear vision in all directions. Two brothers died when the school bus collided with a freight train. The driver was interrupted by a student asking a question and did not check the crossing again before moving the bus.

How a Driver can Avoid this Collision

1. **Quiet your bus** as you approach the crossing. Talk with your students at the beginning of the school year. Explain why you can not interact with them while you are driving, particularly at the crossings, when full attention is required.
2. If for any reason you are interrupted as you do your **Five Alive Drill** before crossing the tracks, start over and review ALL steps. Make sure nothing has changed at the crossing.

CONASAUGA, TN 2000

Failure to Stop at a Crossbuck

The school bus driver at the Tennessee/Georgia line was caught on camera failing to stop at this crossbuck. A freight train hit the school bus killing three children and severely injuring the driver's daughter.

How a Driver can Avoid this Collision

1. Remember the crossbuck sign requires school bus drivers to **STOP at the crossing**.
2. **Check carefully** at the crossing, following the entire "Five Alive" Drill.
3. Just before you cross, **do a quick double take** in both directions. Listen carefully for a train's horn before you move your bus across.
4. Always Expect a Train!

SAVANNAH, GA 2005

Instructing Student to Leave the Bus to Lift a Railroad Gate

Four students were instructed to leave the bus to lift a gate. The driver believed the gate malfunctioned and did not want to turn around. The students attempted to lift the gate, then walked over active tracks to their bus moments before a train came through. A parent who viewed the incident said the students barely escaped death. Both the driver who sent the students from the bus to lift the gate and another bus driver who drove a school bus around the gates were fired by the Savannah School District.

How a Driver can Avoid a Tragedy

1. **Never send students out of the bus** unless you are evacuating it and lead the students yourself. Never cross live tracks with students on foot if you are required to evacuate your bus.
2. Look for the emergency notification number at or near the crossing. **Call your dispatch** or local law enforcement if you believe the crossing gate is malfunctioning.
3. Call the 800 number for the railroad listed on or at the crossing to **report the downed gate**.

Operation Lifesaver Safety Quiz (2 pages inserted)

DECIDE SMART, ARRIVE SAFE

Highway-Rail Grade Crossing Training for School Bus Drivers

Presented by Operation Lifesaver, Inc. in cooperation with the
National Association of State Directors of Pupil Transportation Services

PROVIDED IN THE INTEREST OF SAFETY



SAFETY QUIZ



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SAFETY QUIZ



**OPERATION
LIFESAVER®**

School Bus Driver Safety Quiz

Circle the most correct answer to each question.
Answer True or False to each statement.

1. **It takes a 100-car freight train going 55 mph a mile or more to stop. This is equal to how many football fields?**

- a. 2
- b. 12
- c. 18
- d. 25

2. **At crossings where there is a stop sign or a signal on the other side of the tracks, how does the driver determine if there is enough room (containment or storage area) for the bus?**

- a. There's always room following a crossing.
- b. Get out of the bus and measure.
- c. Make a careful guess.
- d. Know the length of your bus. If you have any doubt about the containment area, don't take a chance. If it won't fit, don't commit.

3. **What causes drivers to misjudge whether it is safe to cross the tracks?**

- a. The train's warning horns cannot be heard.
- b. Trains change speed unexpectedly.
- c. An optical illusion fools the eye in judging the distance and speed of the train.
- d. They think the train can stop for them.

4. **This sign tells you to:**

- a. Stop at this sign
- b. Slow down and prepare to stop at a highway-rail grade crossing.
- c. Look and listen for trains. If you see one, decide if you need to stop or not.
- d. No trains cross here.



5. **This sign tells you to:**

- a. Expect to see a train at this crossing.
- b. Yield to the train, no matter what vehicle you are driving.
- c. If there is more than one track, the sign below indicates the number of tracks present at the crossing.
- d. All of the above.



6. **_____ If signals are malfunctioning at the crossing, you should:**

- a. Contact your dispatch office. Notify the railroad about the problem.
- b. Do not cross. Wait for a properly identified railroad flagman or law enforcement officer to flag you across.
- c. Find another route if help does not arrive.
- d. All of the above.

7. **_____ A school bus approaching a highway-rail intersection always has the right of way.**

8. **_____ A crossbuck is the most common warning sign at a railroad crossing.**

9. **_____ A STOP sign at a highway-rail grade crossing means the same as a STOP sign at any other intersection.**

10. **_____ A number posted below a crossbuck sign indicates how many train tracks cross at that highway-rail intersection.**

11. **_____ Lowered gates and flashing red lights mean a train is approaching. Do not cross!**

12. **_____ IF the gates remain down after a train passes through a railroad crossing with more than one set of tracks, it is a malfunction.**

13. **_____ If the bus stalls on a track, never try to restart the bus before evacuating the students.**

14. **_____ If you have already started across the track and the gates begin to descend, continue to cross, do not hesitate.**

15. **_____ A train can avoid a collision if the locomotive engineer applies the brakes as soon as he sees a vehicle stalled on the tracks.**

16. **_____ A driver is required to stop the vehicle no closer than 15 feet from the nearest rail at the crossing.**

17. **_____ If there are no passengers on the school bus, it is not necessary to stop at railroad crossings.**

18. **_____ State and federal highway laws concerning school buses crossing railroad tracks are exactly the same.**

Decide Smart, Arrive Safe video and DVD produced for Operation Lifesaver, Inc., by Hamilton Productions
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CHAPTER 8:

Emergency Situation

Overview

In an emergency situation the biggest problems facing a driver are fear and lack of knowledge about what to do. The material in this chapter should help to alleviate these items and subsequently develop a more confident driver.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Emergency Procedures
- Natural Phenomena

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts and transparencies
- TV and VCR
- Recommended Video - "Stomp, Stay and Steer"

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to describe the solutions to each of the following emergency situations:

1. Brake failure
2. Running off the pavement
3. A tire blow out
4. A stuck accelerator
5. Driving on snow and ice
6. Blinding headlights
7. Headlights fail
8. Bus stalled on railroad tracks
9. The hood flies up
10. Steering fails
11. Bus catches on fire
12. Head-on collision is imminent
13. Striking an animal
14. Bee inside bus
15. Physical emergencies affecting the driver
16. Submerged vehicle
17. Roadways with ruts and holes

Lesson Plan

Introduction

The quality of driver awareness and anticipation usually determines the difference between a close call and a collision. The many variations with emergency situations make it difficult to prepare for every kind of emergency. The following emergencies have been selected to stimulate thought and assist in preparing for discussions. Defensive driving can help one avoid collisions, but mechanical failures, weather situations, and road irregularities require instant and accurate responses.

Presentation

Show video: “Stomp, Stay and Steer” Presentation

Discuss the following common driving emergencies by asking for solutions to each one. Example: What is the procedure for stopping after a blow-out? Or, the trainer can state the situation and share a “real life” example of how a procedure resulted in a safe outcome.

The emergency situations to be discussed are:

- | | |
|-----------------------------------|---|
| 1. Brake failure | 10. Steering fails |
| 2. Running off the pavement | 11. Vehicle catches on fire |
| 3. A tire blow-out | 12. Collision is imminent |
| 4. A stuck accelerator | 13. Striking an animal |
| 5. Driving on snow and ice | 14. Bee in bus |
| 6. Blinding headlights | 15. Physical emergencies affecting driver |
| 7. Headlights fail | 16. Submerged vehicle |
| 8. Bus stalled on railroad tracks | 17. Roadways with ruts and holes |
| 9. The hood flies up | |

NOTES:

- 1. Brake failure** **T-1**
 - a. Take foot off accelerator pedal
 - b. Grip steering wheel firmly
 - c. Pump brake pedal repeatedly — hydraulic only
 - d. Use firm steady pressure — air only
 - e. Shift to lower gear
 - f. Rub fender against cliff or run into bushes before picking up speed
 - g. Turn tire against curbing, if on a steep city hill
 - h. Stop
 - i. Engage parking brake
 - j. Turn off ignition

- 2. Running off the pavement** **T-2**
 - a. Release accelerator pedal
 - b. Keep firm grip on steering wheel
 - c. Resist urge to return to pavement immediately
 - d. Straddle pavement edge until vehicle is moving slowly
 - e. Ease back onto pavement - Do not accelerate
 - f. Keep eyes on path of travel

- 3. A tire blow-out** **T-3**
 - a. Keep firm grip on steering wheel
 - b. Keep wheels as straight as possible
 - c. Gradually release accelerator pedal
 - d. Pump brakes lightly
 - e. Reduce speed to 15 mph or less before pulling off roadway
 - f. Have vehicle well off the road to change tire

4. A stuck accelerator T-4

- a. Pump accelerator pedal with several sharp jabs to release
- b. Put into neutral gear
- c. Apply brakes and pull off roadway
- d. Turn off ignition

5. Driving on snow and ice T-5

- a. Drive at reduced speed
- b. Do not make sudden changes in speed or direction
- c. When starting, accelerate gradually for optimum traction
- d. To slow down, apply steady pressure to brake pedal

6. Blinding headlights T-6

- a. Slow down
- b. Dim lights, even though the other driver does not
- c. Pull to the right of traveled lane in order to give other driver room
- d. Look at right edge of road or fog line

7. Headlights fail T-7

- a. Slow down — keep going straight ahead. Try other lights: high or low beam, turn signal, parking lights, fog lights, brake lights
- b. Pull to the right of travel lane
- c. Follow a vehicle with active lights

8. Bus stalled on railroad tracks T-8

- a. If train is coming, evacuate vehicle in direction train is approaching and away from tracks
- b. If train is not coming:
 - (1) Standard transmission: place gear shift in low or reverse, engage clutch, and engage starter.

NOTES:

NOTES:

- (2) Automatic transmission: move gear shift through gears and return to neutral position and re-engage starter.
- (3) Push or pull with another vehicle.

9. The hood flies up **T-9**

- a. Decelerate as rapidly as can safely be done
- b. Look between upraised hood and engine area
- c. Look ahead out of left window
- d. Do not cross center line
- e. Pull off roadway as soon as possible

10. Steering fails **T-10**

- a. If hard steering develops, pull off road and check for low tire, broken power steering belt, or broken fluid hose.
- b. For complete steering failure, grip steering wheel firmly. Apply brakes with steady pressure to prevent skidding.

11. Bus catches on fire **T-11**

- a. Pull off roadway and turn off engine
- b. Cut off electrical power, if possible
- c. Use a fire extinguisher
- d. Throw mud, dirt, or snow on blaze
- e. Smother flames with coat or blanket
- f. Somewhere during these steps, it may be necessary to evacuate the bus.

12. Head-on or front corner impact is imminent **T-12**

- a. Steer until impact is unavoidable
- b. Stay in the bus
- c. If there is time, shout for the pupils to assume the crash position

13. Striking an animal**T-13**

NOTES:

- a. A driver of a school bus should never swerve or make an emergency stop to avoid hitting an animal. Grip steering wheel firmly. The safety and well-being of passengers and fellow motorists must come first. Should an emergency stop or swerve be made for such a reason and an on-bus injury or collision results, the driver may be held responsible.
- b. Hitting an animal and leaving the scene may be considered “hit and run” driving, so think about the following:
 - (1) If the school bus has no passengers, stop in a safe place and locate the owner of the animal by asking around the neighborhood, or leave your name, address, and transportation department phone number.
 - (2) If the school bus has students on board, it is recommended you continue on your route and notify the proper authority as soon as possible. (This does not mean at the end of your shift.)
 - (3) If bus is two-way radio equipped, call in a predetermined code phrase along with location of incident
 - (a) Continuing on the route could result in a citation, pursuant to RCW 46.52.020 (2) (3)
 - (b) Should a citation be issued, it most likely will not be upheld in court, as criminal intent must be proven
 - (4) Be totally familiar with your school district policy and be sure to follow it.

14. Bee in vehicle**T-14**

- a. If you are apophobic (afraid of bees) manage your own fear
- b. Stop the bus at a safe location.
- c. Open windows, doors, etc., and allow the bee to escape.

NOTES:

15. Physical emergencies affecting the driver **T-15**

- a. Dirt in eye, violent coughing or sneezing attack: signal, slow down and stop at safe location, until condition is corrected
- b. Dropped articles — do not try to retrieve anything from floor of vehicle while vehicle is moving. Stop. Then recover or dispose of dropped item.

16. Submerged vehicle **T-16**

- a. Most vehicles will float for several minutes
- b. Open side window, or knock out back window
- c. Escape through open window, before water reaches window level, if possible
- d. If vehicle sinks rapidly, move to the area of passenger compartment opposite of the engine location to breathe trapped air; while planning how to escape (engine location will tend to sink first).

17. Roadway with ruts and holes **T-17**

- a. Try to avoid ruts and holes
- b. Reduce speed
- c. Maintain firm grip on steering wheel
- d. Before wheel drops in rut or hole, let up on brakes so wheel will turn.

Additional topics to discuss with drivers

Gravity

When on a downhill grade, the bus stopping distances are longer because of gravity. When going up hills, the engine performance is slower because of the pull of gravity.

Force of Impact

The force of vehicle impact will vary in different situations. For

example, if the bus hits something that has “give,” like a hedge, or dense bushes, it continues for some distance before it stops. This distance lessens the force of impact, and therefore the amount of damage. The same bus at the same speed hitting an object with very little “give” stops in a very short distance and the damages are much greater.

If a collision is unavoidable, steer the bus away from objects like walls, culverts, or buildings, or anything you feel would stop it in a very short distance. A little “give” in the struck object reduces the severity of the crash.

Centrifugal Force

A natural force called centrifugal force constantly pulls the bus away from the center when rounding a curve. Only because of the friction under the tires can you steer the bus around a curve. Centrifugal force tends to pull the bus into a straight line and off the road while rounding a curve. The greater the speed, the greater is the pushing away from the center and toward the straight line. When the pull becomes too powerful for the friction between the tires and the road surfaces, the vehicle begins to slide outward. Slow down to avoid this force.

Friction

The only connection the bus has with the ground is the small area where the tires touch the street. This is the friction point between the ground and the tires. This makes it possible to start, stop, turn, and keep moving. When the pavement is dry and the tires are in good condition, there is good friction, and the driver can control the direction of the bus. If any of these conditions are not in place, control of the bus will be reduced.

Summary

Ask for further discussion or ask if there are more questions. After review and questions have been satisfied, review the material by highlighting some key points, and go on to the evaluation.

NOTES:

Evaluation

Review material with the driver candidates by asking questions regarding the procedures explained in this lesson.

1. Give an example of what to do during brake failure.
(Decelerate, steer firmly, shift down.)
2. How does a driver correct running off the pavement?
(Decelerate, steer firmly, stay on the shoulder until speed is slow)
3. Explain the procedure for recovering from a tire blow out.
(Grip steering wheel, run straight, decelerate gradually, pull off roadway.)
4. How does one recover from a stuck accelerator?
(Jab accelerator pedal, shift to neutral, pull off roadway, turn off ignition)
5. Driving on snow and ice require what skills and activities?
(Reduce speed, make no sudden changes in speed or direction, use light steady brake pressure to stop, start slowly, be careful at icy intersections.)
6. What does a driver do when confronted by blinding headlights?
(Dim the lights, look at fog line, continue to slow, pull to the right to make room.)
7. What should the driver do when the bus headlights fail?
(Slow down, continue straight, try other lights, move right in travel lane.)

NOTES:

8. When the bus is stalled on railroad tracks and a train approaches, in what direction does the driver evacuate the pupils?

(Evacuate the bus and head pupils out and toward the oncoming train.)
9. What should the driver do when the hood flies up in his/her face?

(Slow down safely and soon, look under the raised hood, look out driver's window, stay in lane, mover off the roadway.)
10. Explain what to do when the bus steering fails.

(Grip steering wheel firmly, apply steady brake, pull over and check under the hood for belts or power steering fluid.)
11. The bus suddenly catches on fire. What should the driver do?

(Pull off the roadway and stop engine, if possible, cut off battery power, if small fire, use extinguisher, otherwise evacuate the pupils.)
12. When a head-on accident is imminent, what actions should the driver take?

(Steer until impact is unavoidable, stay in place, shout for the pupils to assume the "crash position")
13. What cautions should a driver take if an animal is struck by the bus?

(Don't swerve to avoid a small animal. If students are on board, continue and notify authorities of the accident; if unloaded, stop in a safe place and locate the owner of the animal.)
14. When a bee is inside, what actions should the driver take?

(Stop in a safe location and allow the bee to leave the bus.)

NOTES:

15. Sometimes a driver might have visual problems, or might drop an item on the floor of the bus. What should he/she do in either case?

(Vision problem: slow down, stop at a safe location and clear the problem; Dropped articles: leave it on the floor until you are completely and safely stopped.)

16. If the bus is underwater, how may pupils escape?

(Open and escape through windows before water becomes “window high,” or go to light end of bus and escape through windows/doors.)

17. Roadways with ruts and holes cause driving problems. What should a driver do to reduce the danger in this situation?

(Reduce speed, avoid obstructions, grip steering wheel firmly.)

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers respond appropriately when emergency situations occur while driving the bus.

Brake Failure

- 1. Release Accelerator Pedal**
- 2. Hydraulic Brakes: Pump Over and Over**
- 3. Air Brakes: Press Brake Pedal and Hold**
- 4. Shift to a Lower Gear**
- 5. Apply Parking Brake**
- 6. Turn Off Ignition**
- 7. If on a Steep City Hill: Turn Tires Against Curbing**
- 8. If on a Steep Mountain Road: Rub Against a Cliff or Run into Bushes to Reduce Speed.**

T-1

Running Off Pavement

- 1. Release Accelerator Pedal.**
- 2. Grip the Steering Wheel Firmly.**
- 3. Resist the Urge to Return to the Pavement Immediately.**
- 4. Stay on the Shoulder Until the Bus is Moving Slowly.**
- 5. Turn Sharply Back onto the Pavement where the Pavement is Even with the Shoulder.**

T-2

Tire Blowouts

- 1. Keep a Firm Grip on the Steering Wheel.**
- 2. Keep the Wheels as Straight as Possible.**
- 3. Gradually Release the Accelerator Pedal.**
- 4. Apply Brakes Lightly to Reduce Speed.**
- 5. Pull onto Shoulder After You Reach a Lower Speed.**
- 6. Stop Well Off the Road for Help or Repair.**

T-3

Accelerator Sticks

- 1. Jab the Accelerator Several Times to Release it.**
- 2. If That Does Not Work, Turn Off the Ignition.**
- 3. Apply the Brakes and Pull Off the Roadway.**

T-4

Driving on Snow and Ice

- 1. Drive at Reduced Speed.**
- 2. Do Not Make Sudden Changes in Speed or Direction.**
- 3. When Starting, Accelerate Gradually for Traction.**
- 4. When Braking, Pump the Brake Lightly Two or Three Times per Second.**

T-5

Blinding Lights

- 1. Slow Down.**
- 2. Dim Your Lights, Even Though the Other Driver Did Not.**
- 3. Move Right of the Traveled Lane to Give the Other Drivers Room.**
- 4. Look at the Right Road Edge or Fog Line.**

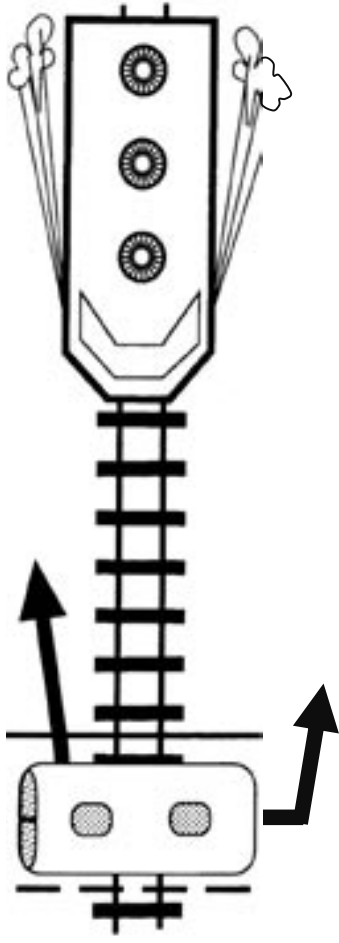
T-6

Lights Fail

- 1. Slow Down - Remain in Your Lane.**
- 2. Try Other Lights:**
 - **Hi/Lo Beam Switch**
 - **Parking Lights**
 - **Fog Lights**
 - **Turn Signals**
- 3. Follow a Vehicle with Active Lights**

T-7

Stalled on R.R. Tracks



- 1. If a Train is Coming, Leave the Bus and Exit Toward the Approaching Train.**
- 2.If No Train is Approaching Attempt to Cross by:**
 - a. Automatic Transmission: Shift Through Gears to Neutral and Re-Engage Starter. Place in Neutral and Push or Pull with Another Vehicle.**
 - b. Manual Transmission: Shift Into 1st Gear, or Reverse Gear, Release the Clutch and Engage the Starter to Move the Bus.**

T-8

Hood Flies Up

1. Slow Down - Continue Straight Until You Can Stop Safely.

As You Are Slowing Down:

- a.If Possible, Put Your Head Out the Left Window -OR-**
- b.If Possible, Observe Your Lane Position Through the Service Door.**

T-9

Steering Failure

- 1. When Hard Steering Occurs:
 - a. Grip the Steering Wheel Firmly.**
 - b. Slow Down Right Away.**
 - c. Guide the Bus Off the Roadway.**
 - d. Check for Damage of Broken Power Steering Belt.****
- 2. If Complete Failure Occurs, Brake Gently to Avoid Skidding.**

T-10

Bus Catches on Fire

- 1. Decelerate as Quickly as Possible.**
- 2. Pull Off the Road as Soon as Possible.**
- 3. Evacuate the Bus Immediately.**
- 4. Cut Off Electrical Power with the Master Switch.**

T-11

Accident Imminent (Head-on or Corner Impact)

- 1. Steer Until Impact is Unavoidable.**
- 2. Stay With the Vehicle. (Don't Abandon your Students)**
- 3.If There is Time, Tell the Students to Cross Their Arms Forward and Lean Against the Seat Backs in Front of Them.**

T-12

Striking an Animal (Don't Swerve or Over Brake)

Hitting an Animal and Leaving the Scene Might be Considered "Hit and Run". RCW 46.52.020 (2).

Consider the Following:

- 1. If the Bus is Empty, Stop in a Safe Place, Ask Around for the Owner, and Leave the Bus # and Your Transportation Number.**
- 2. If the Bus is Occupied, Continue the Route and Notify the Authorities as Soon as Possible. (This does not mean at the end of your shift.)**
- 3. Notify Your Dispatcher Right Away if You Have a 2-Way Radio.**

T-13

Bee in Vehicle (Don't Swerve or Over Brake)

- 1. If You are Apiophobic (afraid of bees), Manage Your Own Fear and Ignore the Fear of Your Passengers.**
- 2. Stop the Bus at a Safe Location.**
- 3. Open Windows - Doors - Etc and Allow the Bee to Escape.**

T-14

Physical “Emergencies” Affecting the Driver

- 1. Physical Problems
Dirt in the Eye(s), Watery Eye(s)
Violent Sneezing, Violent Coughing**

**Slow Down and Stop in a Safe Location and
Correct the Situation**

- 2. Dropped Articles
Route Map, Pencil, Driver’s Coat**

**Continue Driving and Stop in a Safe Location. When the Bus is Secured, Recover or
Reclaim the Dropped Item.**

T-15

School Bus Under Water

Partial Submersion

Exit from Doors and Windows Above the Water that is Already Inside the Bus

Complete Submersion

Exit from Doors and Windows that are Already Covered with Water Inside the Bus. Don't Open a Window or Door Where There is Trapped Air.

T-16

Potholes and Ruts

Attempt to Avoid Pot Holes and Ruts.

- 1.Reduce Your Speed.**
- 2.Maintain a Firm Grip on the Steering Wheel.**

If You Cannot Avoid a Pothole or Rut, Consider the Following:

Just Before a Wheel Drops Into a Rut or Pothole, Release the Brakes so they will Roll Through the Depression in the Roadway.

T-17



Section 4:

EQUIPMENT REQUIREMENTS

SECTION INCLUDES:

Types of Buses

Accessory Equipment

Gauges and Meters



CHAPTER I:

Types of Buses

Overview

Because school bus drivers may drive a variety of buses during their career, it is important to familiarize them with the different types and configurations of buses. Front engine, rear engine, conventional, transit are all styles of buses and all have different handling characteristics.

THIS CHAPTER INCLUDES:

- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Chapter 392-143 WAC
- Types of Buses
- Specifications for Buses (Resource)

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

The School Bus

Driver trainers should physically point out to the driver candidates the various components of a school bus.

All school bus drivers should be acquainted with the major components of a school bus.

The body consists of:

- Passenger compartment
- Driver's compartment
- Doors, windows, hatches
- Seats
- Heaters
- Other miscellaneous components

The chassis consists of:

- Frame
- Running gear
- Engine
- Transmission
- Differential
- Control system
- Wheels and tires
- Axles
- Suspension systems
- Brakes
- Cooling system
- Lubricating system
- Exhaust system

WAC 392-143-010(1)

NOTES:

“School bus” shall mean every vehicle with a seating capacity of more than ten persons including the driver regularly used to transport students to and from school or in connection with school activities.

Types Of Buses

Type A

- Van Type
- Left side driver’s door
- Passenger compartment is either a conversion unit or body on a van chassis
- Most frequently found in Special Needs transportation



NOTES:

Type B

- Body or front section chassis or striped chassis
- Part of engine compartment is beneath or behind windshield
- Entrance door is behind front wheels
- Does not have a left side driver's door



Type C

- Commonly called “conventional.” A separate passenger compartment installed on a flat back cowl chassis
- The engine is generally in front of the windshield
- The entrance door is behind the front wheels
- Unit is often described as “having its nose in front of the driver”



Type D

- Commonly called “transit”
- The engine may be found in the front, the rear or midship
- The entrance door is ahead of the front wheels
- Unit is most often described as “flat-nosed”

NOTES:



**Chapter 392-143 WAC
Transportation — specifications for school buses**

Last Update: 4/6/04

WAC Sections

- [392-143-001](#) Authority.
- [392-143-005](#) Purpose.
- [392-143-010](#) Definitions.
- [392-143-015](#) School bus specifications manual.
- [392-143-025](#) Additional local specifications.
- [392-143-030](#) School buses -- Permit and license.
- [392-143-031](#) School bus inspection -- School bus operation permit.
- [392-143-032](#) School bus operation permit.
- [392-143-035](#) Routine inspection of school buses.
- [392-143-040](#) Other required inspections of school buses.
- [392-143-050](#) Resold school buses.
- [392-143-055](#) Responsibility for compliance with school bus specification rules.
- [392-143-060](#) School bus specifications continued compliance.
- [392-143-070](#) Other vehicles used to transport students.
- [392-143-080](#) Signs and markings for school buses -- Exterior -- Interior.

DISPOSITIONS OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

- 392-143-020 Compliance with federal motor vehicle safety standards. [Order 7-75, § 392-143-020, filed 12/22/75. Formerly WAC 392-21-130 and 392-21-135.] Repealed by 83-21-025 (Order 83-13), filed 10/10/83. Statutory Authority: RCW 46.61.380.
- 392-143-045 Appeal for exception school bus. [Order 19-76, § 392-143-045, filed 12/31/76; Order 7-75, § 392-143-045, filed 12/22/75. Formerly WAC 392-21-145.] Repealed by 79-12-005 (Order 9-79), filed 11/9/79. Statutory Authority: RCW 46.61.380.
- 392-143-061 School bus hazard warning lamps and stop lamps. [Statutory Authority: RCW 46.61.380. 90-22-043 (Order 38), § 392-143-061, filed 11/2/90, effective 12/3/90.] Repealed by 04-08-117, filed 4/6/04, effective 5/7/04. Statutory Authority: RCW 46.61.380.
- 392-143-065 School bus tires. [Statutory Authority: RCW 46.61.380. 84-20-081 (Order 84-39), § 392-143-065, filed 10/2/84; 83-21-025 (Order 83-13), § 392-143-065, filed 10/10/83; Order 8-77, § 392-143-065, filed 10/11/77, effective 11/11/77.] Repealed by 04-08-117, filed 4/6/04, effective 5/7/04. Statutory Authority: RCW 46.61.380.
- 392-143-075 Amendment and waiver process. [Statutory Authority: RCW 46.61.380. 79-12-005 (Order 9-79), § 392-143-075, filed 11/9/79; Order 8-77, § 392-143-075, filed 10/11/77, effective 11/11/77.] Repealed by 83-21-025 (Order 83-13), filed 10/10/83. Statutory Authority: RCW 46.61.380.

**392-143-001
Authority.**

The authority for this chapter is RCW 46.61.380 which authorizes the superintendent of public instruction to adopt and enforce regulations to govern the design, marking, and mode of operation of all school buses transporting common school students.

[Statutory Authority: RCW 46.61.380. 84-20-081 (Order 84-39), § 392-143-001, filed 10/2/84; 83-21-025 (Order 83-13), § 392-143-001, filed 10/10/83.]

**392-143-005
Purpose.**

The purpose of this chapter is to implement RCW 46.61.380 by establishing the specifications governing the design and marking of all school buses owned and operated by any school district and all school buses which are privately owned and operated under contract or otherwise with any school district in the state for the transportation of common school students. The provisions of this chapter shall be incorporated by express reference into all school district contracts for the transportation of common school students in privately owned and operated school buses.

[Statutory Authority: RCW 46.61.380. 83-21-025 (Order 83-13), § 392-143-005, filed 10/10/83; 79-12-005 (Order 9-79), § 392-143-005, filed 11/9/79; Order 7-75, § 392-143-005, filed 12/22/75. Formerly WAC 392-21-100.]

392-143-010 **Definitions.**

The definitions in this section apply throughout this chapter unless the context clearly requires otherwise:

- (1) "School bus" means every vehicle with a seating capacity of more than ten persons including the driver regularly used to transport students to and from school or in connection with school activities.
- (2) "School bus specifications manual" means that manual published and distributed to each school district by the superintendent of public instruction.
- (3) "School bus operation permit" means that form issued by the superintendent of public instruction to an individual school district or educational service district, which is required prior to the use of any school bus for the transportation of any common school students.
- (4) "Inspection officer" means an employee of the Washington state patrol trained and designated by the chief of the Washington state patrol to inspect school buses.
- (5) "SPI Form 1028" means that form prepared and distributed by the superintendent of public instruction upon which the inspection officer indicates that the school bus has been inspected and approved, for used buses previously inspected by the Washington state patrol.
- (6) "SPI Form 1029" means that form prepared and distributed by the superintendent of public instruction upon which the inspection officer indicates that the school bus has been inspected and approved upon initial purchase, used buses not previously inspected by the Washington state patrol, and buses which have been repowered or which have undergone rehabilitation or modification repair.

[Statutory Authority: RCW 46.61.380. 04-08-117, § 392-143-010, filed 4/6/04, effective 5/7/04; 01-17-006, § 392-143-010, filed 8/1/01, effective 9/1/01; 96-16-012 (Order 96-11), § 392-143-010, filed 7/25/96, effective 8/25/96; 84-20-081 (Order 84-39), § 392-143-010, filed 10/2/84; 83-21-025 (Order 83-13), § 392-143-010, filed 10/10/83; 79-12-005 (Order 9-79), § 392-143-010, filed 11/9/79; Order 8-77, § 392-143-010, filed 10/11/77, effective 11/11/77; Order 19-76, § 392-143-010, filed 12/31/76; Order 7-75, § 392-143-010, filed 12/22/75. Formerly WAC 392-21-110.]

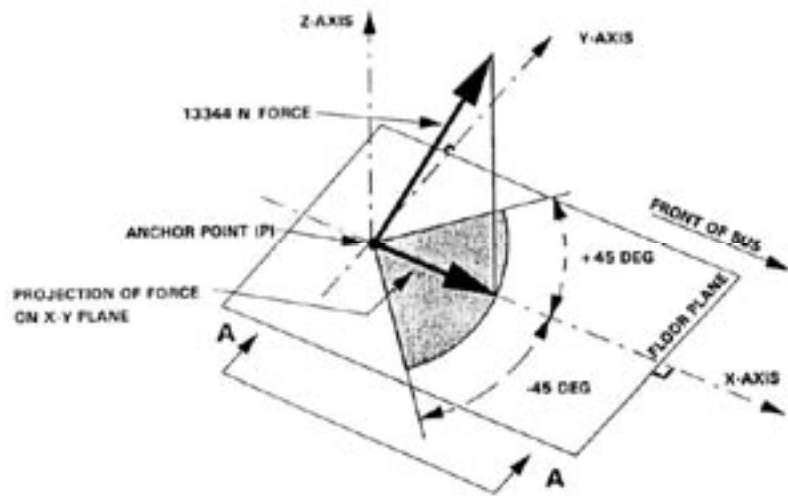
392-143-015 **School bus specifications manual.**

The school bus specifications manual shall incorporate all specifications required by the federal department of transportation motor vehicle safety standards and govern the specifications for all school buses. The manual is hereby incorporated into this chapter by reference. Prior to any revision of the school bus specification manual, the superintendent of public instruction shall serve notice to interested parties and shall hold at least one public hearing.

[Statutory Authority: RCW 46.61.380. 04-08-117, § 392-143-015, filed 4/6/04, effective 5/7/04; 84-20-081 (Order 84-39), § 392-143-015, filed 10/2/84; 83-21-025 (Order 83-13), § 392-143-015, filed 10/10/83; Order 7-75, § 392-143-015, filed 12/22/75.]

Washington State School Bus Specifications (6 pages inserted)

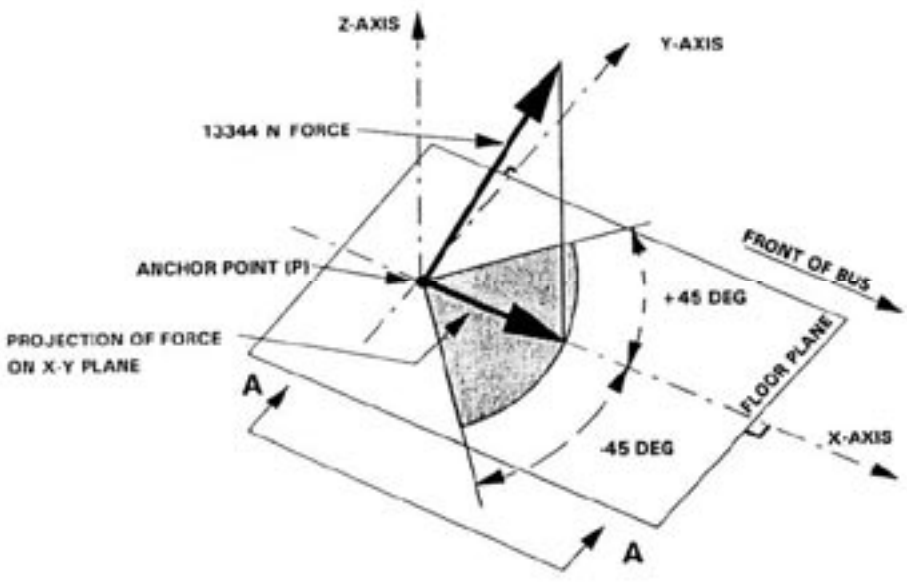
Washington State School Bus Specifications



Dr. Terry Bergeson
State Superintendent of
Public Instruction

September 2006

Washington State School Bus Specifications



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September 2006

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06-0038

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WASHINGTON STATE SCHOOL BUS SPECIFICATIONS

(Effective September 1, 2006)

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DEFINITIONS

As now or hereafter established by the Superintendent of Public Instruction, the term:

1. "School bus" shall mean every vehicle with a seating capacity of more than ten persons, including the driver, regularly used to transport students to and from school or in connection with school activities.
2. A Type A school bus shall mean a conversion bus constructed utilizing a cutaway front section vehicle with a left side driver's door. This definition includes two classifications: Type A-1, with a gross vehicle weight rating (GVWR) of 10,000 pounds or less, and Type A-2, with a GVWR greater than 10,000 pounds, not to exceed 36-passenger seating capacity.
3. A Type B school bus shall mean a conversion or body constructed and installed upon a van or front section vehicle chassis, or stripped chassis, with a GVWR greater than 10,000 pounds, designed for carrying more than ten persons. Part of the engine is beneath and/or behind the windshield and beside the driver's seat, and the service entrance door is behind the front wheels.
4. A Type C school bus shall mean a body installed upon a flat back cowl chassis, or a stripped chassis, with a GVWR greater than 10,000 pounds, designed for carrying more than ten persons. The service entrance door is behind the front wheels. This type also includes the above chassis with a passenger seating capacity greater than 36, and it may have a left-side driver's door.
5. A Type D school bus shall mean a body installed upon a chassis, with a GVWR greater than 10,000 pounds, designed for carrying more than ten persons. The engine may be behind the windshield and beside the driver's seat, at the rear of the bus behind the rear wheels, or midship between the front and rear axles. The service entrance door is ahead of the front wheels.
6. A special needs school bus shall mean any Type A, B, C, or D school bus as defined in this section that has been modified to transport students requiring the use of a wheelchair/mobility aid position or lift.



CHAPTER 2:

Accessory Equipment

Overview

Driver candidates should be made aware of accessory equipment that can be on a school bus. Although the following list is not exhaustive, it does represent the majority of accessory equipment on our buses. School bus drivers should be able to identify as well as properly use or operate this equipment.

THIS CHAPTER INCLUDES:

- Reference material

CHAPTER ELEMENTS:

- Essential accessory equipment
- First aid kits

EQUIPMENT LIST:

- Handouts
- School bus

NOTES:

Accessory Equipment

Belt cutter

All buses shall be equipped with a belt cutter. The belt cutter shall be secured in the driver's compartment, be durable and designed to prevent the operator or others from being cut during use.

Body fluid cleanup kit

Each bus shall be equipped with a removable and moisture proof body fluid cleanup and deodorant kit for use on potentially infectious blood and body fluid spills. It shall be properly identified as a body fluid cleanup kit and shall consist of a durable container with a minimum of the following contents:

1. One pair of seamless vinyl cuffed gloves
2. One pack of absorbent odor counteractant
3. Two water-resistant spatulas
4. One paper bag with lining or one plastic bag
5. At least 100 square inches of germicidal wiping cloth or one bottle of Environmental Protection Agency (EPA) registered hospital grade germicidal detergent and at least one plain wiping cloth
6. One bottle containing at least one-half ounce of non-flammable antiseptic hand rinse or one packet of antiseptic, hand wipe towelettes.
7. One plastic final disposal bag with twist ties
8. One step-by-step instruction sheet with corresponding photographs

Kit shall have mounting capacities, be as compact as possible and be conveniently mounted or stored in the driver's area out of reach of students.

NOTES:

Fire extinguisher

1. All extinguishers tested and listed by a nationally recognized testing laboratory shall be acceptable.
2. Bus shall be equipped with at least one dry chemical type fire extinguisher of at least five pound capacity with flexible discharge hose and having a minimum rating of 2A-10 BC.
3. The extinguisher shall be located in the driver's compartment readily accessible to driver.

First aid kit

1. Bus shall carry removable first aid kit mounted in an accessible place within driver's compartment and location shall be clearly marked.
2. Number of units and contents. First aid kits furnished in buses bid or ordered after the effective date of these specifications shall meet the content requirements of the 1995 National Standards for School Transportation. First aid kits furnished in buses bid or ordered prior to the effective date of the specifications may contain the contents that were required when the bus entered the state or the contents required by the 1995 National Standards for School Transportation. All first aid kits must meet one list of contents or the other, but shall not be combined.

Highway warning kit

1. Buses shall be equipped with a highway warning kit containing a minimum of three reflective triangles.
2. Whenever possible, the highway warning kit shall be located in the driver's compartment readily accessible to the driver.

NOTES:

Contents of 24-Unit First Aid Kits

For kits prior to 9-1-96:

1. 2 units - 1" Adhesive Compress
2. 2 units - 2" Bandage Compress
3. 2 units - 3" Bandage Compress
4. 2 units - 4" Bandage Compress
5. 1 unit - 3" x 3" Plain Gauze Pads
6. 2 units - Gauze Roller Bandage
7. 1 unit - Eye Dressing Packet
8. 4 units - Plain Absorbent Gauze -1/2 sq. yd.
9. 3 units - Plain Absorbent Gauze - 24" x 72"
10. 4 units - Triangular Bandages
11. 1 unit - Scissors - Tweezers

For kits after 9-1-96:

1. 2 -1" x 2 1/2 yards adhesive tape rolls
2. 24 - sterile gauze pads 3" x 3"
3. 100 - 3/4" x 3" adhesive bandages
4. 8 - 2" bandage compress
5. 10 - 3" bandage compress
6. 2 units - Gauze Roller Bandage
7. 2 - 2" x 6" sterile gauze roller bandages
8. 2 - non-sterile triangular bandages approximately 40" x 36" x 54" with 2 safety pins

9. 3 - sterile gauze pads 36" x 36"
10. 3- sterile eye pads
11. 1- rounded-end scissors
12. 1 - pair latex gloves
13. 1 - mouth-to-mouth airway

NOTES:



CHAPTER 3:

Gauges and Meters

Overview

This chapter includes transparencies/handouts that show an example of the most common gauges. Text is included with each graphic.

THIS CHAPTER INCLUDES:

- Transparencies

CHAPTER ELEMENTS:

- Explanations of relevant gauges and meters

EQUIPMENT LIST:

- Overhead projector
- Screen
- Transparencies
- Gauges

Speedometer



The Speedometer tells the approximate speed of the vehicle.

T-1

Odometer



The Odometer shows the number of miles that have been traveled.

T-2

Tachometer



The Tachometer tells the number of revolutions per minute (RPM) that the engine is turning. It is a speedometer on the engine and it helps the driver keep the engine speed below dangerous (damaging) levels.

The normal operating RPMs vary according to each manufacturer and each engine type and size.

T-3

Ammeter



The Ammeter shows the amount of electricity that the system is producing. If the reading is on the minus side, it means the battery, not the alternator (as it should be) is producing power for the system. “0” or just to the + side of “0” is a “normal reading”.

T-4

Oil Gauge



The Oil Gauge shows the pressure of the oil (in Pounds per Square Inch) being forced through the engine for lubrication. [It does not show the amount of oil in the engine.] Until the engine is running, no oil pressure will show. The “correct” oil pressure will vary from bus to bus. If the engine is running and the oil pressure gauge shows no pressure, shut down immediately and seek help from a mechanic.

T-5

Water Temperature Gauge



The Water Temperature Gauge will show the heat of the engine water/coolant. When the bus is first started, the gauge will read low and it will rise to the “normal driving temperature” as the engine “warms”. Ask your trainer or mechanic for the correct engine water temperature.

T-6

Fuel Gauge



The Fuel Gauge shows the approximate amount of fuel in the tank.

Generally, fuel tanks should be kept at least half full.

T-7

Air Pressure Gauge



The Air Pressure Gauge shows the pressure of the air in Pounds per Square Inch (PSI) in buses that have air brake systems.

T-8

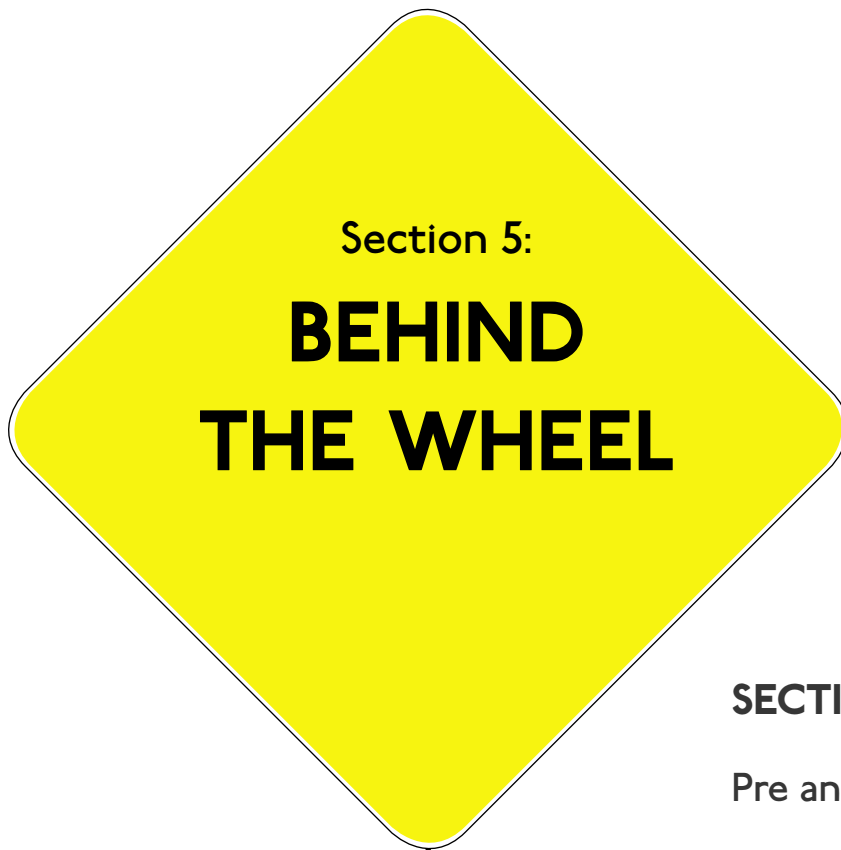
Transmission Temperature Gauge



The Automatic Transmission Temperature Gauge shows the temperature of the transmission fluid in an automatic transmission.

If the needle on the gauge climbs in the “H” range, the transmission could be damaged by the hot transmission fluid.

T-9



Section 5:
**BEHIND
THE WHEEL**

SECTION INCLUDES:

Pre and Post Inspections

Mirrors

Starting--Stopping--Braking

Lane Use and Turns

Backing and Parking

Urban Driving

Rural Driving

Turnarounds

Grades

Transmission Use

Behind the Wheel Training
Guide



CHAPTER 1:

Pre and Post Inspections

Overview

This chapter explains what items need to be inspected during the pre/post-trip inspections.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Items to be inspected before and after driving the bus
- Chapter 392-145 WAC

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. Identify and describe the recommended sequence for the CDL pre trip.
 1. Lights
 2. Air supply system
 3. Brake checks (parking brake, service brake)
 4. In cab inspection/safety start
 5. School bus interior
 6. Engine compartment
 7. Front of the bus
 8. Front axle
 9. Front suspension
 10. Under the bus
 11. Rear axle
 12. Rear suspension
 13. Brakes
 14. Other side of the bus
2. Recite the general steps for a pre-trip inspection by naming what to look for and where to stand when accomplishing that task. The instructor may use this pre-trip inspection or insert the inspection used by his/her school district.
 1. As one approaches, look for vehicle problems.
 2. Insert the key in the ignition.
 3. Check the engine compartment for coolant, engine oil, power steering fluid, etc.
 4. Check suspension, brake condition, wheel condition, rim condition.
 5. Start the bus.
 6. Set the engine speed at 1000 rpm's.

NOTES:

7. Check and read gauges and warning buzzers and lights: oil pressure gauge, voltmeter, etc.
8. Look for glass and body damage along the front and right side of the bus.
9. Check the right emergency door (if there is one).
10. Check all lights and the emergency exit at the rear of the bus.
11. Look for glass and body damage along the front and left side of the bus.
12. Check the left side emergency door.
13. Check the air tank - on either the left or right side.
14. Check the stop sign for damage.
15. Check all lights at the front of the bus.
16. Check all steps, aisles, and seats for damage.
17. Check again the side, top and rear emergency exits.
18. Locate the first aid kit, reflectors, spare fuses, fire extinguisher, and body fluid kit.

To successfully complete this lesson, the trainer should teach the pre-trip inspection each time training takes place. As the pre-trip inspection is being taught, the trainer should insist that the driver repeat and MEMORIZE the procedure. That way, when the final evaluation occurs, the driver will demonstrate confident control of the information.

Lesson Plan

Introduction

There are a number of factors that can affect the life of a bus and component parts. Some of these include: proper maintenance, climatic conditions, road conditions, the quality of the unit and the number of miles traveled. All of these factors influence the life expectancy of a bus, but none have an impact equal to the skill and

NOTES:

competence of the driver.

A skilled and knowledgeable driver will operate the bus in a manner that will utilize the maximum life from the unit. Administrators and maintenance personnel should be aware of some poor driving habits that may reduce bus and component longevity and take corrective action to increase the driver's skill.

The driver is an important part of a successful maintenance program. Drivers are most intimately acquainted with the operation and performance of their equipment/vehicle, and so they should be the first to recognize that something is wrong with the unit. The pre and post trip inspections are the first step in establishing a long life for the equipment.

There are many versions of a PRE-TRIP INSPECTION available to all of us in the transportation business. The following is a suggestion that would address the pre-trip situation in school bus transportation. Hopefully, the person who memorizes this information will have no trouble demonstrating his/her skills. Please keep in mind that state and federal laws require a pre-trip inspection by the driver.

Since all school bus drivers are required by state and federal law to complete a pre trip inspection prior to commencing any trip in the bus, it is understood that a district may choose to use a pre trip sequence that varies from what is taught here, however each driver will need to pass the CDL pre trip in order to secure a CDL license. This sequence is patterned after what the Department of Licensing is asking the Testers to use when administering the CDL test.

Presentation

As the pre-trip inspection is performed, it is recommended the driver carry a shop cloth and a working flashlight so he/she can point its beam at whatever item is being observed. This raises the skill level of the driver and assures the trainer/observer that the driver can physically identify the various parts of the vehicle being observed during the pre-trip inspection.

Lights

NOTES:

If a vehicle is found deficient in any way during the test it may not be utilized to do the test. Since lights are usually the area where most vehicle failures occur, the tester will want to check the lights first. The driver must name the lights they expect the tester to observe and then activate those lights while the tester is outside the bus to observe that they in fact operate as designed.

Note: reflectors are not considered part of the light system to be checked by the tester. The driver must indicate the reflectors while doing the walk around on the outside of the bus.

Front lights:

- Headlights - High and low beam
- Turn signals - Right and left
- Hazard lights
- Student lights amber and red
- Clearance lights
- Stop paddle lights

Rear lights:

- Tail lights
- Brake lights
- Turn signals - Right and left
- Hazard lights
- Student lights amber and red
- Clearance lights

Air Supply System

The driver should be instructed to put on the seat belt any time they are seated in the driver's seat. If the bus is moved even slightly while the seat belt is not worn, an automatic disqualification will be made and the test will end at that point. There are four steps to the air supply system and each step must be done with exactness and

NOTES:

all pertinent numbers must be related by the driver to the tester.

1. **AIR LEAK CHECK:** Release the parking brake, fully apply the service brake and hold it for one minute. Check the air gauge and see if the pressure drops more than three pounds in one minute. The driver must verbalize the three pounds in one minute to the tester.
2. **LOW AIR WARNING:** Without starting the engine turn the Key to the on position. Begin fanning the brake pedal off and on to deplete the air supply. Low air warning devices should activate at or before 60 psi. The driver must verbalize that the warning devices must activate at or before 60 psi.
3. **EMERGENCY BRAKE:** Continue to fan the brake pedal to deplete the air supply until the parking brake knob pops out to indicate the brakes have applied due to lack of air supply. This should happen at about 40 psi. The driver must verbalize that the brake must engage between 20 and 45 psi
4. **AIR GOVERNOR:** Start the engine. With the engine running build the air pressure up to the governed cutout. Notify the tester when the governor activates. The driver must verbalize to the tester that the governor will activate in a range between 100 and 125 psi.

Brake Checks

Parking brake:

Apply parking brake only and make sure that it will hold the vehicle by shifting into gear and gently pulling against the brake.

Service brake:

Operate and check the service brake by pulling forward slowly and applying the service brake.

In Cab / Engine Start

NOTES:

Emergency/safety equipment:

- Check for a properly charged and rated fire extinguisher. It must be properly stored and secured for testing purposes.
- Spare electrical fuses. If the vehicle has circuit breakers the driver must verbalize this to the tester.
- Reflective triangles. Point them out to the tester.
- The emergency first aid kit.
- The body fluid clean up kit.

Items that must be demonstrated and/or verbalized:

- Safety start (parking brake set, gearshift in neutral, start engine, verbalize to tester)
- Heater, defroster
- Horn
- Windshield wipers
- Service brake pedal (freedom of movement, no binding, no unusual noises)
- Clutch pedal (if present) (freedom of movement, no binding, no unusual noises)
- Accelerator pedal (freedom of movement, no binding, no unusual noises)

Items that must be checked with the engine running:

- Steering Check (Turn the wheel slightly right and left. Watch front tire through window or mirror. Driver must verbalize that play cannot exceed 10 degrees or two inches.)
- Gauges. Air supply, Ammeter/Voltmeter, Oil pressure.

NOTES:

Interior/School Bus Items:

Additional emergency equipment:

These items have been identified earlier in the test.

- Emergency first aid kit
- Body fluid clean up kit

Emergency exits:

Driver must identify the location of all emergency exits. Driver must demonstrate the operation of at least one emergency exit. Buzzer must operate when emergency exit is opened.

Passenger entry:

Must operate entry door, check handrails, floor coverings, and aisle ways are clear.

Seating:

Check that seats are anchored to the floor and that seat cushions are securely fastened.

Engine Compartment

Oil level:

Verbally explain where dip stick is located. Explain that level is above refill mark.

Engine coolant:

Verify that coolant level is in safe operating level. Check sight glass or indicate that you would remove radiator cap to check coolant level.

NOTES:

Power steering fluid:

Identify where fluid dipstick is located. Verbally indicate that fluid is in safe operation level.

Belts:

Check belts for condition and tension. Check for excessive wear, frayed, or cracking in belts. Deflection should be no more than $\frac{1}{2}$ to $\frac{3}{4}$ of an inch.

Leaks:

Check for fluid leaks on the ground under the engine.

Air Compressor:

Identify the location of the air compressor. Confirm the compressor is securely mounted. Check for air or fluid leaks from the compressor.

Outside Walk Around The Bus

Beginning in the front of the bus:

1. CROSSING ARM: Check that the crossing arm is securely mounted to the vehicle.
2. MIRRORS: Check that all the mirrors are securely anchored to the body of the vehicle.

Moving around the bus to the right:

1. STOP PADDLE: Check that the stop paddle is securely mounted to the vehicle.

Front axle:

1. TIRES: Check-inflation, side wall condition, valve condition,

NOTES:

tread depth 2/32 of an inch in all major grooves. Driver must verbalize the tread depth in all major grooves.

2. HUB AND AXLE SEALS: Make sure that no seals are leaking and that if there are sight glasses the level in the glass is adequate.
3. STEERING BOX: Securely mounted, there are no missing nuts, bolts, and cotter keys. Check for power steering fluid leaks.
4. STEERING LINKAGE: Check that connecting links, arms and rods are not worn or cracked. Check that joints and sockets are not worn or loose and there are no missing nuts bolts or cotter keys.

Front suspension

1. SPRINGS: Check for missing, shifted, cracked, or broken leaf springs. Check for broken or distorted coil springs.
2. MOUNTS & HANGERS: Check for cracked or broken spring hangers, missing or damaged bushings and broken, loose or other damaged axle mounting parts.
3. U-BOLTS: Check for loose, damaged or missing u-bolts.
4. SHOCK ABSORBERS: Check that shock absorbers are secure and that there are no leaks.
5. AIR BAGS: If present air bags should be checked for damage and leaks. Nothing is rubbing against the air bags that could cause damage.

Under the vehicle: Driver/fuel area:

1. BATTERY BOX: Check that battery box cover or door is securely fastened.
2. FUEL TANK CAP: Check that cap is secure and there are no leaks from the tank or lines

3. DRIVE SHAFT: Drive shaft is not bent or cracked, securely mounted and couplings free of foreign objects.
4. EXHAUST SYSTEM: Check that system is securely mounted and connected and no sign of leaks.
5. FRAME: No cracks or bends in the frame or cross members. No loose or missing nuts or bolts.

NOTES:

Rear axle:

1. RIMS: No dents or damage to the flange. No cracks or welds in the rim assembly
2. AXLE SEALS: No leaking of seals and sight glasses show adequate fluid level.
3. LUG NUTS: No missing lug nuts, no loose or distorted lug nuts. No rust trails or shiny threads.
4. TIRES: Check for proper inflation, check for damage to tread, sidewalls, valve stems. Check for proper tread depth. 2/32nds in all major grooves. Duals are not touching and no debris between the duals. Driver must verbalize 2/32nd tread depth in all major grooves.
5. MUD FLAPS: Securely mounted, no damage or tears and they extend to the center of the axle.

Rear suspension:

1. SPRINGS: Check for missing, shifted, cracked or broken leaf and coil springs. MOUNTS AND HANGARS: Check for cracked or broken hangars. Missing or damaged bushings, broken, loose, or other damaged axle mounting parts.
2. U-BOLTS: Check for loose damaged or missing U-bolts.
3. SHOCK ABSORBERS: Check that shocks are securely mounted and no leaks.

NOTES:

4. AIR BAGS: Check for damaged or leaking air bags and that no other components are rubbing against the air bags that will cause damage.

Brakes:

1. BRAKE LININGS: Check that linings are 1/4 inch and no loose components. No cracked or broken linings, and no oil or grease on the linings.
2. BRAKE DRUMS: Check for cracks, dents, grooves, or holes. No signs of oil or grease on the drums.
3. SLACK ADJUSTORS: Check for broken, loose, or missing parts. Check for brake adjustment. The angle on the push rod should be 90 degrees when the brake is released. When pulled by hand the rod should not move more than 1 inch.
4. BRAKE LINES: Check hoses and lines for cut, worn, frayed, leaking, or rubbing.
5. BRAKE CHAMBERS: Check that brake chambers are securely mounted.

Other Side Of The Vehicle:

Only one side of the vehicle need be inspected, unless there is something on the other side that is different. Usually in the case of school buses the fuel filler and the battery box will be on opposite sides of the vehicle. This would necessitate the driver having to walk around the entire bus to do a complete inspection.

Evaluation

NOTES:

The student will be asked to name the components of some of the areas to be inspected during a Pre trip inspection for the CDL test as described in this lesson. They will be expected to name the component and the faults that must be identified.

1. Name the items for proper inspection of the lights on the front of a school bus.

(Head lights-high and low beam. Turn signals-right and left. Hazard lights. Clearance lights. Student lights-amber and red. Stop paddle.)

2. Name the proper steps and appropriate numbers for a proper inspection of the air supply system.

(Air leak check: 3 psi in one minute. Low air warning devices: 60 psi. Emergency/parking brake at 40 psi. Air governor between 100 and 125 psi.)

3. Name the components for a proper inspection of the front axle.

(Tires: Inflation, tread 4/32nd all major grooves, sidewall, valve stem. Hub oil seals, axle seals: seals not leaking, oil level is adequate in sight glass. Steering box: securely mounted, no missing nuts, bolts, cotter keys. Steering linkage: connecting links, arms, and rods not worn or cracked. Joints and sockets not worn, no loose or missing nuts, bolts, or cotter keys.)

4. Name the components for a proper engine compartment inspection.

(Oil level: Verbally explain where dip stick is located. Explain that level is above refill mark. Engine coolant: Verify that coolant level is in safe operating level. Check sight glass or indicate that you would remove radiator cap to check coolant level. Power steering fluid: Identify where fluid dipstick is located. Verbally indicate that fluid is in safe operation level. Belts: check belts for condition and tension. Check for excessive wear, frayed, or cracking in belts. Tension should be no

NOTES:

more than $\frac{1}{2}$ to $\frac{3}{4}$ of an inch from center of belt. Leaks: Check for fluid leaks on the ground under the engine. Air Compressor: Identify the location of the air compressor. Confirm the compressor is securely mounted and there are no fluid or air leaks.)

4. Name a condition that would require an inspection of both sides of a vehicle.

(Any time there is a component of the CDL test that exits on each side of the vehicle, the candidate must then inspect both sides of the vehicle.)

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers understand the importance of a pre-trip inspection and post-trip inspection.

Pre-trip Inspection Handout I (8 pages inserted)

PRE TRIP INSPECTION**ENGINE COMPARTMENT:****Check for fluids on the ground**

Power Steering Fluid
Transmission Fluid
Engine Oil
Diesel Fuel {or Gasoline as applicable}
Coolant

Open up the engine compartment and check the following:

Engine Oil
{point out the dip stick – level is ok if not below add line}
Coolant Level
{point out the sight glass; open the radiator cap to check the coolant level
{WARNING: DO NOT OPEN UP A HOT ENGINE COOLANT SYSTEM }
Power Steering Fluid
{point out the dip stick – level is ok if not below add line}
Check Belt(s) Condition and Tension
{1/2” to 3/4” deflection from center}
{not cracked, frayed, or show signs of excessive wear}
Identify Air Compressor
{securely mounted; no fluid or air leaks}
Check Air Compressor Lines
{secure; not cracked or broken}

OPERATIONAL LIGHT INSPECTION/CHECK:

Note: Ask the tester to assist you in checking the lights

REAR OF BUS

Brake Lights
Back Up Lights
Hazard Lights
Turn Signals {left and right}
8 Way Amber Lights {service door must be closed}
8 Way Red Lights & Stop Paddle Lights

FRONT OF BUS

Head Lights {high and low beams}
Clearance Lights
Hazard Lights
Turn Signals {left and right}
8 Way Amber Lights {service door must be closed}
8 Way Red Lights & Stop Paddle Lights

PRE TRIP INSPECTION

ENGINE COMPARTMENT:

Check for fluids on the ground

- Power Steering Fluid**
- Transmission Fluid**
- Engine Oil**
- Diesel Fuel {or Gasoline as applicable}**
- Coolant**

Open up the engine compartment and check the following:

Engine Oil

{point out the dip stick – level is ok if not below add line}

Coolant Level

{point out the sight glass; open the radiator cap to check the coolant level

{WARNING: DO NOT OPEN UP A HOT ENGINE COOLANT SYSTEM }

Power Steering Fluid

{point out the dip stick – level is ok if not below add line}

Check Belt(s) Condition and Tension

{1/2” to 3/4” deflection from center}

{not cracked, frayed, or show signs of excessive wear}

Identify Air Compressor

{securely mounted; no fluid or air leaks}

Check Air Compressor Lines

{secure; not cracked or broken}

OPERATIONAL LIGHT INSPECTION/CHECK:

Note: Ask the tester to assist you in checking the lights

REAR OF BUS

- Brake Lights**
- Back Up Lights**
- Hazard Lights**
- Turn Signals {left and right}**
- 8 Way Amber Lights {service door must be closed}**
- 8 Way Red Lights & Stop Paddle Lights**

FRONT OF BUS

- Head Lights {high and low beams}**
- Clearance Lights**
- Hazard Lights**
- Turn Signals {left and right}**
- 8 Way Amber Lights {service door must be closed}**
- 8 Way Red Lights & Stop Paddle Lights**

AIR BRAKE INSPECTION/CHECK:

Note: Failure to perform any portion fo the air brake checks will result in an “automatic disqualification” for the pre-trip inspection test

1. Shut off engine {chock wheels if necessary}; without restarting the engine, turn the key to the “on” or “battery charge” position; apply the foot brake & release the parking brake {push it in}; continue to fully apply the foot brake and hold it for one minute. Check the air gauge to see if the air pressure drops more than three pounds in one minute {single vehicle} or more than four pounds in one minute {combination vehicle};

Note: TELL THE TESTER THE AIR LEAKAGE RATE FOR THE TYPE OF VEHICLE YOU ARE OPERATING. & Note leakage{ no more than three pounds in one minute}.

2. Next begin fanning off the air pressure by rapidly applying and releasing the foot brake. The Low Air Pressure Warning Devises {buzzer, light, flag} should activate before air pressure drops below 60 PSI;

Note: TELL THE TESTER THE LOW AIR WARNING MUST ACTIVATE BEFORE AIR PRESSURE DROPS BELOW 60 PSI & Note when warning activated.

3. Continue to fan off the air pressure. On a tractor-trailer combination vehicle the tractor protection valve should close {pop out} at approximately 40 PSI. On other combination vehicle types and single vehicle types {school bus} the parking brake should close {pop out} when the air pressure drops down to a range of between 20 and 45 PSI.

Note: TELL THE TESTER THAT THE TRACTOR PROTECTION VALVE {COMBINATION VEHICLES} OR THE PARKING BRAKE VALVE {SINGLE VEHICLE} MUST ACTIVATE IN A RANGE OF FROM 20 TO 45 PSI & Note when parking brake applied.

4. Restart the engine {be sure your seat belt is on}. With the engine running, build the air pressure to the governed cutout {100-125 PSI}. Notify the tester when the air governor cutout activates {you will hear the air release from the lines};

Note: TELL THE TESTER THAT THE AIR GOVERNOR CUTOUT WILL TYPICALLY ACTIVATE IN A RANGE FROM 100 – 125 PSI & Note when governor cut out.

Parking Brake {Apply parking brake only; Shifting into gear and gently pulling against the brake}

Service Brake {Pull forward slowly and apply the service brake}

NOTE: Turn engine off, take the keys with you and start the exterior check

FRONT OF BUS:

Lights all clean with no damage {Tester will assist in checking that they work}

{clearance lights (red at rear, amber all others), alternating amber lights, alternating red lights, hazard warning lights, left turn signal light, right turn signal light, head lights high beam, head lights low beam, parking lights}

Windshield

{clean; no illegal stickers; no obstructions; no damage to glass}

Wipers

{wiper arms: secure, proper spring tension and blades; secure, not damaged}

Mirror(s)

{mirrors and brackets not damaged}
{securely mounted with no loose fittings}
{properly adjusted}

Crossing Arm

{securely mounted to vehicle}
{no loose fittings or substantial damage}

LEFT SIDE OF BUS:**Stop Paddle**

{securely mounted to vehicle}
{no loose fittings or substantial damage}

Steering Box

{securely mounted to frame}
{no missing nuts, bolts or cotter keys}
{no power steering fluid leaks}

Steering Linkage

{all connecting links, arms and rods, from the steering box to the wheel, not worn or cracked}
{all joints and sockets not worn or loose}
{no missing nuts, bolts or cotter keys}

Lights all clean with no damage

{clearance lights, turn indicator, stop paddle strobe lights }

Reflectors & Reflective Tape

{no broken reflectors -red at rear}
{no damaged, loose or frayed reflective tape}

Doors – Emergency, Cargo, and Air Valve etc.

{not damaged; securely closed}

FRONT AXLE:**Tires: Tread Depth In all Major Grooves**

{4/32” on steering tires, 2/32” on all other tires}
{wearing evenly across tire}
{no retreads on front}

Tire Condition –Sidewall

{no cuts, bulges, exposed chords, or other damage to sidewalls}

Valve Stems

{not broken, damaged or missing}

Inflation

{check with tire gauge or by striking tire with mallet – DO NOT Kick tire}

Rims

{no dents or damage to the flange}
{no cracks, welds or holes in the rim assembly}

Lug Nuts

- {all nuts secure, none missing}
- {show no signs of looseness such as rust trails or shiny threads}

Hub Oil/Axle Seals

- {not leaking}
- {point out sight glass to the tester- oil at proper level}

Brake Drum

- {no cracks, grooves, dents or holes in drum}
- {no signs of grease or oil on drums}

Brake Linings

- {linings are at least ¼” thick}
- {not cracked or broken}
- {no signs of grease or oil on linings}
- {no loose or missing components}

Slack Adjustors

- {no broken or missing parts}
- {check adjustment – angle between push rod and adjustor arm should be;
 - a little over 90 degrees when brakes are released and;
 - not less than 90 degrees when brakes are applied.}
- {When pulled by hand the brake rod should not move more than one inch}

NOTE: Tell the Tester that the brakes must be released to test the slack adjustor

Brake Hoses/Lines

- {no cut, worn or frayed hoses}
- {hoses/lines not rubbing on other components}
- {no leaks [visual = hydraulic][audible = air]}

Brake Chambers

- {securely mounted}

Springs

- {no missing, shifted, cracked or broken leaf springs}
- {no broken or distorted coil springs}

Suspension Mounts/Hangers

- {no cracked or broken spring hangers}
- {no missing or damaged bushings}
- {no other broken, loose or damaged mounting parts}

U-Bolts

- {not loose, damaged or missing}

Shock Absorbers

- {must be secure} {no leaks}

Mud Flaps [if equipped]

- {securely mounted}
- {not excessively damaged or torn}
- {must extend down to at least the center of the axle}
- {not dragging on the ground or rubbing on tires}

Doors – Cargo, Sander, etc.

- {not damaged}
- {securely closed}

Battery Box

- {securely mounted; not broken or leaking; no corrosion; fluid in battery proper level}

Drive Shaft

- {not bent or cracked}
- {securely mounted}
- {couplings free from foreign objects}

Exhaust System

- {mounted securely}
- {connected tightly}
- {no signs of damage or exhaust leaks}

Frame

- {no cracks or bends in the frame}
- {no loose or missing bolts}
- {no cracks in the cross members}

REAR AXLE:**Tires: Tread Depth In all Major Grooves**

- {2/32" on rear tires, 4/32" on front steering tires}
- {wearing evenly across tire}

Tire Condition –Sidewall

- {no cuts, bulges, exposed chords, or other damage to sidewalls}

Valve Stems

- {not broken, damaged or missing}

Inflation

- {check with tire gauge or by striking tire with mallet – DO NOT Kick tire}

Duals

- {evenly matched (same sized), not mixed radial and bias types}
- {dual tires are not touching}
- {nothing lodged between the dual tires}

Mud Flaps [if equipped]

- {securely mounted}
- {not excessively damaged or torn}
- {must extend down to at least the center of the axle}
- {not dragging on the ground or rubbing on tires}

Rims

- {no dents or damage to the flange}
- {no cracks, welds or holes in the rim assembly}

Lug Nuts

- {all nuts secure, none missing}
- {show no signs of looseness such as rust trails or shiny threads}

Hub Oil/Axle Seals

- {not leaking}
- {point axle seal cap-verbalize- oil at proper level}

Brake Drum

- {no cracks, grooves, dents or holes in drum}
- {no signs of grease or oil on drums}

Brake Linings

- {linings are at least ¼” thick}
- {not cracked or broken}
- {no signs of grease or oil on linings}
- {no loose or missing components}

Slack Adjustors

- {no broken or missing parts}
- {check adjustment – angle between push rod and adjustor arm should be;
 - a little over 90 degrees when brakes are released and;
 - not less than 90 degrees when brakes are applied.}
- {When pulled by hand the brake rod should not move more than one inch}

NOTE: Tell the Tester that the brakes must be released to test the slack adjustor

Brake Hoses/Lines

- {no cut, worn or frayed hoses}
- {hoses/lines not rubbing on other components}
- {no leaks [visual = hydraulic][audible = air]}

Brake Chambers

- {securely mounted}

Springs

- {no missing, shifted, cracked or broken leaf springs}
- {no broken or distorted coil springs}

Suspension Mounts/Hangers

- {no cracked or broken spring hangers}
- {no missing or damaged bushings}
- {no other broken, loose or damaged mounting parts}

U-Bolts

- {not loose, damaged or missing}

Shock Absorbers

- {must be secure} {no leaks}

Mud Flaps [if equipped]

- {securely mounted}
- {not excessively damaged or torn}
- {must extend down to at least the center of the axle}
- {not dragging on the ground or rubbing on tires}

REAR OF BUS:

Identify Lights {clearance lights, alternating amber lights, alternating red lights, hazard warning lights, left turn signal, right turn signal, brake lights, back up lights} **all clean with no damage**

Reflectors & Reflective Tape

- {no broken reflectors}
- {no damaged, loose or frayed reflective tape}

Rear Window

- {clean, unobstructed, not damaged}

Door – Engine Compartment

- {not damaged; securely closed}

RIGHT SIDE OF BUS:

Identify Lights {clearance lights, turn indicator} **all clean with no damage**

Reflectors & Reflective Tape

{no broken reflectors}

{no damaged, loose or frayed reflective tape}

Doors – Emergency, Cargo, and Air Valve etc.

{not damaged; securely closed}

Fuel Tank/Cap

{cap is tight}

{tank is secure}

{no leaks from tank or lines}

DRIVER CAB/INTERIOR INSPECTION:

Passenger Entry Door

{not damaged}

{operates smoothly}

{securely closes from the inside}

Entry Hand Rail(s)

{secure}

Entry Steps

{steps clear}

{no loose or excessively worn treads}

{nothing blocking aisle-way}

Fire Extinguisher

{properly charged and rated}

{properly stored and secured}

Three Red Reflective Triangles

{properly stored and secured}

First Aid Kit

{complete, fully stocked}

{properly stored and secured}

Mess Kit

{complete,}

{properly stored and secured}

Fuses

{unless vehicle uses circuit breakers instead of fuses, tell where spares are kept}

Seating

{no broken seat frames}

{frames firmly attached to the floor}

{seat cushions firmly attached to the Seat frames}

Emergency Exits

{Identify the location, and explain the operation of all emergency exits;

[put key into ignition; turn to “on” position so emergency exit alarms can be checked –

DO NOT START ENGINE];

{Demonstrate the operation of at least one emergency exit [not the service door]}

{Tell the tester; all exits are not damaged, operate smoothly and securely latch from the inside}

Note: Sit down in driver's seat ,PUT ON SEAT BELT, adjust seat and steering wheel

Service Brake Pedal

- {apply and release}
- {pedal has freedom of movement, no binding or unusual noises}

Accelerator Pedal

- {apply and release pedal}
- {pedal has freedom of movement, no binding or sticking}

Safety Start [be sure you have your seat belt on]

- {Ensure parking brake set}
- {Ensure gearshift lever is in neutral}
- {Start engine}

Oil Pressure Gauge

- {verify oil pressure gauge is working – shows increasing or normal oil pressure or warning light goes off} {if you have an oil temperature gauge, it should begin a gradual rise to the normal operating range}

Ammeter/Voltmeter

- {verify that gauge shows alternator and/or generator is charging, or that warning light is off}

Air Supply Gauge

- {ensure air pressure gauge(s) are operational; verify the gauge(s) are working properly and the vehicle has an adequate operational air supply in the tank reservoir(s)}

Steering Wheel [*engine must be running for power steering – may be off for non-power steering*]

- {turn wheel all the way to the right, looking for tire in mirror}
- {turn wheel all the way to left, looking for tire in mirror}
- {return wheel to center}

Tell the tester you are checking for excessive play which should not exceed 10 degrees, or about two inches in a twenty inch wheel}

Horn(s)

- {check that air and/or electric horn(s) work}

Windshield Wipers

- {should operate smoothly}

Heater(s) / Defroster / Fan(s)

- {ensure all heaters, defrosters and fans work}

SEQUENCE FOR PRETRIP INSPECTION

LIGHTS

AIR SUPPLY SYSTEM

BRAKE CHECKS

ENGINE START/IN CAB

SCHOOL BUS/INTERIOR

ENGINE COMPARTMENT

FRONT AXLE/SUSPENSION

UNDER THE BUS

REAR AXLE/SUSPENSION

BRAKES

OTHER SIDE OF VEHICLE



Daily Air Brake Inspection

STEP 1 Turn off the engine.

STEP 2 Apply the service brake and hold –Release the parking brake.

Let the air gauge stabilize, then depress brake pedal **one** firm application and hold. Air loss on this application should not exceed 10 PSI. Continue to hold brake pedal down for one minute. Air loss cannot exceed 3 PSI.

STEP 3 Turn ignition key to the on position.

Turn ignition key to the on position so low air buzzer will sound.

STEP 4 Low air Pressure Warning Device

Slowly pump air pressure down to check low air pressure warning device. Buzzer and warning light or wig-wag must activate between 60 and 70 PSI.

STEP 5 Parking Brake or Spring Brake Set-up (air brake is still in released position) Continue to pump down air pressure until the spring or parking brake pops on. This should apply between 20 and 45 PSI.

STEP 6 Start the engine

STEP 7 Air Pressure Build up time.

Time the air build up between 60 and 90 PSI at 1500 RPM's . The air gauge should reach 90 PSI in one minute.

STEP 8 Air Governor Cut-out

With the engine running, build air pressure to maximum. The air compressor should cut-out or turn off between 100 and 125 PSI.

STEP 9 Air Governor Cut-in

With the engine running depress the brake pedal several times slowly, watching between applications carefully for upward movement of the air gauge at approximately 90 PSI. This indicates the air compressor is building air in the tanks.

STEP 10 Before you leave the yard

Apply service brake to insure proper operation.

Apply the parking brake, put the bus in drive accelerate **lightly**, make sure the bus does not move.

If any portion of the brake check fails, do not drive the bus.

Please remember to drain the air tanks in the evening when you are done with the bus. If you are driving a spare, treat it as if you are the last driver. Do not drain the air when the temperature is around freezing. Instead, drain your air during the warmest part of the day and let the pressure rebuild.

Post-trip Inspections Handout 4 (6 pages inserted)

**OBJECTIVES**

At the end of this lesson, the student will be able to:

- 1) Explain the two parts of a post trip inspection.
- 2) Name three things to look for during an interior inspection.
- 3) Explain when an interior and exterior check must be done.
- 4) Explain the importance of draining the air tanks daily.
- 5) Explain the process of reporting defects or damage.

INTRODUCTION

Each driver is trained to do a complete pre-trip inspection prior to driving the bus. This may vary between school districts. Some are required to check the entire engine area, lights, and add oil, coolant, or fuel. Other districts have mechanics perform the engine check and fuel, and the driver is responsible for checking the lights and controls.

Regardless of the items you are required to check during a pre-trip, every driver should conduct a complete and thorough post trip inspection after each route.

This includes walking through the inside of your bus looking for students, belongings or damage, as well as an exterior walk around checking for damage and defects.

A poor post trip inspection results in children left alone on buses, dead batteries, and out of service items.

POST TRIP INSPECTIONS



OBJECTIVES

At the end of this lesson, the student will be able to:

- 1) Explain the two parts of a post trip inspection.
- 2) Name three things to look for during an interior inspection.
- 3) Explain when an interior and exterior check must be done.
- 4) Explain the importance of draining the air tanks daily.
- 5) Explain the process of reporting defects or damage.

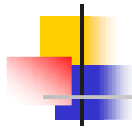
INTRODUCTION

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Regardless of the items you are required to check during a pre-trip, every driver should conduct a complete and thorough post trip inspection after each route.

This includes walking through the inside of your bus looking for students, belongings or damage, as well as an exterior walk around checking for damage and defects.

A poor post trip inspection results in children left alone on buses, dead batteries, and out of service items.



Two Part Post Trip Inspection

- 1) Interior
- 2) Exterior



T-1

PRESENTATION

A post trip inspection should include both an interior and an exterior check.

It is common for children to fall asleep, miss their bus stop or stay on board because they don't see a parent or they're unfamiliar with the area (wrong bus).

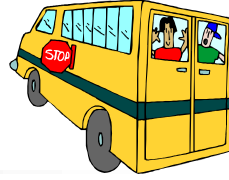
In these situations, the child usually doesn't speak up and you may not realize it until the end of your route.

It is the bus driver's responsibility to check the bus after each route and at the end of the day to be sure it's empty. **There is no excuse for leaving a child unattended inside the bus.**

The bus driver must also be sure all lights and accessories are off and that noticeable defects are reported so the bus can be repaired or a spare bus assigned.



Interior Check



- Secure Bus (*WAC 392-145-020 (3)*)
- Out of Drivers Seat
- Walk Entire Bus Length (*front –back*)
- Check Seats and Floor
 - ▢ Children
 - ▢ Leftover Articles (*clothing, lunch, backpack, etc*)
 - ▢ Seat Damage or Graffiti

T-2

INTERIOR CHECK

To conduct an interior check, the driver must secure the bus, (set brake) get out of the driver seat and walk the entire bus length, from front to back, checking the seats and floor for leftover students, articles they may have forgotten, or for damage/graffiti to seats.

- By doing an interior check as soon as the bus is empty, the driver will find a sleeping or leftover child in a timely manner and be able to notify the appropriate authority (school, transportation department, or parent) and return them to the bus stop or school as directed.
- When a driver finds a lunch, coat, backpack or other articles, they will be able to identify which route the items belong and can send them into the school to be claimed or placed in the lost & found.
- If the driver has an ongoing problem with seat damage or graffiti, by checking the bus after each route they will be able to identify which school/route the damage is occurring and work with authorities at the school to correct the problem.



Perform an Interior Inspection

- Every Time Driver Leaves Bus
- In School Loading Zone
 - Morning after unloading at each school
 - Afternoon before loading at each school
- After Last Afternoon Bus Stop
 - Pull off in safe location soon as possible
- When Parking at End of Shift



T-3

WHEN TO PERFORM AN INTERIOR BUS CHECK

Every time the driver leaves the bus. (layover, to use restroom, meeting with principal or drop off something in office, etc) Secure the bus, (*WAC 392-145-020(3) No school bus driver shall leave the driver seat without first setting the brakes, shutting off the engine, placing the bus in gear, and removing the keys from the ignition switch.*)

Must get out of the drivers seat and actually walk through the entire bus from front to back checking the seats and floor for children & articles before leaving the bus.

*Note: *If your bus is equipped with child find beeper system at the back door, or if you are required to hang a BUS EMPTY sign, don't fall into the habit of overlooking things on the way back.*

Check the bus carefully.

In the school loading zone both morning/afternoon between routes.

Pull forward if needed, secure the bus (set brake, keys), get out of the drivers seat and actually walk the entire length of bus from front to back, checking the seats and floor carefully for students and belongings. Note any damage to seats.

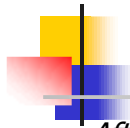
In the afternoon, after completing your last bus stop. Pull off in a safe location as soon as possible, secure the bus and walk through the entire length of the bus (from front to back) checking seats and floor carefully. Do not rely on the last student unloading to tell you the bus is empty. Do not rely on shouting to see if anyone is there...sleeping children don't always respond. You must walk through and actually check the seats and floor. The sooner you stop and check, the sooner you may identify a left over child, and the sooner you are able to return them to their bus stop or school if directed. If more than 5-10 minutes have passed, contact should be made to someone at home or school. A worried parent may go directly to the school looking for the child leaving nobody at home.

When parking the bus at the end of your shift.

****POST TRIP BEFORE FUELING (if required to fuel)**

After returning to the bus lot, check your fuel level before parking. If needed, pull up to the fuel pump, turn off all lights and accessories, and let the engine idle for 1-3 minutes to reduce the engine temperature. Walk through the inside of the bus from front to back to make sure your bus is empty. Record your mileage and turn the engine off before fueling.

If fuel is not needed, park in your assigned stall, turn off all lights and accessories and let the engine idle 1-3 minutes to reduce the engine temperature. Put windows up and check the seats to be sure the bus is empty. Record your mileage and turn the engine off. Sweep the bus and empty the trash leaving it clean and ready for the next route.



Exterior Post Trip



After Interior Check & Fueling (if required)

- Park Bus In Assigned Parking Stall
- Walk Around Entire Bus
- Check for Defects/Damage (*Look, Listen, Smell*)
- Turn Off Battery Switch (*If Equipped*)
- Drain Air System
- Lock Bus (*Windows Up, Door Locked If Required*)
- Report Defects Immediately

T-4

EXTERIOR CHECK

After completing an interior check, the driver must do a complete walk around the outside of the bus before leaving the area.

•As you **walk around the bus**, use your senses (Look, Listen, Smell) to help identify problems.

Look for anything defective (are the lights off, do you see any new damage?)
leaks or deflating tires.

Listen for air

Do you **smell** anything unusual? (Hot brakes, burning oil or grease).

•**Turn off battery switch (if equipped)**. This will prevent a dead battery in the morning if you left something on.

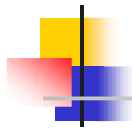
•**Drain the moisture out of air tanks**. It is important to drain them daily. This expels the oil and water that is building in the tanks. If the tanks are not drained and the moisture backs up, it can cause brake failure and deterioration in air-operated components (stop paddle, crossing arm, service door, air throttle, etc)

•**Lock the doors if required**

•**Report Defects**. If you identify any defects during your post trip inspection, complete a vehicle defect form and turn it in to the shop as required by your district. Minor repairs can be completed prior to your next route. If the item is not a quick fix, at least you will be prepared for a spare bus.

SUMMARY

A post trip inspection is necessary between routes and at the end of a shift. This is the final check to make sure no children have been left aboard. It gives the driver one last check to make sure all lights are off and any noticeable defects are identified. When a driver leaves the bus after a complete post trip inspection, he/she can rest assured that all students have been delivered safely and that needed repairs have been reported



EVALUATION

1. Explain the two steps required for a complete post trip inspection.
2. Name three things to look for during an interior check.
3. When should an interior check be done? Exterior?
4. Why is it important to drain the air tanks during a post trip inspection?
5. If you find a defect during your post trip inspection, How do you report it?

EVALUATION

1) Explain the two steps required for a complete post trip inspection.

Interior and Exterior.

2) Name three things to look for during an interior check.

Students,

Their belongings (books, backpacks, coats, etc.)

Seat damage/Graffiti

3) When should an interior check be done? Exterior?

Any time driver leaves bus,

In morning after unloading children,

PM after last stop (when bus can be safely pulled off),

End of shift after parking bus in lot

Exterior When bus is parked between shifts and end of the day.

4) Why is it important to drain the air tanks during a post trip inspection?

To expel the moisture (oil and water) from the air system

5) If you find a defect during your post trip inspection, How do you report it?

Complete a vehicle defect form and turn it in to a mechanic.

392-145-040 << 392-145-041 >> 392-145-045

(Effective November 1, 2007)

The following are requirements to assure safety and security of the school bus during operation:

(1) Motor fuel shall not be put into the tank while the engine is running or while passengers are on the school bus. School bus drivers, prior to commencement of any trip, shall assure that the school bus has sufficient fuel to prevent the school bus from running out of fuel.

(2) School bus drivers, prior to commencement of any trip, shall assure that the mirrors, windshield and rear window (s) of the school bus are clean.

(3) Prior to commencement of and during any trip, with passengers aboard, every school bus driver shall ensure there are no articles in the following areas that could impede normal movement, visibility, or emergency egress: The service entrance step well; the entire main aisle from front to rear; the aisles or passage ways to any emergency door; the entire shelf area between the rearmost passenger seats and the rear emergency window (if so equipped).

(4) Tools and other miscellaneous articles shall be carried in appropriate compartments. They shall not be carried loose upon the floor or dashboard area of the school bus.

(5) School bus drivers shall be certain that all brakes, lights, stop signs, warning signal lamps, and other safety devices are working properly before starting on any trip and shall assure that the school bus is equipped with a fully stocked first-aid kit, three reflective triangles, a body fluid clean-up kit and a fire extinguisher certified to be in good working order.

(6) School bus drivers shall check the latch, safety lock, and warning system for all emergency exits prior to each trip and no school bus shall be operated with passengers aboard unless all the emergency exits are functioning properly.

(7) At the end of each trip or route segment, the school bus driver shall thoroughly check the school bus to insure that no students are left on the school bus. Additionally, the school bus driver shall take reasonable action to insure that any articles left behind by students are safe, secure, and dealt with according to district policy.

[Statutory Authority: RCW 46.61.380. 07-05-058, § 392-145-041, filed 2/20/07, effective 11/1/07.]

Sample School Bus Driver's Daily Inspection Form

Driver's Name _____ Date _____
Bus # _____ Odometer reading _____ License # _____

Q Needs Attention

- 1. Look outside the bus: Windshield, mirrors, front windows...
2. Look inside the bus: Seats, floor-housekeeping...
3. Starting the engine: Fuel gauge OK? Check brake warning...
4. With engine running, check (from driver's seat): Mirrors, interior and stepwell lights, door seal...

- 5. Outside checks required before you drive away: Turn signals-right/left-front/rear-clean...
6. Final checks as you move the bus: Seat belt fastened...
7. Additional items due to local conditions:

When adding FUEL, shut down engine. IF EVERYTHING IS OKAY, HAVE A SAFE TRIP

**Sample
School Bus Driver's Bus Trouble Report**

School District _____ Date _____

Bus # _____ Odometer reading _____ License # _____

Trouble area	✓	Nature of trouble
Battery		
Body		
Brakes		
Clutch		
Cooling System		
Differential		
Engine		
Exhaust System		
Floor		
Glass/Mirrors		
Heater/Defrosters		
Ignition		
Lights		
Odometer		
Other Instruments		
Seats		
Speedometer		
Steering		
Throttle		
Tires		
Transmission		
Wiper/Washers		
Other:		

Driver's Signature

**Sample
School Bus Driver's Defect Report**

School District _____ Date _____

Bus # _____ Odometer reading _____ License # _____

Please initial each item needing repair. Please provide remarks regarding each item.

Items to be inspected	Initial	Remarks
Interior - general appearance		
Exterior - general appearance		
Back up lights, alarm		
Body fluid kit		
Brake buzzer		
Brake test		
Brakes, noise, pulls		
Bumper, rear, front		
Buzzers		
Car seat belts		
Clutch operation		
Compartment, side		
Crossing gate		
Dash cleaned		
Defroster left, right		
Differential		
Dome lights		
Doors locked		
Doors, front, emergency		
Engine, cold, no power		
Exhaust system		
Fire extinguisher		
First aid kit		
Floor		
Floor cleaned		
Fog lights		
Fuel tank		
Hand rail(s)		
Hatches		
Headlights		
Heaters, fans		
Horn(s)		
Instruments		
Lettering, doors, sides, front, rear		
License plate(s)		
Marker lights		
Mirror, inside		
Mirrors crossover		
Mirrors right, left side		
Oil leaks		

School Bus Driver's Defect Report

Please initial each item needing repair. Please provide remarks regarding each item.

Items to be inspected	Initial	Remarks
Paper work completed		
Parking brake		
Parking brake stall test		
Post inspection		
Radiator		
Red lights		
Reflectors (3)		
Refueled		
Roof leaks		
Seat belts		
Seat belts, driver		
Seat belts, students		
Seats, bottom, backs, frames		
Side windows leak		
Side windows, latches		
Snow chain box		
Snow chains		
Steering, pulls, hard to steer		
Step light		
Stop arm		
Stop lights		
Taillights		
Tires		
Transmission		
Trash can emptied		
Turn signals		
Video camera		
Washer		
Water leaks		
Wheels, lug nuts		
Windows		
Windows closed		
Windshield		
Windshield fans		
Windshield leaks		
Wipers		
Yellow lights		
Other:		

 Driver's Signature
 Page 2 of 2



CHAPTER 2A:

Mirror Adjustments and Using Reference Points

Overview

By knowing the mirror standards and requirements, mirrors can be put into proper adjustment with the use of reference points.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Laws relative to mirrors
- Reference points

EQUIPMENT LIST:

- Overhead projector
- Transparencies
- School bus (optional)

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. List the three mirror systems on a school bus as required by the State of Washington minimum specifications.
2. List three reference points that can be used to adjust mirrors.
3. Identify the correct distance around the bus that the mirror performance standards require.

Lesson Plan

Introduction

Having mirrors in correct adjustment allows the driver the line of sight to see and the ability to avoid collisions. Mirrors that are not adjusted properly do not maximize the visibility intended by the mirror system.

Drivers have been trained in the techniques of reference point driving. We wish to take this concept and apply it to adjusting mirrors to maximize visibility. An individual should be able to sit in the driver's seat, look in the mirror(s), and quickly evaluate what adjustments need to be made.

This lesson will review the three different systems of mirrors required by the State of Washington, the performance standards of each system, and the adjustments that can be made by using reference points to comply with those standards.

Presentation

The mirror systems on school buses are described in the Washington State School Bus Specifications.

School bus mirror systems**T-1 and T-2**

NOTES:

Mirror systems shall:

- Meet or exceed FMVSS 111 (Refer 49 CFR 571.111).
- Be easily adjustable yet mounted to reduce vibration.

The three mirror systems are:

- Interior rearview
- Exterior rearview
- Cross-view

Interior rearview mirror**T-3 through T-4**

Minimum specification:

- a. Clearview safety glass
- b. Flat (unit magnification - i.e., 1 to 1)
- c. 6x16 for A-I and A-II buses
- d. 6x30 for B, C, and D buses
- e. Be metal backed and framed
- f. Rounded corners and protected edges

Performance requirement:

Clear view of pupils and roadway to rear.

Possible reference point(s):

Adjust mirror so the view is just above the upper portion of the upper window line at the rear of the bus.

Exterior rearview mirrors**T-5 through T-7**

Minimum specification:

- a. One left - one right
- b. Flat (unit magnification - i.e., 1 to 1)
- c. Minimum 40 square inches for A-I and A-II buses

NOTES:

(As an example: Show a 5x8 inch card - this is the equivalent to 40 square inches.)

- d. Minimum 50 sq. inches for B, C and D

(As an example: Fold an 8.5 inch piece of paper not quite in half - this is equivalent to $6 \times 8.5 = 51$ square inches.)

Performance Requirements:

- a. Clearview of the left and right sides of the bus
- b. Clearview to rear of bus for a minimum of 200 ft.
- c. Clearview of rear tires at ground level
- d. Clearview of 12 feet out to the left and right of the bus at a point 32 feet back

(Note: Additional mirrors may be used to meet this standard and shall be either flat or have a minimal curvature. They must be 25 to 30 square inches minimum depending on bus type.)

Possible reference point(s):

- a. Adjust mirror so the rear most clearance light is just out of view at the top portion of the mirror.
- b. Note: For buses equipped with rearview convex mirrors or mirrors with convex sections, adjust mirror so the mid-point of the passenger window appears to meet in the upper corner of the mirror and progresses toward the opposite lower corner (i.e., upper right to lower left).

Cross-view mirrors

T-8

Performance requirements:

Shall provide indirect vision (in mirrors) to the following areas not observable by direct vision:

- a. From ground level directly below the full width of the front bumper, vertical and forward until direct vision occurs.
- b. From ground level around the left and right front corners of the bus, vertical and to the sides until direct vision occurs.
- c. Left and right sides of the bus to include:

- Front tires at ground level.
 - Service entrance.
 - Rearward on each side to a point where it overlaps with rearview mirrors system.
- d. Size reduction characteristics shall be no more than necessary to meet standard.

Possible reference point(s):

When locating a reference point for cross-view mirrors, the driver will need to adjust them in accordance with the performance standard and then establish a reference point.

Summary

(See T-9 through T-11)

Just as there are different types of buses, there are different types of mirror systems. Each type may need to be adjusted differently to meet the requirements of the performance standards. When using mirrors, the question should always be “Am I seeing what I am supposed to see?!”

The three mirror systems we have--interior rearview, exterior rearview, and cross-view--should, when adjusted properly, allow us to see:

- 200 feet behind the bus.
- An area 12 feet to each side of the bus at a point 32 feet back.
- Front tires and rear tires.
- Around the front of the bus where we do not have direct vision.
- The students around the bus.

By experimenting with various reference points such as: the upper rear window line, the rear clearance light, and the mid-point of passenger windows, a driver can sit in any bus and quickly determine if any mirrors require adjustment in order to meet the appropriate performance standard. Obstructions and vision blockers cannot always be eliminated, but their impact can be minimized when mirrors are adjusted properly to comply with performance requirements.

NOTES:

Evaluation

Review material with the driver candidates by asking questions regarding the procedures explained in this lesson.

1. Name the three required mirror systems.

(Interior rearview, exterior rearview and cross-view mirrors)

2. Name three reference points that can be used to adjust mirrors.

(Rear clearance light, window line at rear of bus, and center of window line)

3. List the correct distances around the bus the mirror performance standards require.

(200 feet behind, 12 feet out and 32 feet back)

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers know the mirror standards and requirements and that mirrors can be put into proper adjustment with the use of reference points.

Mirror Systems Shall:

- 1. Meet or exceed FMVSS 111 or 49 CFR 571.111**
- 2. Be easily adjustable yet minimize vibration**

Three mirror systems are:

- 1. Interior rearview**
- 2. Exterior rearview**
- 3. Cross-view**

Interior Rearview

Standards:

- a. Clearview safety glass**
- b. Flat**
- c. 6x16 for AI and All
6x30 for B, C, & D**
- d. Metal backed & framed**
- e. Rounded corners and protected edges**

Performance:

Clear view of pupils and roadway to rear

Reference point(s):

Adjust to view upper portion of windows at rear

Interior Rearview Mirror

Clear view of pupils
to rear of bus

Clear view of
roadway to rear



Exterior Rearview

Standards:

- a. One left - one right**
- b. Flat**
- c. Min. 40 sq" AI & All
Min. 50 sq" B, C, & D**

Performance:

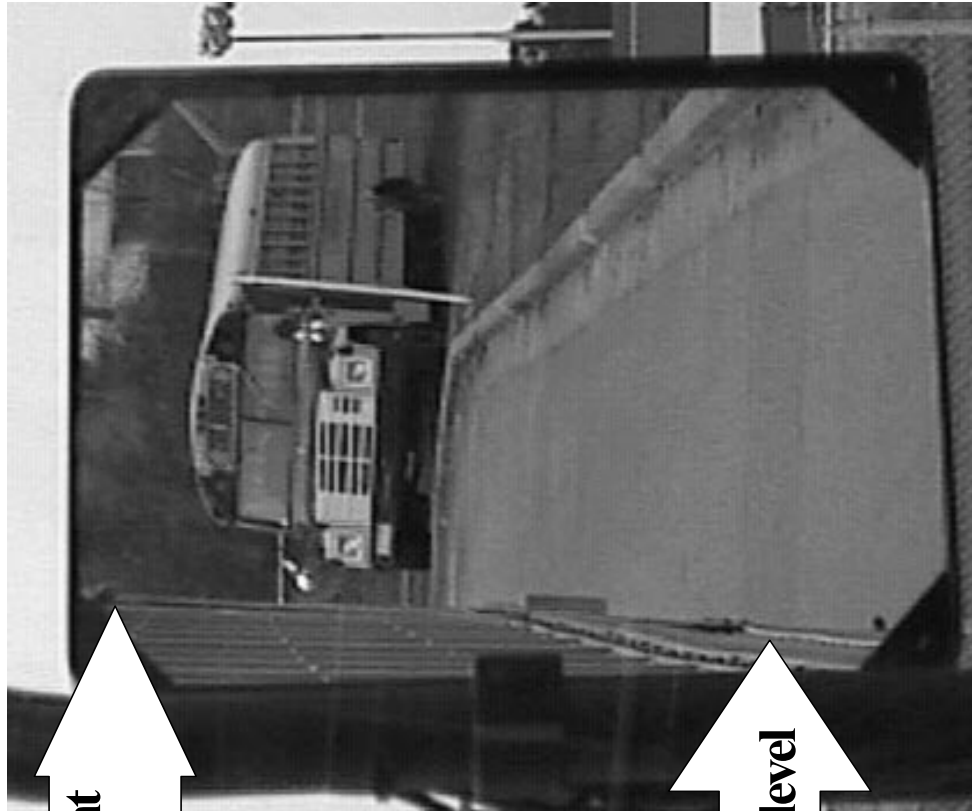
Clearview:

- a. Of left and right side of bus**
- b. 200' to rear**
- c. Of rear tires at ground**
- d. 12' out to left and right of bus at a point 32' back**

Reference point(s):

Rear most clearance light appears at top of mirror

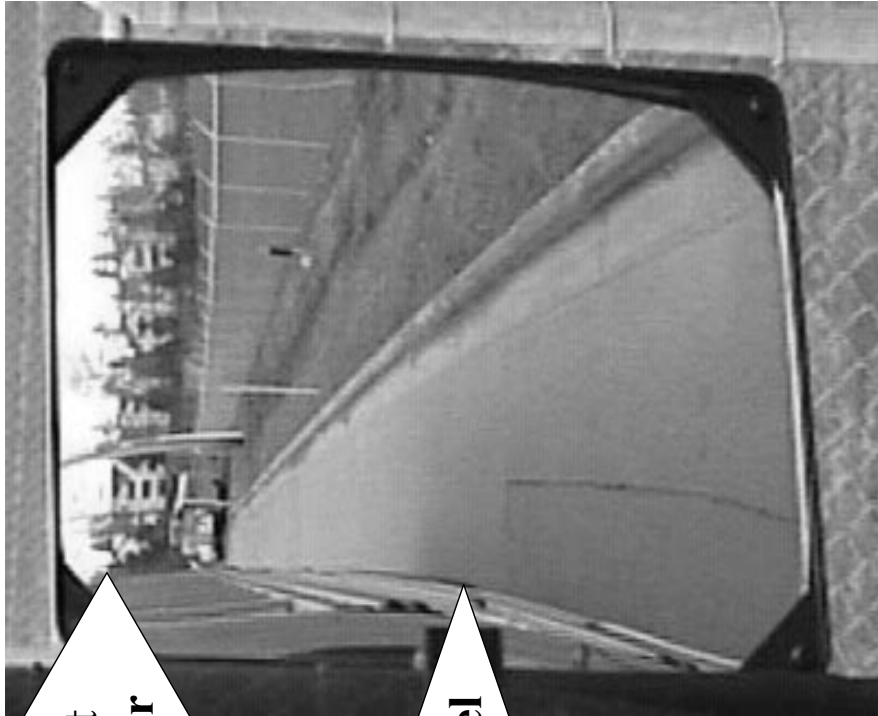
Right Flat Rearview Mirror



Red clearance light
in upper area

Rear tires at ground level

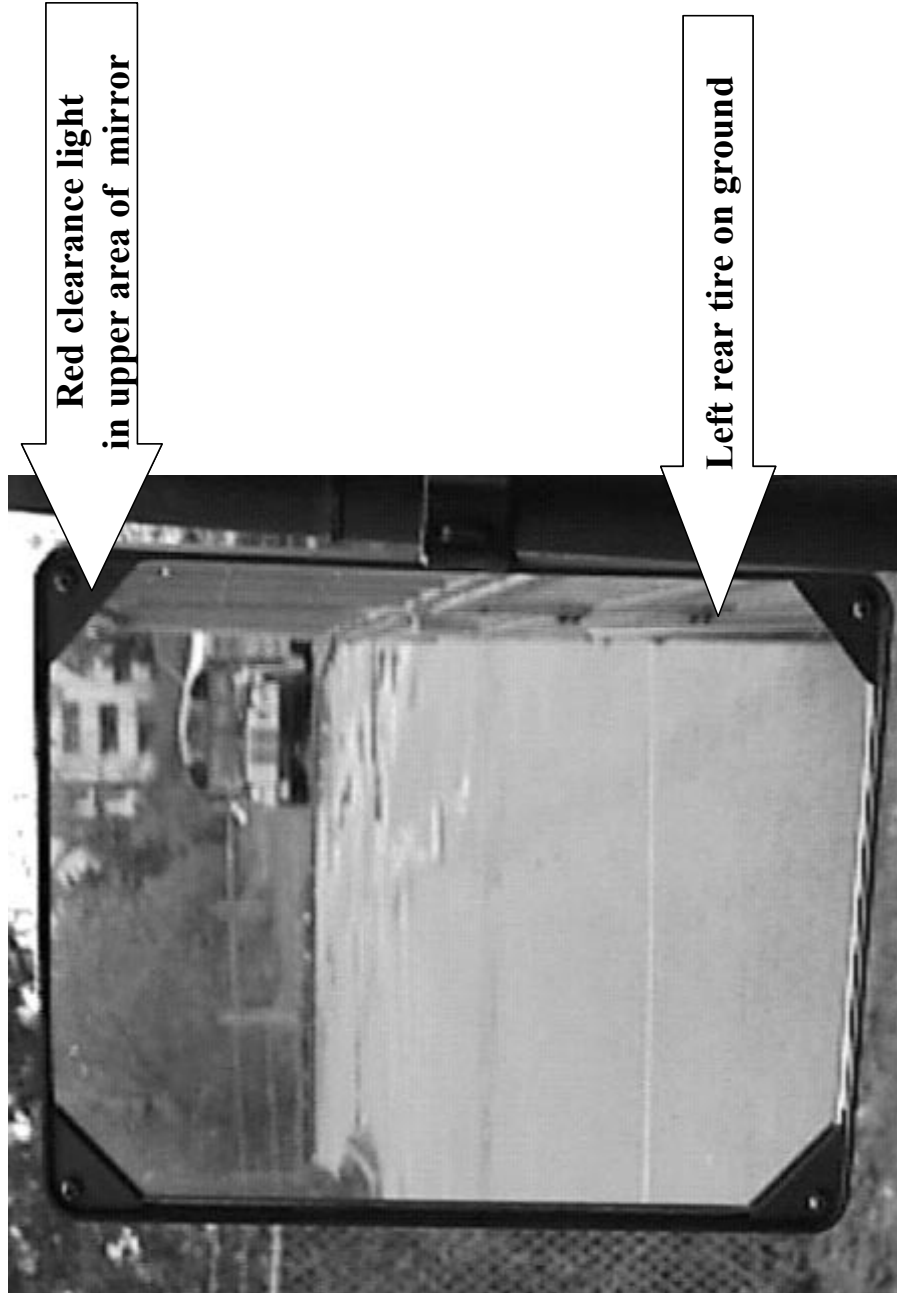
Right Convex Rearview Mirror



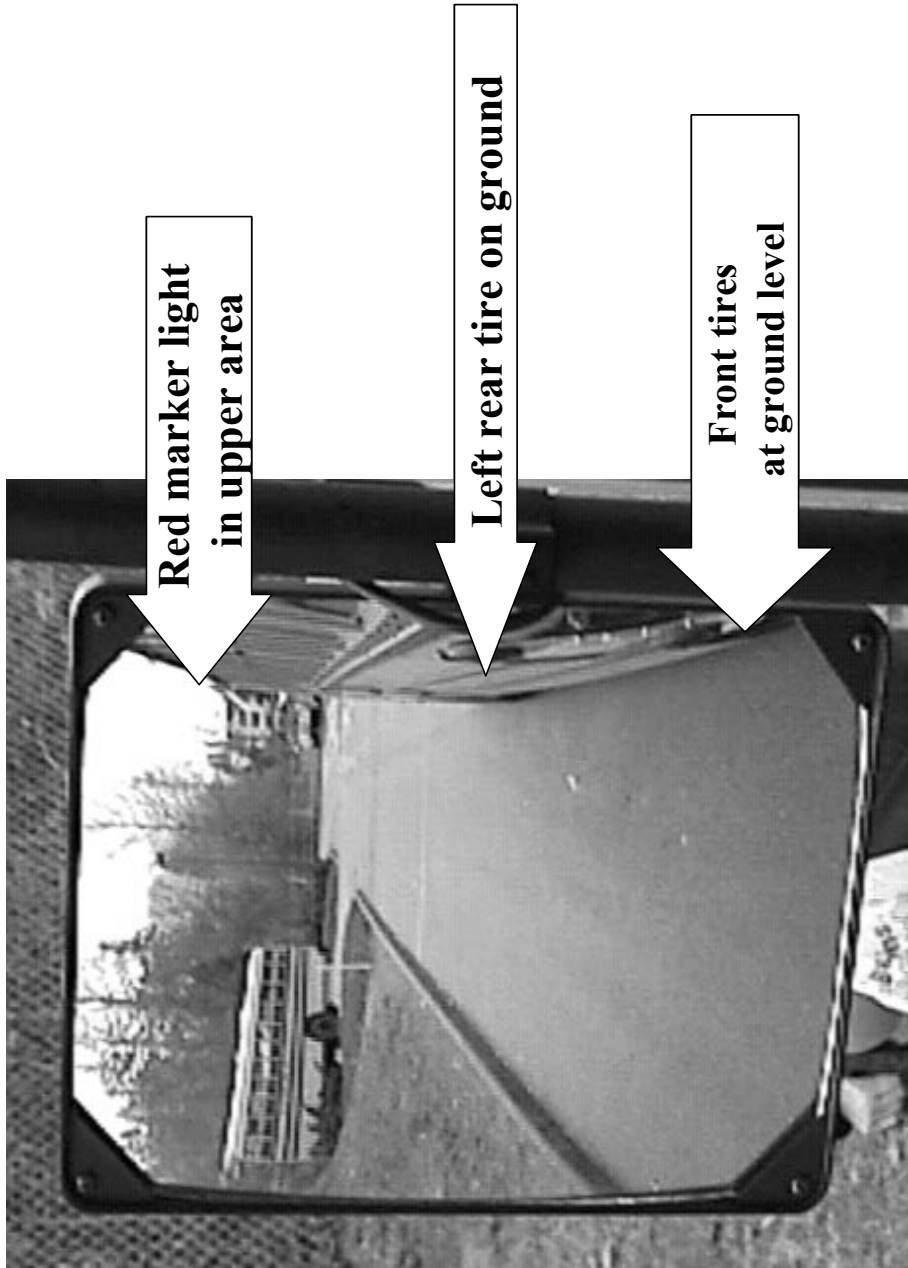
See red clearance light
in upper area of mirror

Right rear tires at ground level

Left Flat Rearview Mirror



Left Convex Rearview Mirror



Cross-view

Performance standards only:

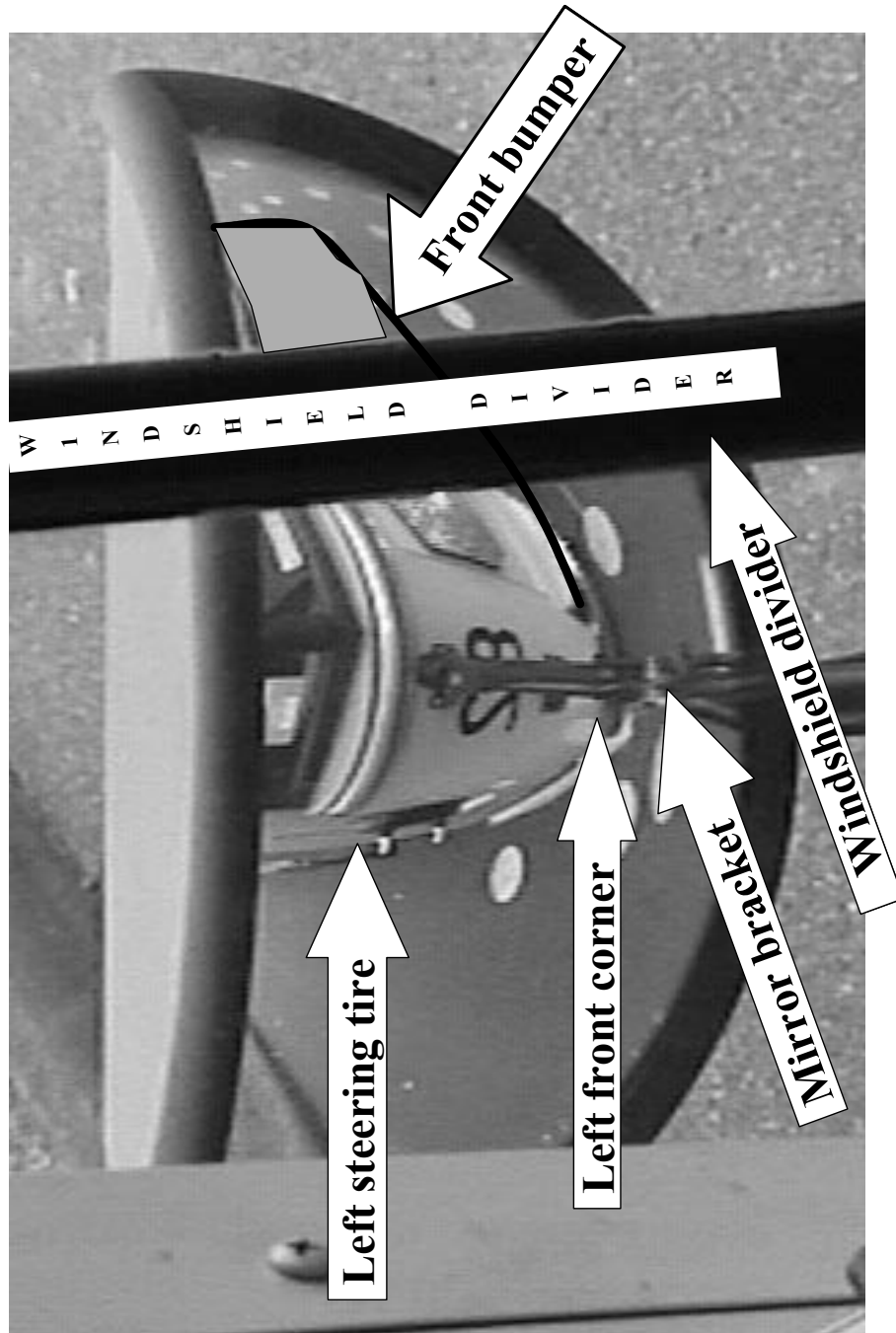
Shall provide indirect vision to areas not observed by direct vision.

- a. From ground level below full width of front bumper, vertical and forward until direct vision available.**
- b. From ground level around left and right front corners, vertical and to the sides until direct vision available**
- c. Left and right sides of bus to include:**
 - i. Front tires at ground**
 - ii. Service entrance**
 - iii. Rearward on each side to where it overlaps with rearview mirror systems**
- d. Minimal size reduction**

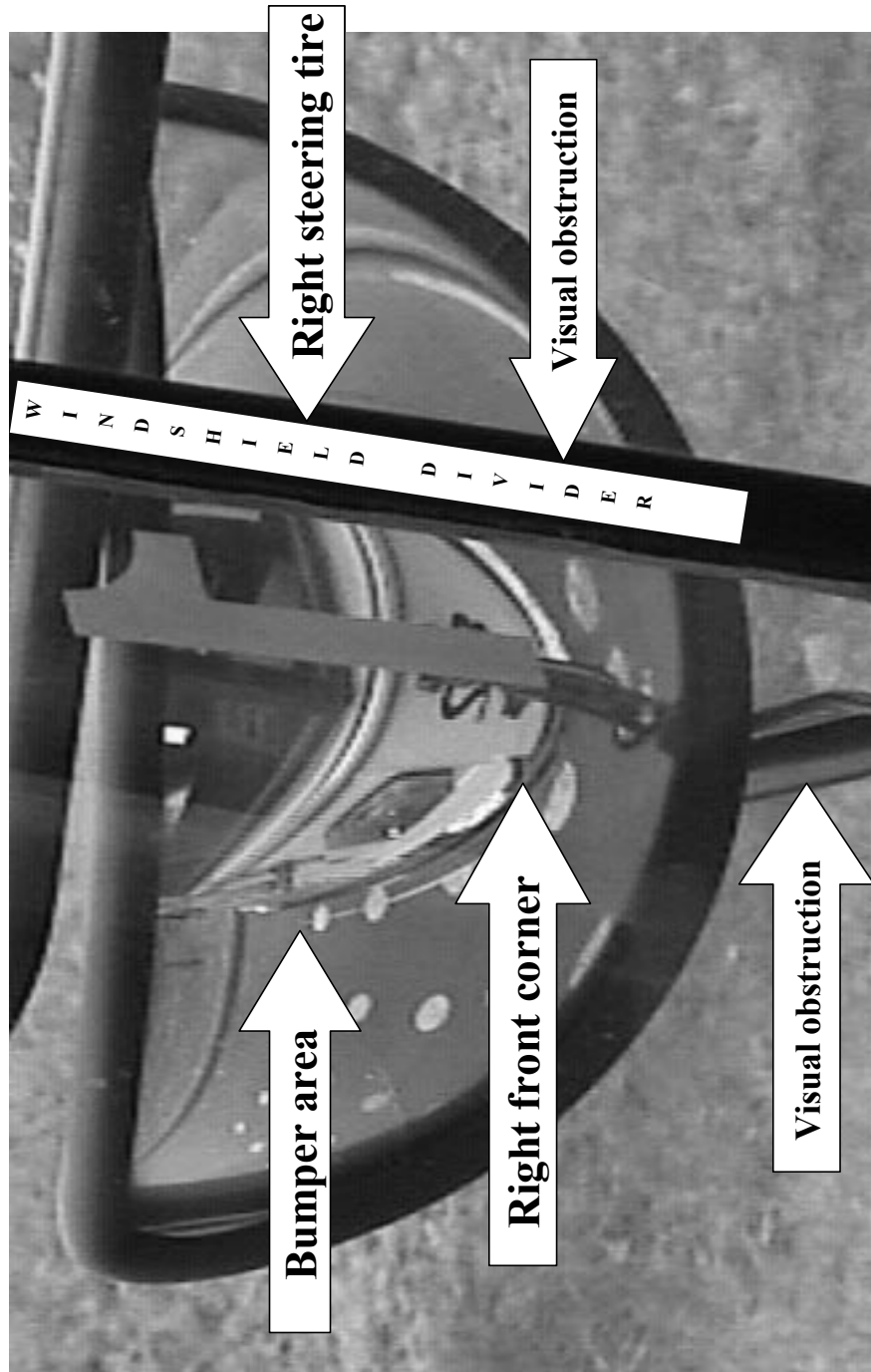
Possible reference point(s):

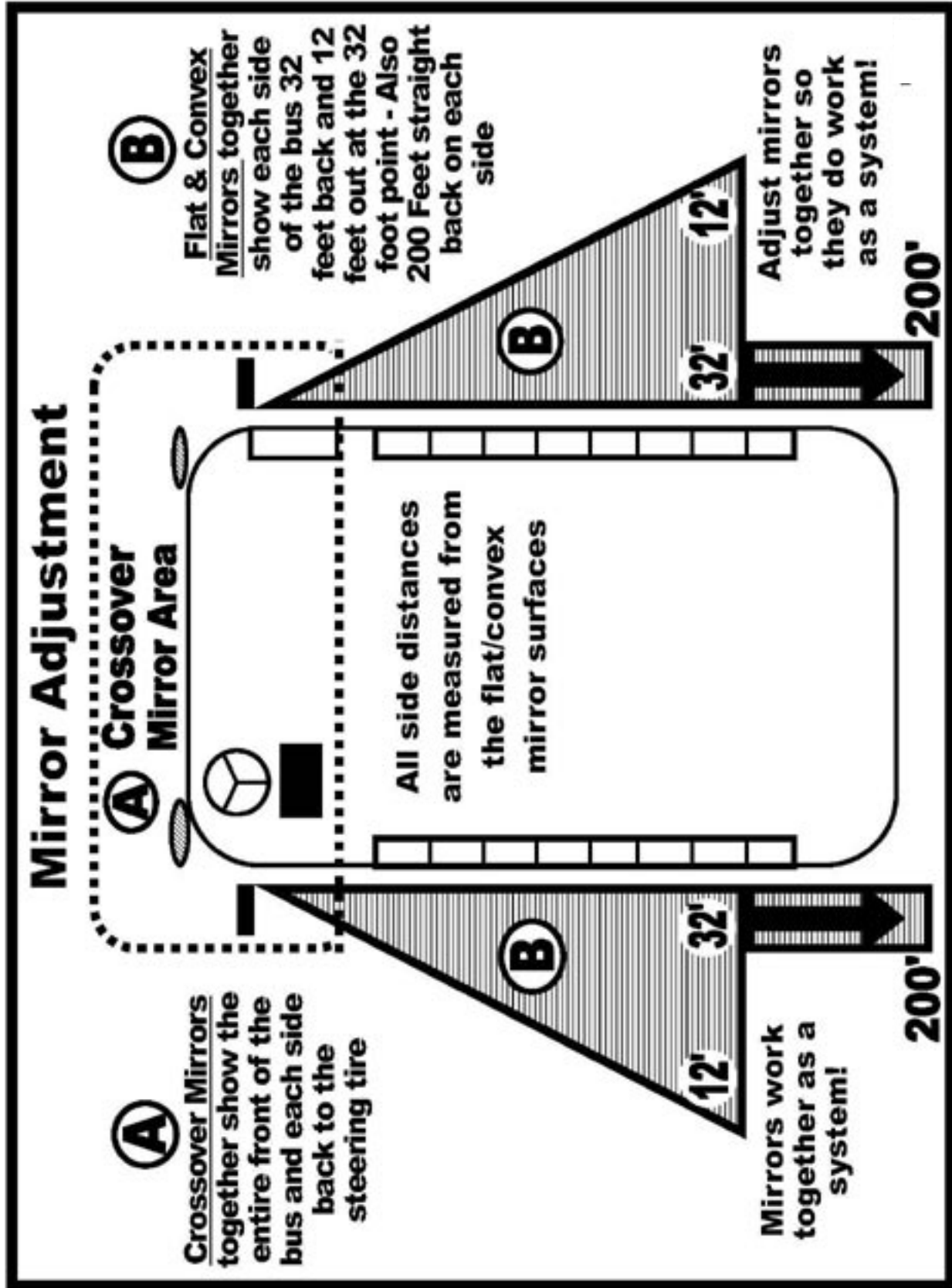
Adjust mirrors to meet performance requirements and establish reference.

Left Crossover Mirror



Right Crossover Mirror





Direct forward vision starts at the leading edge of the hood (conventional) or the dashboard (transit).

Crossover Glass
Vision shows the right crossover mirror and wraps around to the left side past the left steering tires.

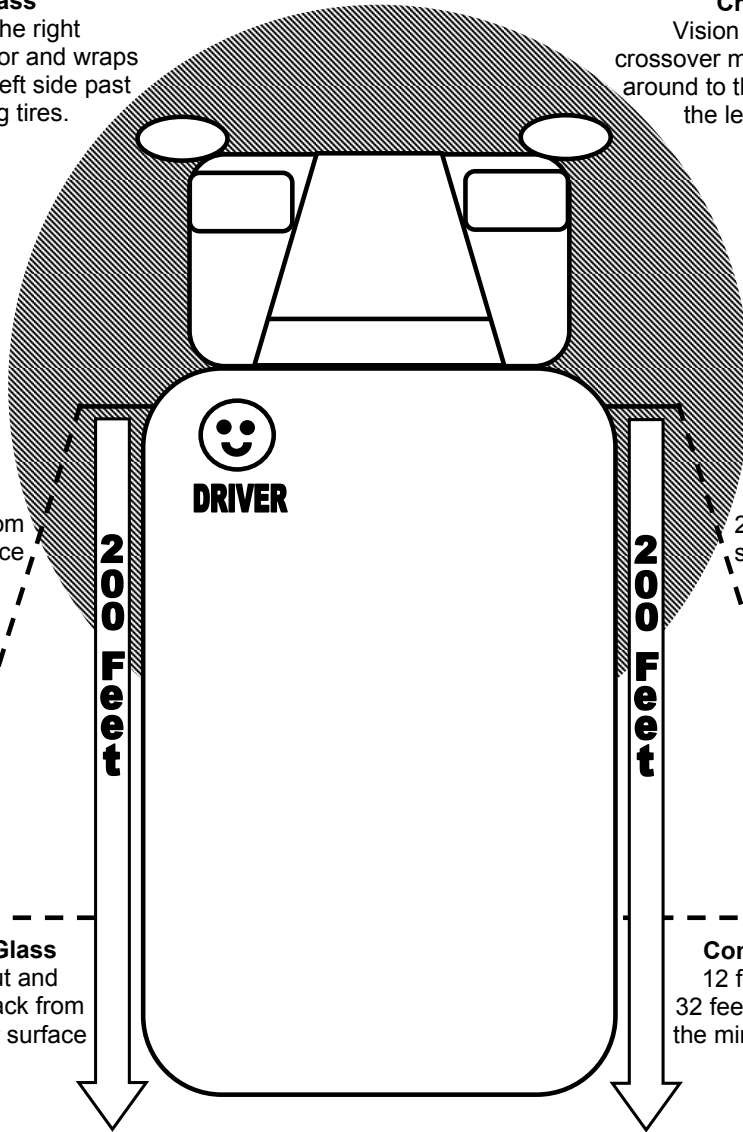
Crossover Glass
Vision shows the right crossover mirror and wraps around to the left side past the left steering tires.

Flat Glass
200 feet back from side mirror surface

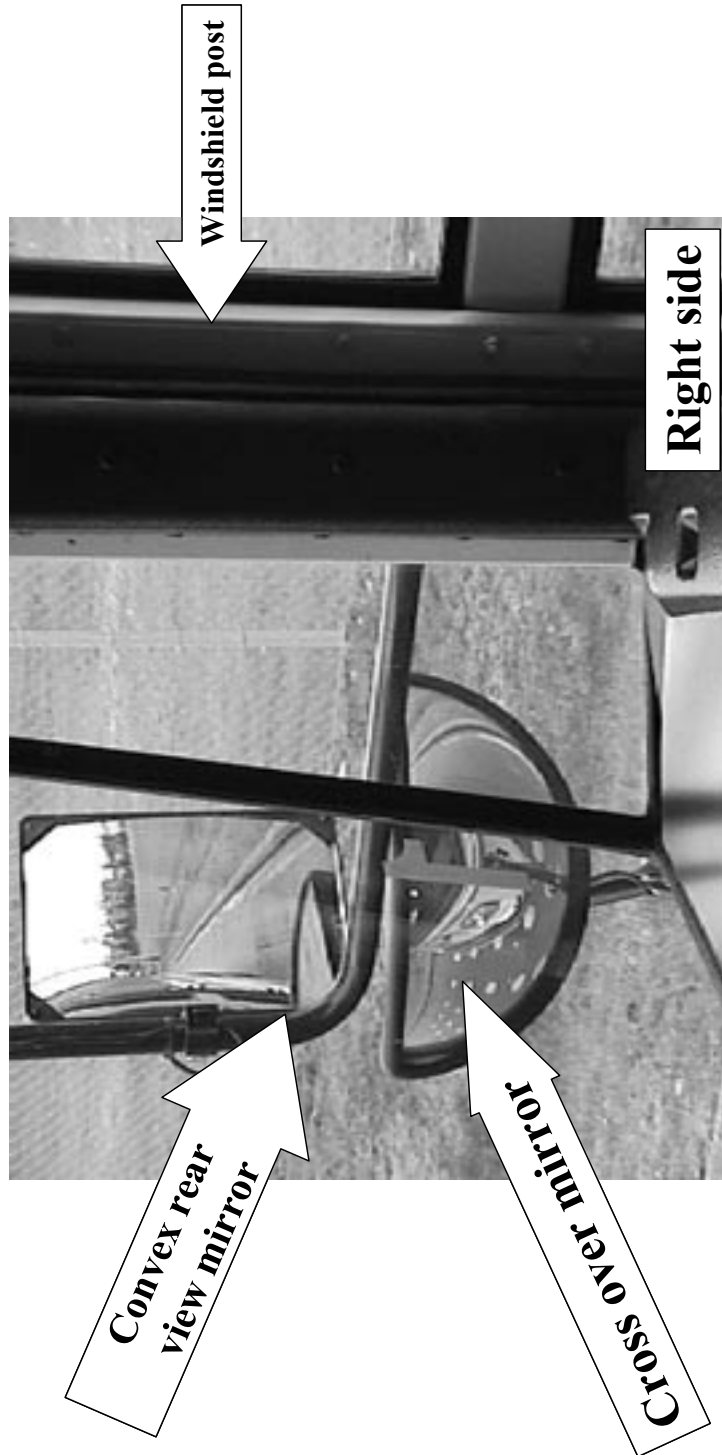
Flat Glass
200 feet back from side mirror surface

Convex Glass
12 feet out and 32 feet back from the mirror surface

Convex Glass
12 feet out and 32 feet back from the mirror surface



Mirrors and equipment can obstruct your view of pupils

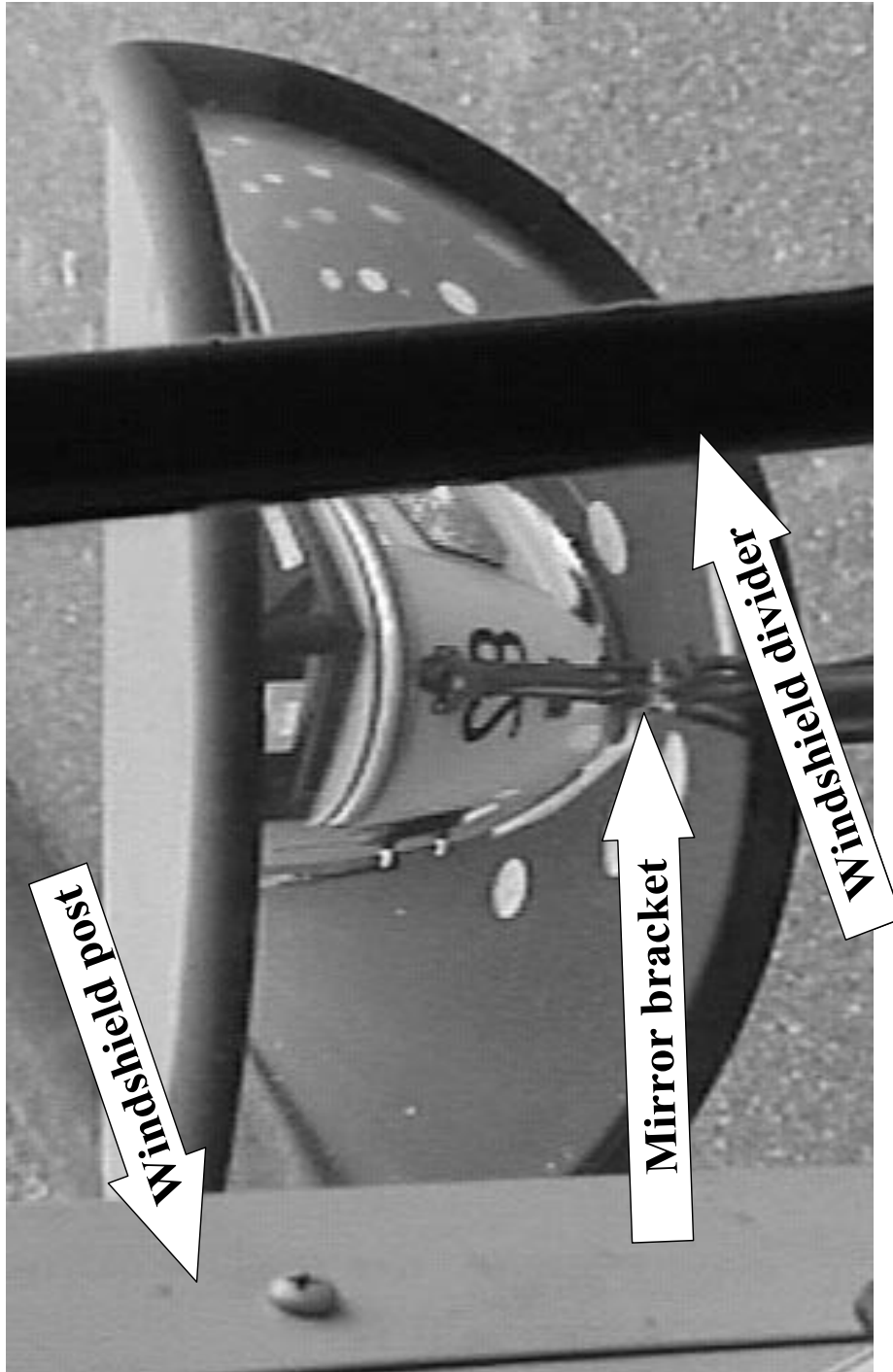


Natural vision blocker can hide students and vehicles



Left side

Left Crossover Mirror





CHAPTER 2B:

Constructing a Mirror Adjustment Station

Overview

By constructing a mirror adjustment station, drivers can quickly determine if mirrors meet performance requirements or if they need adjustment.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Mirror Station

EQUIPMENT LIST:

- Overhead projector
- Handouts and transparencies
- School bus
- Step ladder
- 18 cones
- Measuring tape

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to: properly adjust mirrors in accordance with state and federal guidelines (FMVSS-111) by identifying specific points of visibility while using a mirror adjustment station. The necessary equipment to make the actual station may vary from district to district depending on what you have on hand. Examples: Cones or brightly colored frisbees, colored paint markings on the ground also will work, as long as they are placed in accordance with the attached diagram.

Lesson Plan

Introduction

Correct adjustment that maximizes the visibility of the mirror system is very important. Mirrors can be the most valuable piece of equipment on a bus. Through this exercise you will be able to set up a mirror adjustment station while allowing drivers the assurance that mirrors are adjusted for maximum visibility.

Presentation

Setting up the mirror adjustment station:

- A. Through the left and right rearview mirrors the driver should see a minimum distance of 200 feet. Place a cone two hundred feet back. (A structure could also be used for this reference point.)
- B. To determine correct adjustment of the cross-view mirrors, set the cones three abreast placing a cone at the center of the bus and one cone each at the outside edges of the front bumper. Place the remaining cones at six feet, and 12 feet from the front bumper. Utilize nine cones in three rows of three. All cones need to be seen at the base either by direct or indirect vision.

NOTES:

- C. Place one cone immediately on each side of the front axle. Also place one cone in center of the service door (close to the stairwell.) These cones should be seen at the base by indirect vision.
- D. Place one cone at the center of each side of the rear axle. You should be able to see the full cone by indirect vision.
- E. Measure from the front bumper 32 feet back and 12 feet out. Place a cone at this point on each side of the bus. Once again you should be able to see the full cone by indirect vision.

Summary

By placing cones, brightly colored frisbees or paint on the ground (use your imagination) in these specific locations you will be able to create a mirror adjustment station. This will allow drivers to properly adjust mirrors in accordance with state guidelines and federal requirements (FMVSS-111).

Evaluation

Review material with the driver candidates by asking questions regarding the procedures explained in this lesson.

Test Questions:

1. What equipment is needed for establishing a mirror adjustment station?

(18 cones or brightly colored frisbees, measuring tape and step ladder.)
2. Will a mirror adjustment station help maximize visibility?

(Yes.)
3. Is the cone at the base of the service door to be seen with direct or indirect vision?

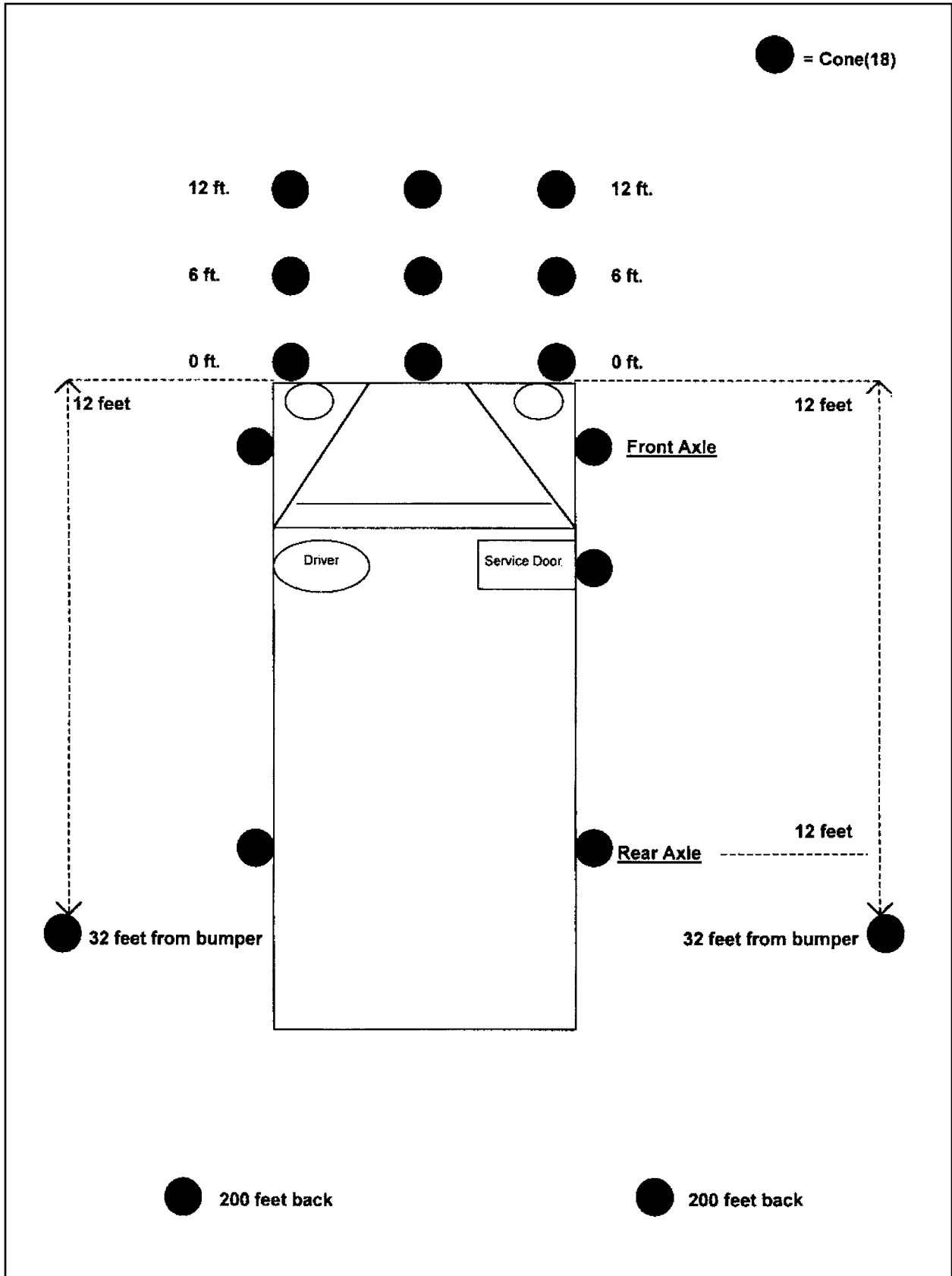
(It is seen with indirect vision.)

NOTES:

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers can properly adjust mirrors in accordance with state and federal guidelines by identifying specific points of visibility while using a mirror adjustment station.





CHAPTER 3:

Starting--Stopping--Braking

Starting:

Starting on level ground, requires a gentle touch. The driver should not just mash the fuel pedal to the floor, when starting. He/she should be cautious and use an easy application of the accelerator. This saves the transmission, suspension, passengers, and driver from violent motion. If the passengers feel attended to, they will be happier and perhaps easier to manage.

Starting on a hill, requires some practice with feet and hands.. Remember to eliminate “roll back” on steep streets. Avoid hitting someone directly behind the bus.

Stopping:

For the most part, the driver knows exactly where he/she is going every day. Plan your stops ahead of time so hard braking is not necessary. When applying the brake pedal, feather back slightly, so the stop is smooth and the bus does not “buck” or “rear up” after the motion is halted. This makes a smoother ride for passengers and may just keep them in a better mood. It also does the same thing for the driver. If the ride has been smooth, neither the driver nor the pupils feels “roughed up.” Look in your rear view mirror as stopping occurs. If pupils anticipate the stop by bracing their hands on the seat backs, the braking is too hard. Obviously, heavy loads require more braking pressure than light loads.

Braking:

The most common bad habit here is braking too hard. Again, except for field trips to strange places, the driver knows where he/she is going and he/she can anticipate the stops that will be necessary. Plan for gradual stops. Brake as smoothly and possible and the brake shoes will probably last 50% longer that those which were

NOTES:

abused with rough use. Proper braking will also relieve stress on the suspension system.

For long down hill stretches, refer to the DEFENSIVE DRIVING section for brake use on hills. Keeping the brakes cool will increase braking efficiency on long downhill grades.



CHAPTER 4:

Lane Use and Turns

Lane use and roadway position

Lane usage is a critical factor for the bus driver and may be difficult to master at first. The trainee has to get used to viewing the roadway from a new perspective. This will prevail to a greater degree when the trainee is beginning on a large conventional or transit type bus. The bus is wider and higher than an automobile and the driver's position relative to the center line will be different. All this changes the picture the driver sees before him. The instructor must realize this and be ever watchful to be sure the trainee makes the right moves and maneuvers until he becomes accustomed to this new picture.

1. Stay in one lane for normal driving, not straddling lane marker lines or obstructing more than one lane.
2. Use parking lane only for stopping and parking.
3. Where there is more than one lane for traffic going in one direction, travel in the furthest right lane (not including parking lane) unless passing or turning to the left.
4. Drive at a safe distance from other vehicles — at least four seconds from a followed vehicle; at least 500 feet from a followed bus in convoy; at least 100 feet from a preceding bus leaving the school grounds.
5. In double right or left turn lanes, bus turns from outermost lane. (Explain why).

Lane changes

The instructor should cover the following criteria on lane changes:

Look for rear-approaching traffic in the new lane when **DECIDING TO CHANGE LANES**.

NOTES:

1. Look out the window to check any blind spots and move the head enough to see around the blind spot.
2. On multi-lane roads, look for vehicles about to enter the new lane from the far adjacent lane.
3. Check the rearview mirror(s) to observe vehicles passing in the new lane, following vehicles closing fast from the rear in the new lane, and following vehicles about to enter the new lane.

Turns

When approaching a turn, it is necessary to brake, do so BEFORE entering the turn. Never brake in the middle of a turn unless absolutely necessary.

Remove the foot from the throttle and look ahead for the high point or apex of the turn. With a right-hand turn for example — slack off on the throttle and brake if necessary, before getting to the turn. Then move as close to the center line as is safe and use the width of the lane to make the turn. As soon as the midpoint of the turn is reached, power should be applied and increased. The turn is completed.

Left turns are made the same way. Move to the high side or right side of the roadway just as the turn is started. When the center of the turn is reached increase power. Finish the turn by favoring the right edge of the roadway.



CHAPTER 5:

Backing and Parking

Backing in a straight line

Backing in a straight line is not a “trick.” It is not just something that a CDL tester requires. It is a skill that allows the driver confident control while performing this activity. If a driver has no confidence while going backward, he/she is more apt to commit an error and create damage.

Practice is best done in a parking lot or open area which has very little other traffic. **Do not use an active street for this maneuver.**

1. Position the bus by pulling away from the destination target. Your alignment reference is some parallel mark or line beside the bus. The destination/target for backing is to the rear of the bus.
2. Once the bus is in a parallel position, look at either the flat left or right rear view mirror and look at the rear vertical edge of the bus.
3. Compare this vertical edge with a landmark (tree, rock, fence, house, power pole, etc.) so it “looks” like the landmark is an inch or so beside the rear vertical edge of the bus. They would appear to be standing side by side.
4. Slowly begin backing after sounding the horn. Keep the landmark and the rear vertical edge of the bus the same distance apart - (about an inch or so).
5. As you back, the bus will want to wander from side to side and increase or decrease the distance between the landmark and the rear vertical edge of the bus. Bump the steering wheel back and forth to keep the distance constant.*

*SLOW SPEED AND VERY LITTLE STEERING ARE NEEDED TO BACK SAFELY.

NOTES:

Backing and parking

Backing and parking are two skills that, when absorbed, give a driver a tremendous feeling of satisfaction. The successful driver with backing skills “knows” where the four corners of the bus are. Consequently the person is more accurate and less likely to cause damage.

Backing should be done **ONLY** when necessary. One usually backs daily **ONLY** when it is required for a route that has been sanctioned by a supervisor. One should also tap the horn to warn everyone that the bus will be backing.

When carrying pupils, it is most important to remember the backing rule:

NEVER BACK WHILE THERE ARE PUPILS (OR OTHER PEOPLE) ON THE GROUND.

So, in the morning, load the pupils and then back the bus. In the afternoon, back the bus and then unload the pupils.

Exercises are available to practice backing skills. Remember, these exercise are not just for entry level people. Experienced drivers can benefit from them too.

Parking is something that is done with skill too. With the proper lessons, the driver will not scrape other parked buses and will not back through the compound fence.



CHAPTER 6:

Urban Driving

Entering the traffic flow

Whether in urban, suburban or rural driving situations, the driver must know the proper techniques for entering flows of traffic. The following criteria SHOULD BE COVERED by the instructor:

1. Stop at stop sign.
2. Stop at yield sign if other traffic in intersection presents any hazard.
3. Stop at crosswalk (if any). Watch for possible hazards to pedestrians when stopping at crosswalk.
4. Stop at point of entry into the traffic flow.
5. Activate right or left turn signal 100 ft. before turning. (Be sure signal cancels upon completion of turn).
6. Look to determine that there are no pedestrians in the path of the bus.
7. Check mirror to determine that all passengers are seated.
8. Look to right and left to determine whether there are vehicles in motion on the roadway to be entered.
9. Yield right-of-way to vehicles already on the road to be entered.
10. Look for suitable gap in traffic when safe, accelerate smoothly into road, neutralizing the turn signal as right lane position is established.

NOTES:

Crossing intersections

Controlled intersections:

1. When the light turns green shift from neutral to the proper starting gear. This will give cross traffic 3-5 seconds to “blow the light” and not hit you broadside. Do not shift again until you cross intersection.
2. Look first left (since this is the nearest traffic), second look right for more traffic, left again, or as many times as necessary and finally look straight ahead for turning traffic.
3. If these three areas are clear, proceed cautiously across the intersection.

Uncontrolled Intersections:

1. Stop or slow down. Follow items 2 and 3 above. Yield to any traffic approaching from the right.
2. As you approach, decelerate to a safe speed, then take your foot off the accelerator and place it OVER, but not on the brake. (This will shorten your reaction time if braking is necessary.)
3. Look left, right, left and straight ahead to ensure safety.
4. If all is clear, continue through the intersection and accelerate once you have cleared it.

Understanding the driving environment

As you drive your route, the task of transporting pupils and maneuvering through traffic may become routine. To break up the boredom continually remind yourself of the conditions that you drive in.

1. LIGHT CONDITION
Having too much or not enough light can affect your driving safely.
 - a. Make sure your headlights are clean and properly aimed. Turn on your headlights when pupils are aboard.

NOTES:

- b. Use low beam when approaching traffic is visible or when you are following another vehicle.
- c. Don't look directly into bright oncoming headlights at night —look at the right hand road edge. Don't RETALIATE with your high beam lights; it just compounds the problem.
- d. Don't wear sun glasses at night.
- e. Reduce your speed in the dark.
- f. Watch for cyclists and people on foot.
- g. In bright light, use a sun visor or good sun glasses — this applies to wet glare or snow glare.

2. WEATHER CONDITIONS

Collisions are caused by drivers who don't take the time to adjust to weather hazards.

- a. Make sure glass surfaces (mirrors too!) are clear of mud, dust or frost. Don't try to drive by looking through a "peephole".
- b. Warm the engine before moving and have the defrosters going from the start so the inside of your vehicle does not suddenly fog up.
- c. When RAIN, FOG, SLEET or SNOW begin, adjust your speed right away so you can get the "feel of the road" and not get surprised later on as conditions get worse.
- d. If ice or snow accumulates on windshield, lights or windows, find a safe place to stop and clear these areas.

3. ADVERSE ROAD CONDITIONS

Road surface conditions will affect the driver's ability to STEER, STOP and START.

- a. Adjust your speed. Remember, posted speed limits are for ideal conditions only.
- b. Snow, ice and the early phases of rain are especially treacherous. Increase your following distance so you can stop safely.
- c. Use the brake sparingly on slick surfaces to avoid locking

NOTES:

the wheels and skidding. If you should skid, turn IN THE DIRECTION of the skid and then slowly straighten out the bus.

- d. Bridges and shady spots freeze before other areas and these are the last to thaw. Ice at 30 ° F. is slicker than ice at 0° F.
- e. Be cautious of wet leaves, they are slick too.
- f. Reduce your speed in rain or standing water to avoid hydro planing.
- g. On roads that are slick, make several “test” stops and starts before you get to your route area.

4. TRAFFIC CONDITIONS

This condition varies as to the number of cars, trucks, and pedestrians and the time of day in which you encounter them.

- a. Pedestrians and cyclists don't always have the right of way, but buses must yield to them.
- b. Route yourself around congestion rather than taking the additional risk of driving through it.
- c. Go as much as you legally and safely can with the pace of heavy traffic. Going faster or slower in traffic creates passing moves that may be dangerous.
- d. Since traffic encounters can cause angry responses in other drivers, show courtesy and consideration for other motorists. This will keep tempers cool.

5. VEHICLE CONDITION

Drivers should be able to recognize when a bus isn't running well. WRITE UP VEHICLE DEFECTS AND HAVE THEM REPAIRED BEFORE MOVING.

6. EMERGENCY VEHICLES

Frequently the school bus driver will meet an EMERGENCY VEHICLE. The emergency vehicle has the right-of-way. The school bus should be pulled as far off the road as it is safely possible until the vehicle has passed. IT IS NOT INFREQUENT THAT ONE EMERGENCY VEHICLE FOLLOWS

ANOTHER. The safety-minded driver will realize this and be on the look-out for additional emergencies. If the school bus driver is faced with the problem of an approaching emergency vehicle while in the process of loading or unloading, the driver should have the pupils remain where they are within the protection of the bus. If the stop sign has been extended from the bus, it should be retracted when the pupils are safe. Caution should be exercised around any vehicles displaying flashing lights regardless of color.

7. ROAD OBSTRUCTIONS

Temporary road obstructions are frequently encountered, such as ANIMALS ON THE ROADWAY, FARM EQUIPMENT, OR ROAD CONSTRUCTION EQUIPMENT. The driver of the bus should proceed with caution and should not attempt to increase speed until the obstacle is passed. If any obstacle is in your lane, you are obligated to slow or stop until you can safely pass.

8. BEING OVERTAKEN AND PASSED

Due to the nature of its operation, the school bus is constantly being passed by vehicles following it. As a result there are some very specific things that the driver should look for:

- a. When there is no possible hazard:
 - (1) Stay in right-hand lane.
 - (2) Maintain speed.
- b. When another vehicle is ALSO approaching from the opposite direction creating a hazard for the vehicle trying to pass you:
 - (1) Slow bus to allow car to pass safely before oncoming vehicle reaches you, or
 - (2) Move to parking lane, stop slowly if it seems that PASSING vehicle can't complete the pass before ONCOMING vehicle reaches you.
- c. When on a narrow road, following traffic is built up and a regular stop is not coming up soon:
 - (1) Pull to side of road (if possible) using right turn signal, and stop. (Avoid driving on soft road shoulders).

NOTES:

- (2) Allow vehicle to pass.
- (3) Activate left turn signal to return to traffic flow.
- (4) Resume position on road and continue run.
- (5) It is NOT recommended the bus driver signal other vehicles that it's safe to pass.



Rural driving

1. BRUSH THAT HIDES TRAFFIC SIGNS AND INTERSECTIONS

Often there are branches or buildings that block the driver's view of traffic.

2. FOG - BRIGHT SUNSHINE - RAIN - SNOW- ICE - BLACK ICE

Weather can make an ordinary trip difficult. Driver's must adjust to it.

3. GRAVEL ROADS, DIRT ROADS, DRIVEWAYS

Away from towns, the roads may not always be asphalt and well marked. Modify driving to fit these situations.

4. LEGIBLE AND ACCURATE MAPS

Route or trip maps that can be easily read and that have current information on them are essential to safe driving.

5. LENGTH OF ROUTE IN TIME AND MILES

Rural routes may last from under an hour to a half hour. This takes more time than urban routes and the driver is with the pupils for a much longer time.

6. MACHINERY -ANIMALS - HERDS IN ROADWAY

Riders on horses, animal herds, and farmers on machinery: These are just a few "other" things that are found in rural areas.

NOTES:

7. MULTI-CURVED ROADS

As one gets further into the rural areas, the roads become less straight and begin to curve around property and topography. Modify driving to accommodate situations.

8. POORER RADIO TRANSMISSIONS

Hills and mountains can block radio transmissions.

9. PRIMITIVE ROADS

Primitive roads have no signs and markings. There is usually warning sign at the beginning of unmarked roads. Once the bus is on a primitive road, nothing is there to warn or guide.

10. RESPONSE TIME FOR INJURY -ACCIDENT - REPAIR

Obviously, when the bus is far from the garage or emergency services, the response time will be longer. The driver must secure the scene and take care of the pupils under his/her protection.

11. ROADS WITH NO SHOULDERS

Not that school bus drivers use the shoulder of the road for travel, but this situation requires vigilance or a spill in the ditch will result.

12. UNGUARDED RAILROAD CROSSINGS

Railroad crossings will still have the round warning sign and cross buck, but there will not always be electric warning devices that are found closer to town. Only driver observation can keep crossings safe.

13. DETOURS

Road construction, accidents, and incidents may force the bus driver to wait at the scene or take another route. Be careful in either case.

14. DRIVING AT NIGHT

Driving at night in rural settings requires adapting to the unseen and unfamiliar.

NOTES:



CHAPTER 8:

Turnarounds

Turnarounds

Turning the bus around sounds like a simple operation. There is a collision in the roadway up ahead, so the bus is taken around the block to avoid the situation. BUT, the term usually refers to a missed turn or the edge of the school district or the end of the road. Choices are few and the bus must change direction. The end of the road or the edge of the school district usually have turn-arounds

that have been authorized by a supervisor.

Turning around often requires backing, so be careful, tap your horn for warning, and carefully watch all of the mirrors during the movement.

REMEMBER

Never back while there are pupils (or other people) on the ground.



Driving on hills and grades

Good judgment, common sense, proper training and courtesy are the keys to being a good driver. No driver should be assigned to make a run unless he/she has received training in driving on such roads. In providing this training, be sure to cover all of the following.

1. Attitude adjustment (Driving in mountains vs. flatland driving).
2. Speed of bus.
 - a. Discuss the necessity to adjust speed in accordance with the type of road: wide, narrow, rough, smooth, winding or straight.
 - b. Emphasize the importance of selecting a speed that is SAFE.
 - c. Discuss and demonstrate selecting a safe speed that will give passengers a smooth and comfortable ride.
3. Knowledge of where the bus is located on the roadway.
 - a. Discuss the importance of keeping the bus on the right side of the roadway.
 - b. Discuss the position of the front end of the bus on the roadway and the relationship of the front end to the rear axle location on the roadway. The driver must be aware that the rear axle will “cheat” on sharp curves.
 - c. Emphasize proper mirror use to determine where the rear axle of your bus is and what it is doing.
 - d. Discuss the fact that the width of the roadway will be a factor in the position of the bus on the roadway.
 - e. Emphasize that on narrow blind turns the bus may be taking up most of the roadway. Use of the horn as a warning to other drivers is recommended.

NOTES:

4. Choice of gears when ascending a hill.
 - a. Emphasize the importance of proper use of the tachometer and temperature gauge.
 - b. Discuss and demonstrate keeping the engine rpm up to deliver enough power to avoid lugging the engine.
 - c. Explain lugging and how to avoid it.
 - d. Discuss choosing the proper gear for SAFETY, PROPER SPEED, and MAXIMUM CONTROL
 - e. Explain that a driver must know what the downshift points are to maintain proper engine rpm.

5. Speed of bus when descending hills.
 - a. Explain that a driver must keep the speed down to the point where MAXIMUM SAFETY and CONTROL are attained.
 - b. Explain proper engine control.
 - (1) Keeping engine rpm below rated governor rpm.
 - (2) Keeping engine rpm low enough to allow the driver to shift down one gear if necessary. (This creates a safety cushion for the driver and lessens the wear on the engine).
 - c. Explain proper transmission control while descending hills.
 - (1) Going down a grade in the same gear that was required to climb that grade (Explain why this is a good practice).
 - (2) Deciding which gear the bus should be in and shifting down to that gear before starting down the grade.
 - (3) Knowing how to make a downshift going down a grade. (Explain the procedure and discuss why a downshift might be necessary in this situation).
 - d. Explain the proper use of brakes when the bus is descending a grade.
 - (1) Importance of proper gear selection. (The amount of brake use required will depend on the choice of gears).
 - (2) Maintaining a safe speed and reducing wear on

brakes (Explain that after a safe speed has been determined and the proper gear has been selected, a light, steady brake pressure should be used to keep the vehicle at that safe speed. This action will help dissipate heat buildup more evenly and will lessen the chance of brake fade.)

NOTES:

Starting and stopping on a hill

Most bus routes involve a multitude of driving situations which will require the driver to have expertise on starting and stopping on hills. The instructor must make sure the trainee can handle the bus in this situation. Acceptable procedures are indicated below:

Starting on a hill

With right foot on the brake, and the transmission in the appropriate gear, drop right foot onto the accelerator, giving enough fuel to hold the weight of the bus WITHOUT DRIFTING BACKWARD.

Stopping on a hill (upgrade)

1. Check following traffic.
2. Apply the brake lightly for a smooth stop.
3. Allow an extra safety margin between the bus and the vehicle ahead on an upgrade.

Final evaluation

When the training is completed, have the student drive a course designed by you. This course should include as many examples as possible of the driving conditions that a school bus driver could encounter. Be alert for any deficiencies that the student will need to correct. In addition, use the results to evaluate your performance as an instructor. Whether or not children reach their destination as safe as possible depends to a great degree on how well we do our job as instructors.



Automatic transmissions

Automatic transmissions require different skills than manual ones. They often take time off a school bus route, because shifting for the most part is not necessary. Before moving, check the numbers on the shifter module and make sure that the shift selector actually points at the symbol when it is moved. These symbols would be something like R - N - 1 - 2 - 3 - D.

The shift selector should point to N before starting the engine. Some small buses must be in P or N, before they will start. Most buses require the N position and if the pointer is elsewhere, the engine will not start. If the shift pointer is at the N, and the engine will not start, move the shift selector through the gears once or twice, then, select N again, and attempt to start the engine.

If the transmission seems to shift up and down over and over on its own, one is driving on the cusp of the shifting rpm's. Shift up a gear at this time and the up-down syndrome should stop.

When descending a hill, the driver chooses the "correct" gear for going down hill. To maintain that gear and control the bus speed, use GRADE BRAKING TECHNIQUES. This keeps the speed under control and the brake system cool. There is a maximum engine upper rpm limit on most automatic transmissions. If the engine speed goes above this limit, the transmission will shift to the next higher gear and the original control for descending will be lost. That is, the gear will no longer help retard the speed as the bus goes down hill.

The driver must report transmission failure

The driver is often the only one who can report the failure of a transmission. It is the responsibility of the school bus driver to do just that.

NOTES:

Signs of automatic transmission failure

1. The gear selector goes into gear, but nothing happens, or the wrong gear is selected.
2. When moving on the roadway or up hills, the transmission does not pull very hard and seems to slip.
3. The transmission goes from gear to gear on its own, (without the driver selecting the gears) and bumps or bangs with each change. Seek the help of a mechanic to eliminate this hard shifting.

Manual transmissions

The clutch on the manual transmission requires some practice, before the driver becomes a skilled and smooth shifter.

The proper amount of “free play” should be 1 to 1 1/2 inches. “Free play” is the distance the clutch pedal moves before it engages. If the pedal travels more or less than the 1 to 1 1/2 inches, seek the help of a mechanic to adjust it.

Never use the clutch pedal as a foot rest. Using it as a foot rest wears out the throwout bearing and that requires the bus to go to the shop for repair.

The driver must report clutch failure

The driver is often the only one who can report the failure of a clutch. It is the responsibility of the school bus driver to do just that.

Signs of clutch failure

1. Slipping: The clutch is engaged, but the bus does not move well.
2. Grabbing: The clutch grabs roughly instead of the usual smooth shifts.
3. Unusual noise: The noises could be growling, whirring, rattling, etc.
4. Odor: The smell is usually like burning rubber.

5. Too much or too little free play: The clutch pedal moves very little or too much.
6. Hard to put into clutch gear: The shift lever is difficult to put in gear with the pedal depressed.
7. Hard to move from gear to gear: Once in gear, it is difficult to move from one gear to another gear. This may appear as “grinding” between gears.

Make yourself a smooth shifter

1. Start in the correct gear. Don't select a gear too high for starting to move the bus.
2. Shift slowly and smoothly. Don't shift as fast as possible. There is no competition here.
3. Shift slowly and smoothly. Don't “grind” the gears as shifting is done.
4. **DO NOT SHIFT INTO NEUTRAL AND COAST DOWNHILL! EVER!**
5. When it is necessary, always double shift between gears.
6. Travel in the proper gear. Don't lug the engine by choosing a gear that is too high.

NOTES:



Section 6:

SPECIAL SERVICES

SECTION INCLUDES:

Buses

Equipment

Pre and Post Inspections

Passenger Care

Aides and Assistants

Emergency Situations

Evacuation Drills

Routing

Driver Awareness



Introduction

Exceptional Needs - Exceptional Service

Transporting the student with special needs

Under the provisions of Individuals with Disabilities Education Act (IDEA), and its continuing reauthorization, school districts are required to provide transportation services to students with special needs in order for the students to benefit from their educational program. What and how transportation is to be provided is determined by the Individualized Education Plan (IEP) team. If required, how that transportation will be provided will depend on the unique requirements of the student. A primary consideration will almost always be least restrictive environment (LRE). Students with special needs have the right to be educated and transported with their peers.

In IDEA Part B, transportation services is defined to include “travel to and from school and between schools, travel in and around school buildings,” and “specialized equipment (such as special or adapted buses, lifts and ramps,) if required, to provide a special education for a student with a disability.”

The equipment used to meet the needs and requirements of a student creates the image of a special needs bus. The reality is we don't have special needs buses, we have buses that serve special needs. We have students with special needs who ride all buses from all areas of the district. The following training material is intended to provide the trainer with basic material to train drivers on the multiple aspects of transporting students with special needs. Transportation services are always determined on a case-by-case basis dependent on the individual needs of the student. The training material should be taught in its entirety, however, trainers should provide particular emphasis to the individual requirements within their district.



CHAPTER I: Buses

Overview

This section will describe the primary equipment used to transport special needs students.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Types of buses

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

This lesson is intended to provide the driver candidate with information about the various types of school buses used in special needs transportation.

At the end of this lesson, the school bus drivers will be able to:

- List the four major types of school buses.
- Identify a special needs bus.

Lesson Plan

Introduction

The four major types of school buses are Type A, Type B, Type C, and Type D. All these types may be used to transport special needs students and depending on the speciality of their needs, may be equipped with specialized equipment to meet those needs.

Presentation

A specially equipped school bus is any school bus which is designed, equipped, or modified to accommodate students with special needs. While one bus may be fitted with a lift, another

may have seat belts installed to secure child safety seats.

School buses so equipped are not to be considered a separate class or type of school bus, but simply a regular school bus which is equipped with special accommodations.

TRAINER'S NOTE:

The driver trainer is encouraged to review the following types of equipment and to provide special emphasis to the types of equipment within their own fleet.

Types Of Buses

NOTES:

Type A school bus characteristics:

- Van conversion.
- Body on van-type or cutaway front end section.
- Left side driver's door.
- More than ten passengers.
- If under 10,000 lb. GVW - AI.
- If over 10,000 lb. GVW-AII.



NOTES:

Type B school bus characteristics:

- Van conversion.
- Body on van-type or cutaway front end section or striped chassis.
- More than ten passengers.
- More than 10,000 lb. GVW.
- Entrance door behind front wheels.
- Part of engine is beneath or behind the windshield and beside the driver's seat.



Type C school bus characteristics:

- Body installed on flatback cowl chassis.
- More than ten passengers.
- More than 10,000 lb. GVW.
- Entrance door is behind front wheels.
- All of the engine may be in front of the windshield or may be partially beneath or behind the windshield and beside the driver's seat.

NOTES:



NOTES:

Type D school bus characteristics:

- Body on chassis.
- More than ten passengers.
- More than 10,000 lb. GVW.
- Entrance door is ahead of the front wheels .
- The engine may be behind the windshield, beside the driver's seat or mid-mounted between the axles or at the rear behind the rear axle.



Summary

A special needs school bus is simply a regular type of school bus equipped with specialized accessories to accommodate the special needs of the passengers.

Evaluation

Test Questions:

1. Name the four major types of school buses.
 - a. Type A - Van style
 - b. Type B - Front section chassis
 - c. Type C - Conventional style
 - d. Type D - Transit style
2. Identify a special needs bus.
 - a. Lift equipped
 - b. Other specialized equipment such as oxygen bottles, mobile seating devices, safety restraints, etc.

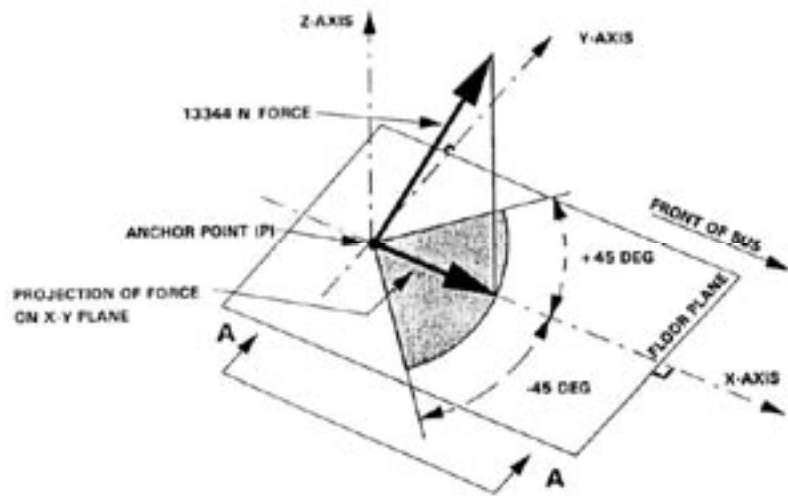
Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers can identify the four major types of school buses and define a special needs bus.

Washington State School Bus Specifications (2 pages inserted)

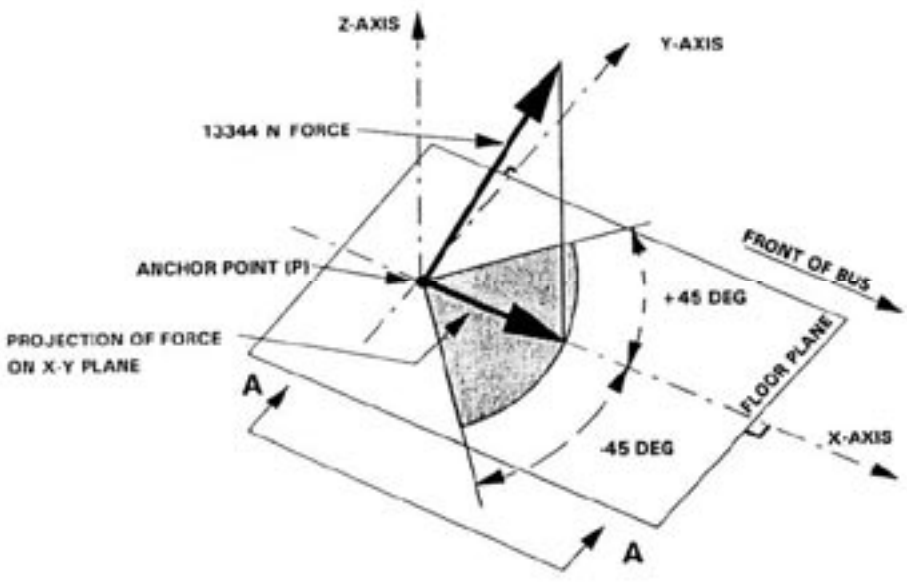
Washington State School Bus Specifications



Dr. Terry Bergeson
State Superintendent of
Public Instruction

September 2006

Washington State School Bus Specifications



Dr. Terry Bergeson
State Superintendent of
Public Instruction

September 2006

DEFINITIONS

As now or hereafter established by the Superintendent of Public Instruction, the term:

1. "School bus" shall mean every vehicle with a seating capacity of more than ten persons, including the driver, regularly used to transport students to and from school or in connection with school activities.
2. A Type A school bus shall mean a conversion bus constructed utilizing a cutaway front section vehicle with a left side driver's door. This definition includes two classifications: Type A-1, with a gross vehicle weight rating (GVWR) of 10,000 pounds or less, and Type A-2, with a GVWR greater than 10,000 pounds, not to exceed 36-passenger seating capacity.
3. A Type B school bus shall mean a conversion or body constructed and installed upon a van or front section vehicle chassis, or stripped chassis, with a GVWR greater than 10,000 pounds, designed for carrying more than ten persons. Part of the engine is beneath and/or behind the windshield and beside the driver's seat, and the service entrance door is behind the front wheels.
4. A Type C school bus shall mean a body installed upon a flat back cowl chassis, or a stripped chassis, with a GVWR greater than 10,000 pounds, designed for carrying more than ten persons. The service entrance door is behind the front wheels. This type also includes the above chassis with a passenger seating capacity greater than 36, and it may have a left-side driver's door.
5. A Type D school bus shall mean a body installed upon a chassis, with a GVWR greater than 10,000 pounds, designed for carrying more than ten persons. The engine may be behind the windshield and beside the driver's seat, at the rear of the bus behind the rear wheels, or midship between the front and rear axles. The service entrance door is ahead of the front wheels.
6. A special needs school bus shall mean any Type A, B, C, or D school bus as defined in this section that has been modified to transport students requiring the use of a wheelchair/mobility aid position or lift.



CHAPTER 2:

Equipment

Overview

This section will describe some of the specialized equipment used to accommodate the needs of special students.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Specialized equipment
- School bus minimum specifications

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

This lesson is intended to provide the driver candidate with information about the special equipment sometimes required on school buses that are used in special needs transportation.

At the end of this lesson, the school bus drivers will be able to identify:

- Hydraulic lift
- Seat belt
- Safety seats
- Safety restraints

Lesson Plan

Introduction

Installing special equipment on a school bus will depend on the special needs of the passengers being transported. The four major types of school buses are Type A, Type B, Type C and Type D. All these types may be used to transport special needs students and, depending on the speciality of their needs, may be equipped with specialized equipment to meet those needs.

Presentation

A specially equipped school bus is any school bus which is designed, equipped, or modified to accommodate students with special needs. While one bus may be fitted with a lift, another may have seat belts installed to secure child safety seats. School buses so equipped are not to be considered a separate class or type of school bus, but simply a regular school bus which is equipped with special accommodations.

Trainers note:

The driver trainer is encouraged to review the following types of equipment and to provide special emphasis to the types of equipment used within their own operation.

1. Wheelchair
2. Securement Systems
3. Walkers
4. Medical Support Equipment

Additional note:

Included for reference is a copy of the Washington State School Bus Minimum Specification for Special Needs Buses.

Summary

A special needs school bus is simply a regular type of school bus equipped with specialized accessories to accommodate the special needs of the passengers.

NOTES:

Wheelchair Lifts



Wheelchair Lifts (continued)



Wheelchair Lifts (continued)



Securement Systems



Securement Systems (continued)



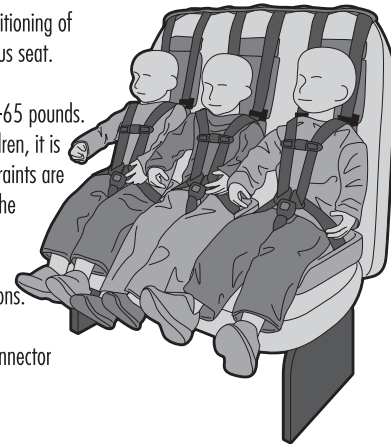
Securement Systems (continued)



SafeGuard®

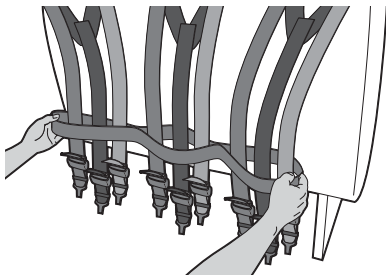
STAR Connector Strap Installation

- The STAR Connector Strap allows the positioning of **three** STAR restraints on a 39" school bus seat.
- Individual STAR restraints are rated to 25-65 pounds. Due to the space and comfort of the children, it is recommended that when three STAR restraints are used together on a 39" school bus seat, the maximum combined weight of children is 180 pounds (81.7 kg). Children can be positioned in one, two, or all three positions.
- Read instructions and install the STAR Connector Strap as outlined in steps 1 thru 4.



- 1** Position three STAR restraints on the 39" school bus seat before connecting the cam wrap straps. Thread the cam wrap straps through the three Connector Strap loops.

Pull the Connector Strap to the top of the seat. Attach all cam wrap straps. Do not tighten straps yet.

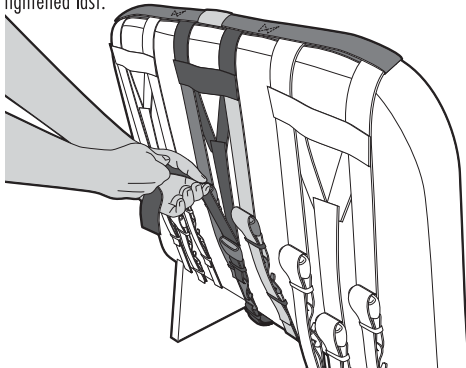


- 2** Position the Connector Strap at the top of the seat back and center evenly on the 39" school bus seat back cushion.

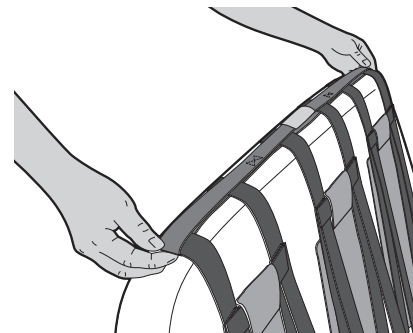


- 3** Once the Connector Strap is properly positioned on the school bus seat back cushion, tighten the cam wrap straps for the middle STAR restraint first and then the two outside STAR restraints.

Caution: The middle black strap on each STAR restraint is to be tightened last.



- 4** Check to be sure the Connector Strap is centered on the seat back cushion. This will prevent the outside straps from sliding off the ends of the seat.



18881 U.S. 31 North Westfield, IN 46074 USA
(T) 317-896-9531 (F) 317-896-2142
www.SafeGuardSeat.com

For assistance with installation or use of a STAR product, contact IMMI SafeGuard Consumer Service at 877-447-2305.

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SafeGuard Bus Seat User Guide (4 pages inserted)

Care and Maintenance

- Care and maintenance of the SafeGuard Bus Seat is the responsibility of the owner of the SafeGuard Bus Seat.
- Clean seat cushions, webbing and buckle with a damp sponge using mild soap solution and lukewarm water.
- Never lubricate the seat belt buckle.
- If cushion becomes damaged, it will need to be replaced by an authorized SafeGuard Bus Seat replacement/parts dealer.

Seat Belt Inspection

Lap-shoulder seat belt restraints on the SafeGuard Bus Seat should be regularly inspected for damage including cuts, fraying, extreme or unusual wear, significant discoloration due to ultraviolet exposure, extremely dusty or dirty conditions, abrasion to the seat belt webbing, damage to the buckle, latch plate, retractor, hardware or any other obvious problem. If any of these conditions develop or exist on the SafeGuard Bus Seat belt system, it will require replacement of the seat belt(s) immediately regardless of the age of the seat. See your authorized SafeGuard Bus Seat dealer or service center for seat belt replacement.

Seat Belt Installation Lock-Up

If during the seat installation process the lap-shoulder seat belt restraint becomes locked-up and cannot be pulled out, perform the following steps.

1. Move the Comfort Slide down.
2. Grasp the top strap of the shoulder belt webbing between the Comfort Slide and the belt exiting from the top of the seat.
3. Hold and pull the top strap tightly with a constant even force.
4. Release the top strap. The seat belt will unlock and is now ready to use.

User Assistance

For assistance on usage of the SafeGuard Bus Seat, contact the OEM Bus manufacturer or IMMI SafeGuard Consumer Service at 317-896-9531.

Warnings and Cautions

Warnings and Cautions must be closely followed as outlined in this user guide. Failure to follow the instructions and warnings on the use of this product can result in death or serious injury to the occupant.

Federal Safety Standards

SafeGuard Bus lap-shoulder seat belt restraints and child restraints are certified to applicable U.S. Federal Motor Vehicle Safety Standards FMVSS 209, 213, and 302. The SafeGuard Bus Seat, when properly installed per the instructions and with applicable hardware, allows the bus to meet U.S. Federal Motor Vehicle Safety Standards FMVSS 210, 222, and 225.

Recall Information

Child restraints could be recalled for safety reasons. If your seat includes an integrated child restraint, you must register this restraint to be reached in the event of a recall. Register on-line at www.safeguardseat.com/register, or fill out the included card.

Call the U.S. Government Auto Safety Hotline at 1-800-424-9393 (202-366-0123 in DC area).



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(T) 317-896-9531 (F) 317-896-2142

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**Bus Seat
User Guide**
Installation Instructions



Lap-Shoulder Seat Belt Restraints

For Children/Youths/Adults
Greater than 40 lbs. and 40 in. tall



Upper Torso Control Device

(Special Needs Restraint)
For Children/Youths/Adults
Greater than 40 lbs. and 40 in. tall



Integrated Child Restraints

For Children over 1 year of age, 22-65 lbs.
and under 40 in. tall



Latch Bars and Tether Attachments

For Add-On Child Seats
Rear Facing Infants 5-22 lbs.
Forward Facing Children over 1 year of age,
and 22-40 lbs.

Important: Carefully read and follow these instructions for proper use of the SafeGuard Bus Seat safety features and keep this user guide with vehicle.

Care and Maintenance

- Care and maintenance of the SafeGuard Bus Seat is the responsibility of the owner of the SafeGuard Bus Seat.
- Clean seat cushions, webbing and buckle with a damp sponge using mild soap solution and lukewarm water.
- Never lubricate the seat belt buckle.
- If cushion becomes damaged, it will need to be replaced by an authorized SafeGuard Bus Seat replacement/parts dealer.

Seat Belt Inspection

Lap-shoulder seat belt restraints on the SafeGuard Bus Seat should be regularly inspected for damage including cuts, fraying, extreme or unusual wear, significant discoloration due to ultraviolet exposure, extremely dusty or dirty conditions, abrasion to the seat belt webbing, damage to the buckle, latch plate, retractor, hardware or any other obvious problem. If any of these conditions develop or exist on the SafeGuard Bus Seat belt system, it will require replacement of the seat belt(s) immediately regardless of the age of the seat. See your authorized SafeGuard Bus Seat dealer or service center for seat belt replacement.

Seat Belt Installation Lock-Up

If during the seat installation process the lap-shoulder seat belt restraint becomes locked-up and cannot be pulled out, perform the following steps.

1. Move the Comfort Slide down.
2. Grasp the top strap of the shoulder belt webbing between the Comfort Slide and the belt exiting from the top of the seat.
3. Hold and pull the top strap tightly with a constant even force.
4. Release the top strap. The seat belt will unlock and is now ready to use.

User Assistance

For assistance on usage of the SafeGuard Bus Seat, contact the OEM Bus manufacturer or IMMI SafeGuard Consumer Service at 317-896-9531.

Warnings and Cautions

Warnings and Cautions must be closely followed as outlined in this user guide. Failure to follow the instructions and warnings on the use of this product can result in death or serious injury to the occupant.

Federal Safety Standards

SafeGuard Bus lap-shoulder seat belt restraints and child restraints are certified to applicable U.S. Federal Motor Vehicle Safety Standards FMVSS 209, 213, and 302.

The SafeGuard Bus Seat, when properly installed per the instructions and with applicable hardware, allows the bus to meet U.S. Federal Motor Vehicle Safety Standards FMVSS 210, 222, and 225.

Recall Information

Child restraints could be recalled for safety reasons. If your seat includes an integrated child restraint, you must register this restraint to be reached in the event of a recall. Register on-line at www.safeguardseat.com/register, or fill out the included card.

Call the U.S. Government Auto Safety Hotline at 1-800-424-9393 (202-366-0123 in DC area).



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SafeGuard

Bus Seat User Guide Installation Instructions



Lap-Shoulder Seat Belt Restraints

For Children/Youths/Adults
Greater than 40 lbs. and 40 in. tall



Upper Torso Control Device

(Special Needs Restraint)
For Children/Youths/Adults
Greater than 40 lbs. and 40 in. tall



Integrated Child Restraints

For Children over 1 year of age, 22-65 lbs.
and under 40 in. tall



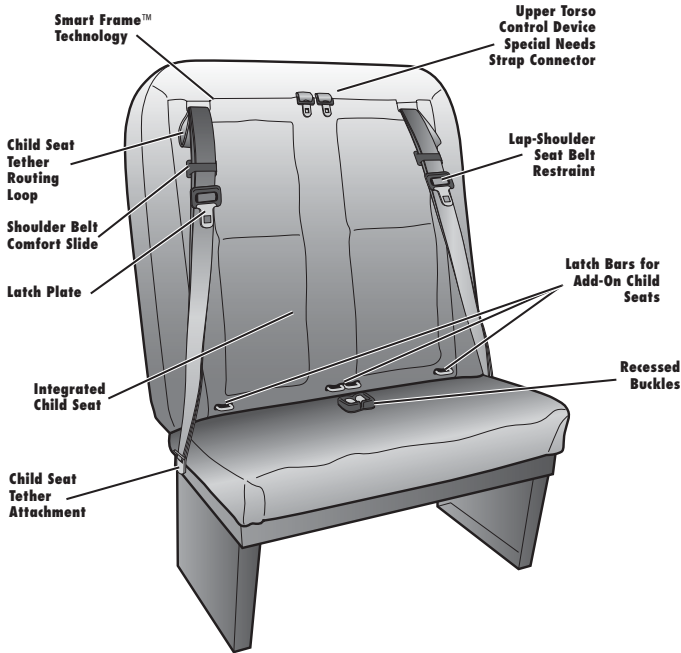
Latch Bars and Tether Attachments

For Add-On Child Seats
Rear Facing Infants 5-22 lbs.
Forward Facing Children over 1 year of age,
and 22-40 lbs.

Important: Carefully read and follow these instructions for proper use of the SafeGuard Bus Seat safety features and keep this user guide with vehicle.

Table of Contents

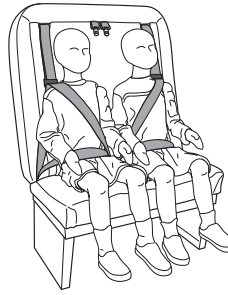
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Lap-Shoulder Seat Belt Restraints

for Children/Youths/Adults

1

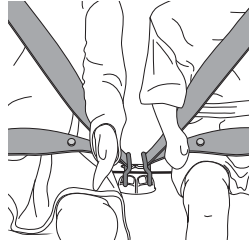


Use of Lap-shoulder Seat Belt Restraints

SafeGuard lap-shoulder seat belt restraints can be used for children, youths and adults (occupants) who have reached 40 lbs. or above in weight and are at least 40 in. tall. The SafeGuard buckle is positioned forward to provide a correct fit across the occupant's upper thighs. The occupant must sit as far back as possible in the seat (See Figure 1).

Caution: Backpacks must be removed before using the SafeGuard seat belt restraint.

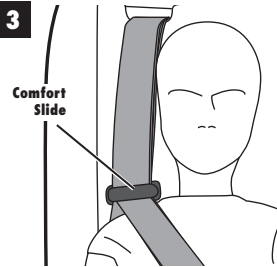
2



Use of Seat Belt Restraint Buckle

Position the occupant in the SafeGuard Bus Seat. Place the lap-shoulder seat belt restraint around the occupant and insert the metal latch plate into the buckle located in the bottom seat cushion. You will notice an audible click when the metal latch plate is properly inserted into the buckle (See Figure 2). Once buckle has been latched, give the belt a tug to be sure the buckle has been properly attached.

3

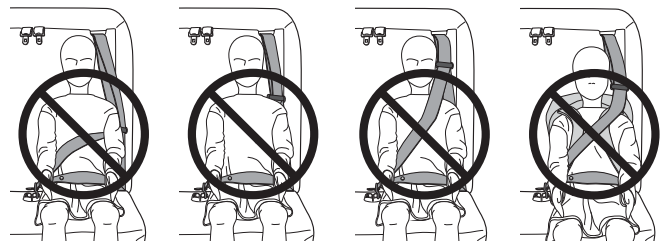


Shoulder Height Adjustment

To properly use the shoulder height adjustment, position the shoulder belt snugly across the center of the shoulder. Move the SafeGuard plastic shoulder belt Comfort Slide up or down to position the belt on the occupant at shoulder level (See Figure 3).

The shoulder belt must be positioned snugly across the center of the shoulder.

Improper Use of Lap-Shoulder Seat Belt Restraint



Seat belt under the arm

Seat belt behind the back

Seat belt Comfort Slide too high

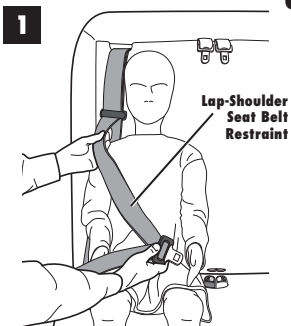
Seat belt with backpack

⚠WARNING

Failure to use the lap-shoulder seat belt restraint as described above can result in death or serious injury to occupant.

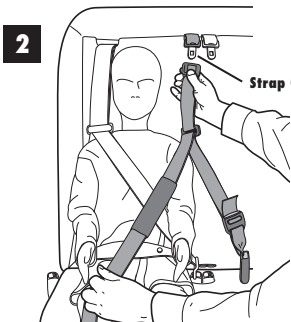
Upper Torso Control Device

For Special Needs Children/Youths/Adults

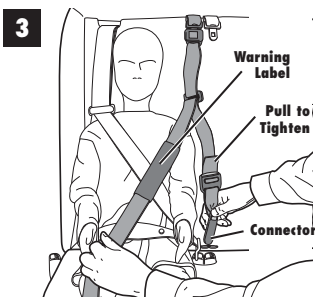


Minimum Passenger Weight 40 lbs. and 40 in. tall

Place the lap-shoulder seat belt restraint around the occupant and insert the latch plate into the buckle located in the bottom seat cushion (See Figure 1). You will notice an audible click when the latch plate is properly inserted into the buckle. Give the belt a tug to be sure the buckle has been properly attached and shoulder belt is snugly across shoulder. Adjust shoulder belt Comfort Slide to shoulder height of occupant.

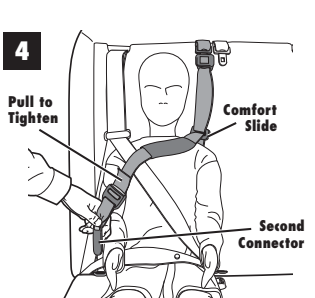


Snap the buckle of the Upper Torso Control Device into the strap connector located at the top of the seat (See Figure 2).



Extend the strap without the warning label behind the child's shoulder and latch the connector to lower metal anchor bar (located directly below the top strap connector). Tighten web at the adjuster by pulling on the loose end of webbing until strap is tight (See Figure 3).

Make sure you hear an audible click for proper attachment to the metal anchor bar.



Place the remaining upper torso strap over the occupant's shoulder and upper torso and latch second connector to the anchor bar (See Figure 4).

Make sure you hear an audible click for proper attachment to the anchor bar.

Adjust upper torso shoulder strap Comfort Slide to shoulder height of occupant and tighten the webbing strap snug by pulling on the loose end of webbing at the adjuster.

A snug strap should not allow any slack. It lies in a relatively straight line without sagging. It does not press on the child's flesh or push the child's body into an unnatural position.

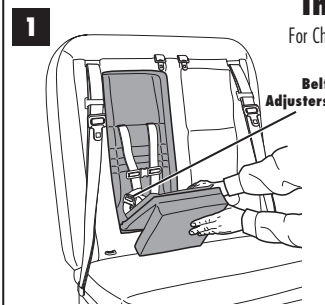
AWARNING

MINIMUM PASSENGER WEIGHT 40 LBS. AND 40 IN. TALL

Never use this Upper Torso Control Device without the lap-shoulder seat belt restraint. Failure to follow these restrictions can result in death or serious injury to occupant.

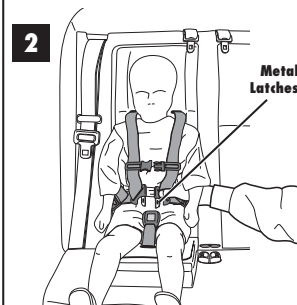
Integrated Child Restraint

For Children over 1 year of age, 22-65 lbs. and under 40 in. tall



Lower the two-piece seat cushion. Fold the top cushion under to create a seat cushion for child to sit on (See Figure 1).

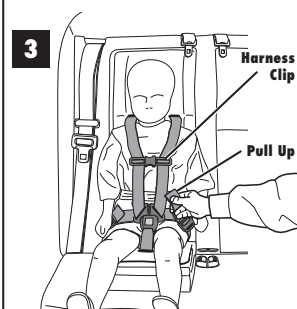
Release the metal latches from the buckle. Lengthen the straps by the release button on the adjusters. Pull the shoulder strap out to lengthen restraint shoulder straps.



Position child in the seat. Place the shoulder straps over the child's shoulders and fasten the two metal latches into the buckle (See Figure 2).

Make sure you hear an audible click for each metal latch.

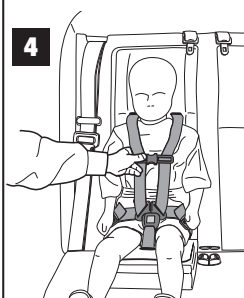
Once buckle is attached, pull up on shoulder straps to eliminate any slack in the lap belt area.



Tighten the shoulder straps by pulling up on the free end of the strap at each belt adjuster (See Figure 3). Be sure each side of shoulder strap is adjusted snug around child.

A snug strap should not allow any slack. It lies in a relatively straight line without sagging. It does not press on the child's flesh or push the child's body into an unnatural position.

Fasten the harness clip. Adjust to child's armpit level (See Figure 3).



Be sure the shoulder restraint straps are snug on the child. If further adjustment is needed, be sure child is not leaning forward and again pull up on the free end of the straps at the belt adjusters (See Figure 4).

Child restraint registration:

Integrated child restraints must be registered to be reached in the event of a recall. Register on-line at www.safeguardseat.com/register, fill out the included card.

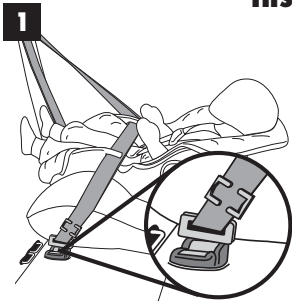
AWARNING

The SafeGuard child restraint is to be used only for children over 1 year of age, between 10 and 29.5 kg (22 and 65 pounds) and whose height is less than 102 cm (40 inches). The child's shoulder height must be lower than the shoulder belt slots and be capable of sitting upright without assistance.

FAILURE TO FOLLOW THESE RESTRICTIONS CAN RESULT IN DEATH OR SERIOUS INJURY TO CHILD!

Installing Add-On Child Seats

For Infants and Children up to 40 lbs.

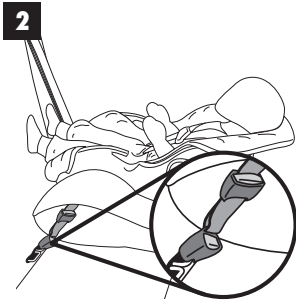


Rear Facing Infant or Convertible Child Seats

Attach the infant or convertible child seat with the lap-shoulder seat belt restraint according to the child seat manufacturer's instructions.

Caution: The SafeGuard Bus Seat utilizes a sliding latch plate on the lap-shoulder seat belt restraint and requires the use of the child seat manufacturer's supplied locking clip (See Figure 1).

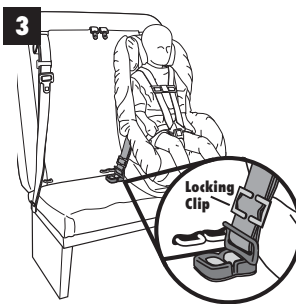
Carefully read and follow the add-on seat manufacturer's instructions for the correct belt path for the lap-shoulder seat belt restraint, installing the locking clip, and how to tighten the seat down.



Using the Latch Bars

If the child seat is equipped with latch straps, secure the child seat using the SafeGuard latch bars according to the child seat manufacturer's instructions. The use of the locking clip is not necessary if the add-on child seat is equipped with latch and installed with the SafeGuard latch bars (See Figure 2).

Caution: NHTSA seating space guidelines must be followed if a rear facing child seat is installed.



Forward Facing Child Seats

Attach the forward facing child seat with the lap-shoulder seat belt restraint according to the child seat manufacturer's instructions.

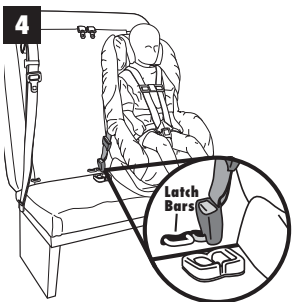
Caution: The SafeGuard Bus Seat utilizes a sliding latch plate on the lap-shoulder seat belt restraint and requires the use of the child seat manufacturer's supplied locking clip (See Figure 3).

Carefully read and follow the add-on seat manufacturer's instructions for the correct belt path for the lap-shoulder seat belt restraint, installing the locking clip, and how to tighten the seat down.

It is recommended to use the tether with forward facing add-on child seats to provide a more secure attachment to the SafeGuard seat.

Using the Latch Bars

If the child seat is equipped with latch straps, secure the child seat using the SafeGuard latch bars according to the child seat manufacturer's instructions. The use of the locking clip is not necessary if the add-on child seat is equipped with latch and installed with the SafeGuard latch bars (See Figure 4).

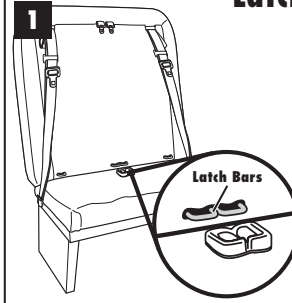


⚠WARNING

If the lap-shoulder seat belt restraint is used to secure an add-on child seat, the locking clip supplied with the add-on seat must be used. Failure to use the locking clip can result in death or serious injury to the child.

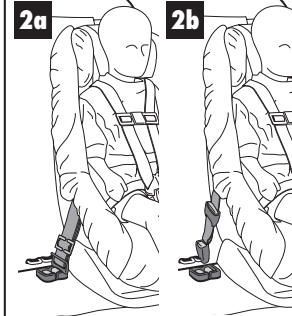
Latch Bars/Tether Attachments

For Use with Add-On Child Seats



Location and Use of Latch Bars

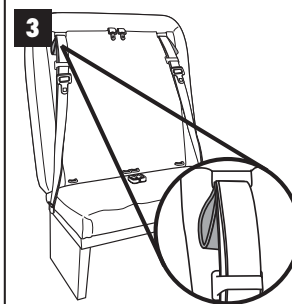
Some SafeGuard Bus Seats are equipped with latch bars for the attachment of add-on child seats. The latch bars (if available) are located in the lower portion of the back seat cushion (See Figure 1).



Installing Add-On Child Seats

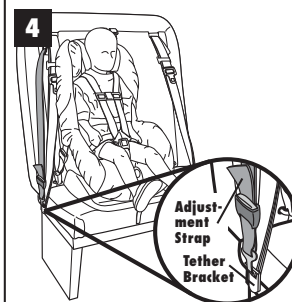
Add-on child seats can be secured to the SafeGuard Bus Seat using the lap-shoulder seat belt restraint (See Figure 2a) or (if available) the SafeGuard latch bars located in the lower portion of the back seat cushion if the child seat is equipped with latch straps (See Figure 2b).

Be sure the lap-shoulder seat belt restraint or the latch bars have been used to secure the add-on child seat to the SafeGuard Bus Seat.



Location and Use of Tether Attachments

SafeGuard Bus Seats equipped with latch bars are also equipped with tether attachments for add-on child seats. This includes a tether routing loop at the top of the seat (See Figure 3) and a bracket on the side of the seat (See Figure 4).



Installing Tether

For the attachment of an add-on child seat tether, extend the tether on the child seat and thread the snap hook end through the loop located under the lap-shoulder seat belt restraint at the top of the SafeGuard Bus Seat (See Figure 3). Extend the tether and connect the snap hook to the tether bracket located on the side of the seat (See Figure 4).

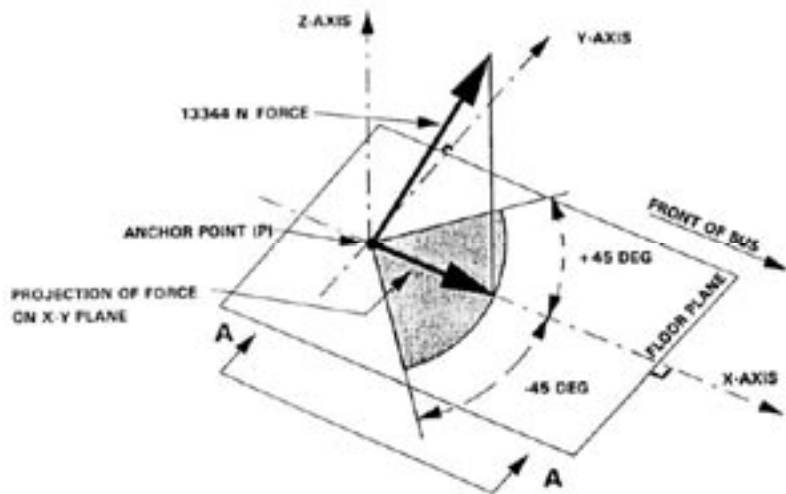
Adjust the tether to a snug and tight fit by pulling on the adjustment strap (See Figure 4).

⚠WARNING

Failure to properly install the lap-shoulder seat belt restraint or use the latch bars to secure the add-on child seat to the SafeGuard Bus Seat can result in death or serious injury to the child.

Washington State School Bus Specifications (12 pages inserted)

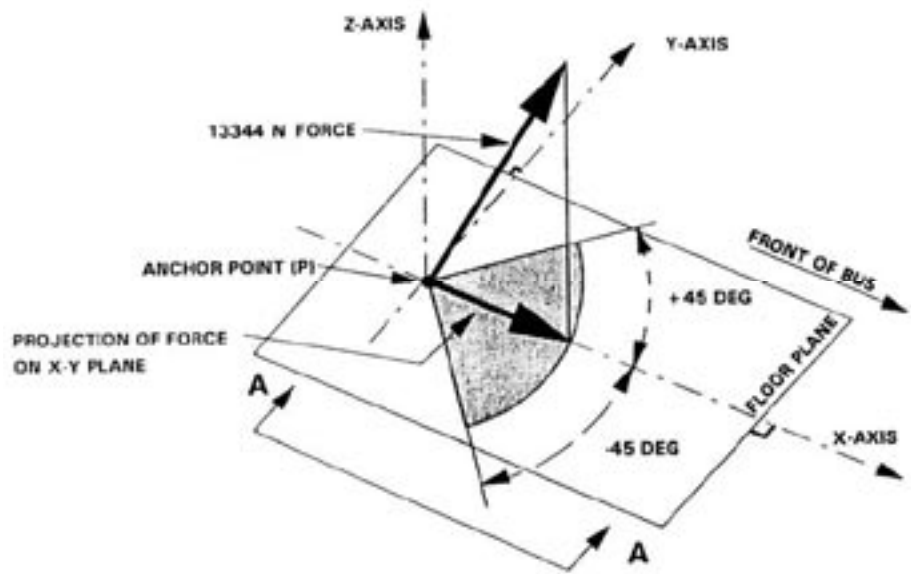
Washington State School Bus Specifications



Dr. Terry Bergeson
State Superintendent of
Public Instruction

September 2006

Washington State School Bus Specifications



Dr. Terry Bergeson
State Superintendent of
Public Instruction

September 2006

SECTION III SPECIAL NEEDS SCHOOL BUSES

SPECIFICATIONS FOR SCHOOL BUSES TO TRANSPORT STUDENTS WITH SPECIAL NEEDS (See Definitions (after the Table of Contents), Page iv, Item 6.)

The classification for any school bus used to transport students with special needs will be determined as if the bus was equipped with a standard seating arrangement. As an example: A bus that would be rated as a 48-passenger bus could be constructed or modified to transport 21 students with special needs. This bus will be classified as a 48-passenger bus on the operation permit with a reference to its reduced capacity.

This section lists, with respect to vehicles constructed or modified for transportation of students with special needs:

1. Standards for special equipment.
2. Exceptions in standards for school buses.

aisle—

Buses equipped with wheelchair/mobility aid lifts shall have aisles between seat bottoms, between seats and wheelchair/mobility aid positions, or between stanchions at least 30 inches in width. Aisles between wheelchair/mobility aids shall be at least 20 inches in width.

ALTERNATOR—

Buses equipped with lifts shall have alternators of sufficient amperage output to maintain battery(ies) at a charge level adequate to fulfill total current demand of all systems. Minimum idle output shall be 50 percent of the output rating.

BATTERY—

Buses equipped with lifts shall have a battery that will provide a minimum reserve capacity of 180 minutes at 25 amps draw and the highest CCA performance available.

IDENTIFICATION—

Buses with power lifts shall display the International symbol of accessibility located below the window line on the rear and/or right side. Such emblem(s) shall be white on blue background, shall not exceed 12 inches in size, and shall be of high intensity reflective material meeting U.S. Department of Transportation FHWA FP-85 standards.

LIFT, POWER—

1. Vehicle Lift.
 - a. Power lift shall be right-side mounted and stored within or under the vehicle.

- b. Lifting mechanism and platform shall meet a minimum 2,400 lb. static load test and be capable of lifting a minimum payload of 800 pounds.
- c. Lift travel shall allow the lift platform to rest securely on the ground.
- d. Lift design shall prevent excessive pressure that could damage the lift system when the platform is fully lowered or raised (i.e., jack up the vehicle).
- e. Lift shall be designed so as to prevent accidental lowering while in storage.
- f. The lift may operate with the ignition key in any position.

2. Controls.

- a. Power lifts shall be so equipped that they may be lowered and raised in the event of power failure of the lift mechanism. There shall be a means of preventing the lift platform from falling while in operation due to a power failure.
- b. A switch shall be installed so that the lifting mechanism will not operate when the lift platform door(s) is closed.
- c. Power unit for lift shall be located so as not to restrict or impair center aisle space or foot and legroom between seats.
- d. On electric power lifts, a circuit breaker or fuse shall be installed between the power source and lift motor as close to the power source as possible.
- e. Electrical cable between power source and lift motor shall be of a gauge heavy enough to operate the lift continuously with no more than 1 volt drop. There shall be no splices in the cable. Solenoids, cable ends, and breakers/fuses must be enclosed for protection from the elements and road splash or spray.
- f. Controls shall be provided that enable the operator to activate the lift mechanism from either inside or outside the bus. The controls may be interlocked with the vehicle brakes, transmission or door, or they may provide other appropriate mechanisms or systems to ensure the vehicle cannot be moved when the lift is not stowed and so the lift cannot be deployed unless the interlocks or systems are engaged. The lift shall deploy to all levels (e.g., ground, curb and intermediate positions) normally encountered in the operating environment.
- g. Where provided, each control for deploying, lowering, raising, and stowing the lift and lowering the roll-off barrier shall be of a momentary contact type requiring continuous manual pressure by the operator and shall not allow improper lift sequencing when the lift platform is occupied. The controls shall allow reversal of the lift operation sequence, such as raising or lowering a platform that is part way down, without allowing an occupied platform to fold or retract into the stowed position.

3. Platform.

- a. The lift platform shall have a minimum clear width of 28½-inches at the surface of the platform and a minimum clear width of 30 inches measured from 2 inches above the platform surface to 30 inches above the surface of the platform. The minimum clear length of the platform between the outer edge barrier and inner edge shall be 48 inches.
- b. The lift platform shall be equipped with barriers to prevent any of the wheels of a wheelchair or mobility aid from rolling off the platform during its operation. A movable barrier or inherent design feature shall prevent a wheelchair or mobility aid from rolling off the edge closest to the vehicle until the platform is in its fully raised position. Each side of the lift platform, which extends beyond the vehicle in its raised position, shall have a barrier a minimum 1½-inches high. Such barriers shall not interfere with maneuvering into or out of the aisle. The loading-edge barrier (outer barrier), which functions as a loading ramp when the lift is at ground level, shall be sufficient when raised or closed, or a supplementary system shall be provided to prevent a power wheelchair or mobility aid from riding over or defeating it. The outer barrier of the lift shall automatically raise or close, or a supplementary system shall automatically engage and remain raised, closed, or engaged at all times that the platform is more than 3 inches above the roadway or sidewalk and the platform is occupied.

Alternatively, a barrier or system may be raised, lowered, opened, closed, engaged, or disengaged by the lift operator, provided an interlock or inherent design feature prevents the lift from rising unless the barrier is raised or closed or the supplementary system is engaged.

- c. The lift platform (not including the entrance ramp) shall not deflect more than 3 degrees (exclusive of vehicle roll or pitch) in any direction between its unloaded position and its position when loaded with 600 pounds applied through a 26-inch by 26-inch test pallet at the center of the platform.
- d. Power-lift platform and ramp shall be covered with nonskid materials.

4. Handrail.

Platforms on lifts shall be equipped with handrails on two sides, which move in tandem with the lift, and which shall be graspable and provide support to standees throughout the entire lift operation. Handrails shall have a usable component at least 8 inches long with the lowest portion at approximately 30 inches above the platform and the highest portion a maximum 38 inches above the platform. The handrails shall be capable of withstanding a force of 100 pounds concentrated at any point on the handrail without permanent deformation of the rail or its supporting structure. The handrail shall have a cross-sectional diameter between 1¼-inches and 1½-inches, or shall provide an equivalent grasping surface, and have eased edges with corner radii of not less than ⅛-inch. Handrails shall be placed to provide a minimum 1½-inch knuckle clearance from the nearest adjacent surface. Handrails shall not interfere with wheelchair or mobility aid maneuverability when entering or leaving the vehicle.

5. Padding.

On fold-out type lifts, all stationary frame members and potentially dangerous edges or surfaces, such as sharp corner angles and sharp or jagged edges which might result in lacerations or puncture wounds while the lift is in storage, must be covered with impact padding material. Padding shall be a closed-cell urethane foam, rubber or vinyl type of material a minimum of 3/16-inch thick.

6. Elevator Lifts.

If elevator-type lift is used, guard panels shall be installed at both the rear and front edges of the lift opening extending into the bus. The height of the guard panels must be within 2 inches of the lower sill of the side windows. The guard panels and any potentially dangerous edges or surfaces on or adjacent to the lift shall be padded with material as described in Item 5. above. A removable, padded guard chain or cable shall be installed to separate the lift opening in floor from the passenger area.

LIGHT—

A light located on the inside of the bus over the lift door shall illuminate the lift loading area and be activated when the door latch has been moved to the open position. This requirement will also serve as a warning indication to the driver that the door is in a jarred position. The light shall operate with the ignition key in any position.

OXYGEN AND BREATHING AID APPARATUS—

1. Breathing aid apparatus shall be securely mounted or fastened to a mobile seating device, a bus seat, or the bus if the apparatus is in use during transit. If the apparatus is not in use during transit, it shall be secured in a storage cabinet or secured to the bus in a positive manner. (See Item 1. above.)
2. Oxygen bottles transported in a school bus shall be no larger than 5 inches in diameter and 30 inches high or the cubic inch equivalent if a shape other than cylindrical.
3. Oxygen bottles shall have valves and regulators that are protected.

RAMPS—

When a power-lift system is not adequate to meet an individual student's needs, as specified in the student's individualized education program (IEP), a ramp device may be used.

1. If a ramp is used, it shall be of sufficient strength and rigidity to support the special device, occupant, and attendant(s). It shall be equipped with a protective flange on each longitudinal side to keep special device on the ramp.
2. Floor of ramp shall be of nonskid construction.

3. Ramp shall be of weight and design as well as equipped with handle(s) to permit one person to put ramp in place and return it to its storage place.

SEATS, SEATING AND WHEELCHAIR/MOBILITY AID POSITIONS—

1. **Effective December 31, 2006:** There shall be no side-facing wheelchair/mobility aid positions.
2. There shall be an FMVSS 222 restraining barrier immediately behind the stepwell.
3. Every bus that is lift equipped shall have at least one school bus seat no less than 15 inches in width.
4. Any passenger seat that has a child safety seat attached thereto shall be equipped with seat belts that meet the requirements of FMVSS 208, 209, and 210.
5. All child safety seats transported in any school bus shall meet the requirements of FMVSS 213.
6. Child safety seats shall be secured to the bus seat in a manner prescribed and approved by the manufacturer.
7. Infant seats (for children under 12 months) shall be attached to the bus seat rearward facing.
8. Type A-1 buses shall be limited to three wheelchair/mobility aid positions.
9. Type A-2 and B buses shall be limited to four wheelchair/mobility aid positions.
10. Type C and D buses shall be limited to six wheelchair/mobility aid positions.
11. A wheelchair/mobility aid position shall never be located to block a power lift door location.

SECUREMENT AND RESTRAINT SYSTEM FOR WHEELCHAIR/MOBILITY AID AND OCCUPANT—

For the purpose of this section, the term “securement” or phrase “securement system” is used exclusively in reference to the device(s) that secure the wheelchair/mobility aid. The term “restraint” or phrase “restraint system” is used exclusively in reference to the device(s) used to restrain the occupant of the wheelchair/mobility aid. The phrase “securement and restraint system” is used to refer to the total system that secures and restrains both the wheelchair/mobility aid and the occupant.

1. Securement and restraint system—general.
 - a. The wheelchair/mobility aid securement and occupant restraint system shall be designed, installed, and operated to accommodate passengers in a forward-facing orientation within the bus and shall comply with all applicable requirements

- of FMVSS 222. Gurney-type devices shall be secured parallel to the side of the bus.
- b. The bus body floor and sidewall structures where the securement and restraint system anchorages are attached shall have equal or greater strength than the load requirements of the system(s) being installed.
 - c. Grade 5 bolts or better shall be used to secure inserts or cargo track to bus floor or wall. Bolts shall not restrict the incremental adjustment positions of the cargo track.
 - d. All belt-end fittings used to attach belts to the floor or wall inserts or cargo track shall be a positive lock type to prevent accidental disconnecting and be made of metal and designed for quick attachment and detachment without the use of tools.
 - e. The wheelchair/mobility aid securement system belts and the occupant restraint system belts shall be color coded with black for the occupant.
 - f. Belt systems shall be made of a material that can be cut with shears or other sharp cutting instrument.
 - g. All securement and restraint systems shall be fully adjustable and of such design to accommodate various sizes of wheelchair/mobility aids and occupants.
 - h. Adjusters and belt tension devices shall be a positive mechanical locking type.
 - i. Where the term “metal-to-metal” is used, the intent is to have the vendor supply industry-standard devices, which may have a combination of metal, plastic, or other materials in the buckle assembly that meet or exceed the strength requirements outlined in FMVSS 209.
 - j. The following information shall be provided with each vehicle equipped with a securement and restraint system:
 - (1) Detailed instructions, including a parts list, regarding installation and use of the system.
 - (2) Detailed instructions, including a diagram, regarding the proper placement and positioning of the system, including correct belt angles.
 - k. A device for storage of the securement and restraint system (webbing or strap assemblies) shall be provided. When the system is not in use, the storage device shall allow for clean storage of the system, shall keep the system securely contained within the passenger compartment, shall provide reasonable protection from vandalism, and shall enable the system to be readily accessed for use.

2. Wheelchair/mobility aid securement system.

- a. Wheelchair/mobility aids shall be securely anchored in a fixed position.
- b. Wheelchair/mobility aids shall be secured through the use of separate floor inserts or aircraft quality cargo track securement devices. The cargo track may be either slotted "E" track or aircraft cargo track. If cargo track is used, incremental adjustments shall not exceed 2 inches.
- c. There shall be sufficient floor inserts or cargo track to provide four points of attachment (two forward and two rear) for each wheelchair/mobility aid position.
- d. Belts between wheelchair/mobility aid and floor inserts or cargo track shall be secured at a 45 degree angle plus or minus 15 degrees. The rear belts shall slope downward from the wheelchair/mobility aid to the floor toward the rear of the bus. The front belts shall slope downward from the wheelchair/mobility aid to the floor toward the front of the bus.
- e. As installed, each securement anchorage shall be capable of withstanding a minimum force of 3,000 pounds when applied as specified in FMVSS 222. When more than one securement device share a common anchorage, the anchorage shall be capable of withstanding the force indicated above, multiplied by the number of securement devices sharing that anchorage.
- f. Each securement device (webbing or strap assembly) shall be capable of withstanding a minimum force of 2,500 pounds when tested in accordance with FMVSS 209.

3. Occupant restraint system.

- a. The occupant restraint system shall be designed to be attached to the bus body either directly or in combination with the wheelchair/mobility aid securement system by a method that prohibits the transfer of weight or force from the wheelchair/mobility aid to the occupant in the event of an impact.
- b. The occupant restraint belts and attachment hardware shall meet or exceed FMVSS 209 and 210.
- c. Occupant belt systems may consist of three or four attachment points. The lap belt shall attach directly or indirectly to inserts or cargo track on the bus floor. The upper torso belt(s) or harness shall attach to inserts or cargo track on the bus floor or bus wall (occupants of gurney-type devices shall be secured to the gurney device).
- d. The upper torso belt(s) or harness shall be separate from the lap belt assembly.
- e. The buckle or attachment device joining the lap and upper torso belt(s) or harness at the lap position shall be of the quick-release type and have metal-to-metal attaching devices on all ends.

- f. The occupant restraint system shall be capable of allowing the removal of the occupant from the wheelchair/mobility aid without disturbing the securement of the wheelchair/mobility aid.
- g. When the occupant upper torso restraint belt(s) or harness is attached to the floor, a stanchion at least 36 inches in height shall be provided. The stanchion shall be placed to the rear of the occupant and be secured directly to the floor or by use of floor inserts or cargo track. The stanchion shall serve to maintain, in a fixed position, horizontal and vertical movement of the restraint belt(s). This may be accomplished by the use of a device or devices built into or attached to the stanchion that the restraint belt(s) may be placed over or threaded through. The stanchion shall be covered with impact padding material at least 3/16-inch thick down to within 3 inches of the floor. The impact padding shall meet flammability requirements of FMVSS 302. The stanchion shall provide a padded, adjustable headrest, either removable from or built into the stanchion whenever the occupant's head is 18 inches or less from the stanchion.

4. Dynamic testing.

- a. The wheelchair/mobility aid securement and occupant restraint system shall be subjected to and successfully pass a dynamic sled test at a minimum impact speed/deceleration of 30 mph/20gs.
- b. Experienced personnel using an impact simulator with proven ability to provide reliable, accurate test results that can be replicated shall perform the dynamic test.
- c. The dynamic test shall be performed in accordance with the procedures set forth in Appendix A of SAE J2249: Test for Frontal Impact Crash Worthiness.
- d. The wheelchair/mobility aid used for testing purposes shall be a rigid, reusable surrogate wheelchair that complies with the requirements of Appendix D of SAE J2249: Specifications for Surrogate Wheelchair.
- e. The dynamic test shall be performed using system assemblies, components, and attaching hardware that are identical to the final installation in type, configuration, and positioning. The body structure at the anchorage points may be simulated for the purpose of the sled test.
- f. When tested, the wheelchair/mobility aid securement and occupant restraint system shall pass the criteria specified in Section 6.2 of SAE J2249: Performance Requirements of Frontal Sled Impact Test. Following is an abridged summary of the criteria presented in Appendix D.
 - (1) Retain the test dummy in the test wheelchair and on the test sled with the test wheelchair in an upright position.
 - (2) Do not show any fragmentation or complete separation of any load carrying part.

- (3) Do not allow the horizontal excursions of the test dummy and the test wheelchair to exceed specified limits.
- (4) Prevent the test wheelchair from imposing forward loads on the test dummy.
- (5) Allow removal of the test dummy and the test wheelchair subsequent to the test without the use of tools.

SPECIAL SERVICE LIFT ENTRANCE—

1. Bus bodies may have a special service lift entrance constructed in the body to accommodate a wheelchair/mobility aid lift for the loading and unloading of passengers.
2. The opening to accommodate the special service lift entrance shall be at any convenient point on the right (curb side) of the bus and far enough to the rear to prevent the door(s), when open, from obstructing the right-front regular service door (except in the case of a regular front service door lift).
3. The opening may extend below the floor through the bottom of the body skirt. If such an opening is used, reinforcements shall be installed at the front and rear of the floor opening to support the floor and give the same strength as other floor openings.
4. The opening, with doors open, shall be of sufficient width to allow the passage of wheelchair/mobility aid. The minimum clear opening through the door and the lift mechanism shall be 52 inches in height and shall accommodate a 30 inch wide wheelchair/mobility aid.
5. A drip molding shall be installed above the opening to effectively divert water from entrance.
6. Entrance shall be of sufficient width and depth to accommodate various mechanical lifts and related accessories as well as the lifting platform.
7. Door posts and headers of entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for service doors.
8. Special service lift entrance shall be equipped with padding at the top edge of the inside opening. Pad shall be at least 3 inches wide and 1 inch thick, including the backing, and extend the full width of the inside opening. This may be accomplished with multiple sections with no more than 1 inch between sections.
9. A single door or double doors may be used for the special service entrance.
10. All doors shall open outwardly.
11. All doors shall have positive fastening devices to hold doors in the open position.

12. All doors shall be weather sealed: on buses with double doors, they shall be so constructed that a flange on the forward door overlaps the edge of the rear door when closed.
13. When manually operated dual doors are provided, the rear door shall have at least one point-fastening device to the header. The forward mounted door shall have at least three point -fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. These locking devices shall afford maximum safety when the doors are in the closed position. The door and hinge mechanism shall be of a strength that will provide for the same type of use as that of a standard entrance door. The fastening point at floor line of body does not apply to elevator type lifts.
14. Door materials, panels, and structural strength shall be equivalent to the conventional service and emergency doors. Color, rub rail extensions, lettering, and other exterior features shall match adjacent sections of the body.
15. Door(s) shall be equipped with a device that will actuate an audible or visible signal located in the driver's compartment when door(s) is not securely closed and ignition is in "on" position. When double doors are provided, the forward door shall activate the device.

SUPPORT EQUIPMENT AND ACCESSORIES—

Any support equipment and/or accessories required for transportation, including those required in the IEP, that deviate from these specifications must be reviewed and approved by OSPI.

1. Such special items, if used, shall be secured at the mounting location to withstand a pulling force of five times the weight of the item or shall be retained in an enclosed, latched compartment. This includes, but is not limited to, crutches, walkers, canes, oxygen bottles, ventilators, or similar devices.
2. Electric-powered wheelchair/mobility aids transported on school buses shall be equipped with sealed lead acid batteries or batteries containing dry or gel-type electrolyte. Batteries shall be effectively secured to the wheelchair/mobility aid.

Specially Equipped School Bus Specifications of the National School Transportation Specifications and Procedures (16 pages inserted)

NATIONAL SCHOOL TRANSPORTATION SPECIFICATIONS and PROCEDURES

2005 Revised Edition

Adopted by:

**THE FOURTEENTH NATIONAL CONGRESS ON
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**Central Missouri State University
Warrensburg, Missouri
May 15-19, 2005**

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**SPECIALLY
EQUIPPED
SCHOOL BUS
SPECIFICATIONS**

SPECIALLY EQUIPPED SCHOOL BUS SPECIFICATIONS

INTRODUCTION

Equipping buses to accommodate students with disabilities is dependent upon the needs of the passengers. While one bus may be fitted with a lift, another may have belts installed to secure child seats. Buses so equipped are not to be considered a separate class of school bus, but simply a regular school bus that is equipped for special accommodations.

The specifications in this section are intended to supplement specifications in the chassis and body sections. In general, specially equipped buses shall meet all the requirements of the preceding sections, plus those listed in this section. It is recognized that the field of special transportation is characterized by varied needs for individual cases and by rapidly emerging technologies for meeting individual student needs. A flexible, “common sense” approach to the adoption and enforcement of specifications for these vehicles, therefore, is prudent.

As defined by 49 Code of Federal Regulations (CFR) §571.3, “*Bus* means a motor vehicle with motive power, except a trailer, designed for carrying more than ten persons” (eleven or more including the driver). This definition also embraces the more specific category, *school bus*. Vehicles with ten or fewer occupant positions (including the driver) are not classified as buses. For this reason, the federal vehicle classification, *multipurpose passenger vehicle* (49 CFR § 571.3), or MPV, must be used by manufacturers for these vehicles in lieu of the classification *school bus*. The definition of *designated seating position* in 49 CFR § 571.3 states that, in the case of “vehicles sold or introduced into interstate commerce for purposes that include carrying students to and from school or related events” and which are “intended for securement of an occupied wheelchair during vehicle operations,” each wheelchair securement position shall be counted as four designated seating positions when determining the classification (whether *school bus* or *MPV*). This classification system does not preclude state or local agencies or these national specifications from requiring compliance of school bus-type MPVs with the more stringent federal standards for school buses. The following specifications address modifications as they pertain to school buses that, with standard seating arrangements prior to modification, would accommodate eleven or more occupants including the driver. If by addition of a power lift, wheelchair positions or other modifications, the capacity is reduced such that vehicles become MPVs, the intent of these specifications is to require these vehicles to meet the same specifications they would have had to meet prior to such modifications, and such MPVs are included in all references to school buses and requirements for school buses which follow.

DEFINITION

A specially equipped school bus is any school bus that is designed, equipped and/or modified to accommodate students with special transportation needs.

GENERAL REQUIREMENTS

- A. Specially equipped school buses shall comply with the *National School Transportation Specifications & Procedures* and with the Federal Motor Vehicle Safety Standards (FMVSS) applicable to their Gross Vehicle Weight Rating (GVWR) category.
- B. Any school bus to be used for the transportation of children who utilize a wheelchair or other mobile positioning device, or who require life-support equipment that prohibits use of the regular service entrance, shall be equipped with a power lift, unless a ramp is needed for unusual circumstances related to passenger needs.

AISLES

All school buses equipped with a power lift shall provide a minimum 30-inch aisle leading from any wheelchair position to at least one emergency exit door. A wheelchair securement position shall never be located directly in front of (blocking) a power lift door location.

GLAZING

Tinted glazing may be installed in all doors, windows and windshields consistent with federal, state and local regulations.

IDENTIFICATION

Specially equipped school buses shall display the International Symbol of Accessibility below the window line. Such emblems shall be white on blue or black background, shall not exceed 12 inches square in size and shall be of a high-intensity retroreflective material meeting the requirements of Federal Highway Administration (FHWA) FP-85, *Standard Specifications for Construction of Roads and Bridges on Federal Highway Projects*.

PASSENGER CAPACITY RATING

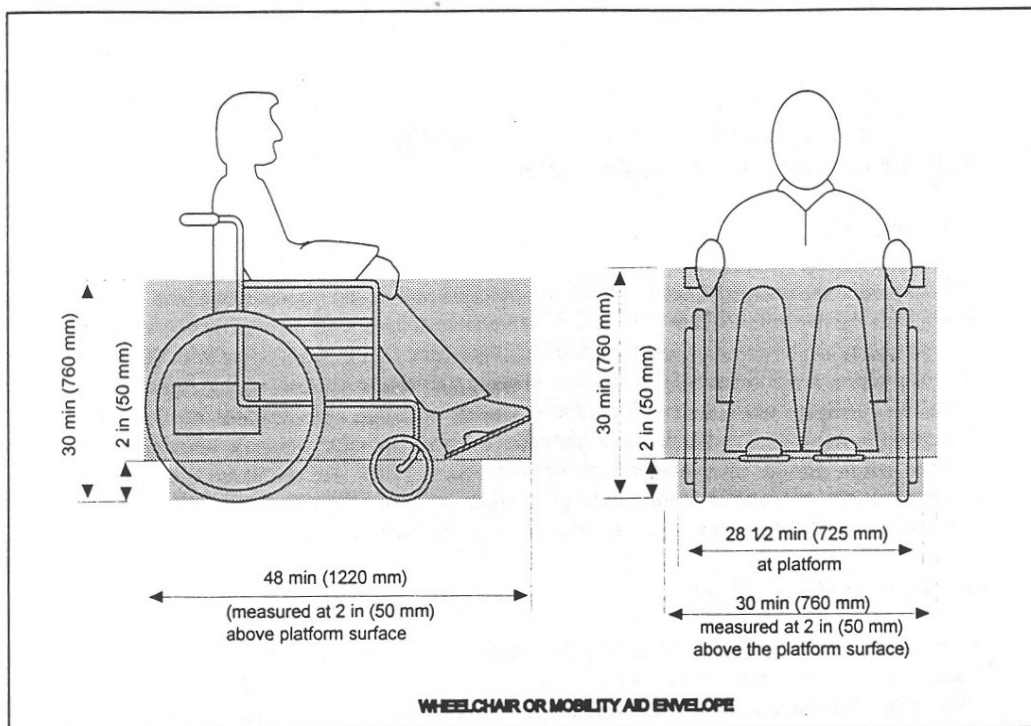
In determining the passenger capacity of a school bus for purposes other than actual passenger load (e.g., vehicle classification or various billing/reimbursement models), any location in a school bus intended for securement of a wheelchair during vehicle operation shall be regarded as four designated seating positions, and each lift area shall count as four designated seating positions.

POWER LIFTS AND RAMPS

- A. The power lift shall be located on the right side of the bus body. **Exception:** The lift may be located on the left side of the bus if, and only if, the bus is only used to deliver students to the left side of one-way streets.
1. A ramp device may be used in lieu of a mechanical lift if the ramp meets all the requirements of the Americans with Disabilities Act (ADA) as found in 36 CFR §1192.23, *Vehicle ramp*.
 2. A ramp device that does not meet the specifications of ADA, but does meet the specifications of paragraph C of this section, may be installed and used, when, and only when, a power lift system is not adequate to load and unload students having special and unique needs. A readily accessible ramp may be installed for emergency exit use. If stowed in the passenger compartment, the ramp must be properly secured and placed away from general passenger contact. It must not obstruct or restrict any aisle or exit while in its stowed or deployed position.
 3. All specially equipped school buses shall provide a level-change mechanism or boarding device (e.g., lift or ramp), complying with paragraph B or C of this section, with sufficient clearances to permit a wheelchair user to reach a securement location.
- B. Vehicle lift and installation
1. General: Vehicle lifts and installations shall comply with the requirements set forth in FMVSS 403, *Platform Lift Systems for Motor Vehicles*, and FMVSS 404, *Platform Lift Installations in Motor Vehicles*.
 2. Design loads: The design load of the lift shall be at least 800 pounds. Working parts, such as cables, pulleys and shafts, which can be expected to wear, and upon which the lift depends for support of the load, shall have a safety factor of at least six, based on the ultimate strength of the material. Non-working parts, such as platform, frame and attachment hardware that would not be expected to wear, shall have a safety factor of at least three, based on the ultimate strength of the material.
 3. Lift capacity: The lifting mechanism and platform shall be capable of operating effectively with a wheelchair and occupant mass of at least 800 pounds.
 4. Controls: (See 49 CFR 571.403, S6.7, *Control systems*.)
 5. Emergency operations: (See 49 CFR 571.403, S6.9, *Backup operation*.)

6. Power or equipment failures: (See 49 CFR 571.403, S6.2.2, *Maximum platform velocity*.)
7. Platform barriers: (See 49 CFR 571.403, S6.4.7, *Wheelchair retention*.)
8. Platform surface: (See 49 CFR 571.403, S6.4.2, S6.4.3, *Platform requirements*.) (See also “Wheelchair or Mobility Aid Envelope” figure at the end of this subsection.)
9. Platform gaps and entrance ramps: (See 49 CFR 571.403, S6.4.4, *Gaps, transitions and openings*.)
10. Platform deflection: (See 49 CFR 571.403, S6.4.5, *Platform deflection*.)
11. Platform movement: (See 49 CFR 571.403, S6.2.3, *Maximum platform acceleration*.)
12. Boarding direction: The lift shall permit both inboard and outboard facing of wheelchair and mobility aid users.
13. Use by standees: Lifts shall accommodate persons who are using walkers, crutches, canes or braces, or who otherwise have difficulty using steps. The platform may be marked to indicate a preferred standing position. **Note:** This item refers to equipment specifications. (Also see section, TRANSPORTATION FOR STUDENTS WITH DISABILITIES AND SPECIAL HEALTH CARE NEEDS, Subsection D, *Special Equipment Use and Operation*, for applicable operational procedures stating that “During lift operations (including manual) no one shall be allowed to stand on the lift platform.”)
14. Handrails: (See 49 CFR 571.403, S6.4.9, *Handrails*.)
15. Circuit breaker: A resettable circuit breaker shall be installed between the power source and the lift motor if electrical power is used. It shall be located as close to the power source as possible, but not within the passenger/driver compartment.
16. Excessive pressure: (See 49 CFR 571.403, S6.8, *Jacking prevention*.)
17. Documentation: The following information shall be provided with each vehicle equipped with a lift:
 - (1) A phone number where information can be obtained about installation, repair and parts. (Detailed written instructions and a parts list shall be available upon request.)

- (2) Detailed instructions regarding use of the lift shall be readily visible when the lift door is open, including a diagram showing the proper placement and positioning of wheelchair/mobility aids on the lift.
18. Training materials: The lift manufacturer shall make training materials available to ensure the proper use and maintenance of the lift. These may include instructional videos, classroom curriculum, system test results or other related materials.
19. Identification and certification: Each lift shall be permanently and legibly marked or shall incorporate a non-removable label or tag that states it conforms to all applicable requirements of the current National School Transportation Specifications and Procedures. In addition and upon request of the original titled purchaser, the lift manufacturer or an authorized representative shall provide a notarized Certificate of Conformance, either original or photocopied, which states that the lift system meets all the applicable requirements of the current National School Transportation Specifications and Procedures.



C. Vehicle ramp

1. If a ramp is used, it shall be of sufficient strength and rigidity to support the special device, occupant and attendant(s). It shall be equipped with a

protective flange on each longitudinal side to keep the special device on the ramp.

2. The surface of the ramp shall be constructed of non-skid material.
3. The ramp shall be equipped with handles and shall be of weight and design to permit one person to put the ramp in place and return it to its storage place.
4. Ramps used for emergency evacuation purposes may be installed in raised floor buses by manufacturers. They shall not be installed as a substitute for a lift when a lift is capable of serving the need.

REGULAR SERVICE ENTRANCE

- A. On power lift-equipped vehicles, steps shall be the full width of the step well, excluding the thickness of the doors in the open position.
- B. A suitable device shall be provided to assist passengers during ingress and egress. This device shall allow for easy grasping or holding and shall have no openings or pinch points that might entangle clothing, accessories or limbs.

RESTRAINING DEVICES

- A. On power lift-equipped school buses with a GVWR of 10,000 pounds or more, seat frames may be equipped with attachment points to which belt assemblies can be attached for use with child safety restraint systems (CSRSs) that comply with FMVSS No. 213, *Child Restraint Systems*. Any belt assembly anchorage shall comply with FMVSS No. 210, *Seat Belt Assembly Anchorages*.
- B. Alternatively, a child restraint anchorage system that complies with FMVSS No. 225, *Child Restraint Anchorage Systems*, may be installed.
- C. Seat belt assemblies, if installed, shall conform to FMVSS No. 209, *Seat Belt Assemblies*.
- D. Child safety restraint systems, which are used to facilitate the transportation of children who in other modes of transportation would be required to use a child, infant or booster seat, shall conform to FMVSS No. 213.

SEATING ARRANGEMENTS

Flexibility in seat spacing to accommodate special devices shall be permitted to meet passenger requirements. All seating shall meet the requirements of FMVSS No. 222, *School Bus Passenger Seating and Crash Protection*.

SECUREMENT AND RESTRAINT SYSTEM FOR WHEELCHAIRS AND WHEELCHAIR-SEATED OCCUPANTS

For purposes of understanding the various aspects and components of this section, the term *securement and tiedown* and the phrases *securement system or tiedown system* are used exclusively in reference to the devices that anchor the wheelchair to the vehicle. The term *restraint* and the phrase *restraint system* are used exclusively in reference to the equipment that is intended to limit the movement of the wheelchair occupant in a crash or sudden maneuver. The term *wheelchair tiedown and occupant restraint system (WTORS)* is used to refer to the total system that secures the wheelchair and restrains the wheelchair occupant.

A. WTORS—general requirements:

1. A wheelchair tiedown and occupant restraint system installed in specially equipped school buses shall be designed, installed, and operated for use with forward-facing wheelchair-seated passengers and shall comply with all applicable requirements of FMVSS 222, *School Bus Passenger Seating and Crash Protection*, and SAE J2249, *Wheelchair Tiedown and Occupant Restraint Systems for Use in Motor Vehicles*.¹
2. The WTORS, including the anchorage track, floor plates, pockets or other anchorages, shall be provided by the same manufacturer or shall be certified to be compatible by manufacturers of all equipment/systems used.
3. Wheelchair securement positions shall be located such that wheelchairs and their occupants do not block access to the lift door.
4. A device for storage of the WTORS shall be provided. When the system is not in use, the storage device shall allow for clean storage of the system, shall keep the system securely contained within the passenger compartment, shall provide reasonable protection from vandalism and shall enable the system to be readily accessed for use.
5. The WTORS, including the storage device, shall meet the flammability standards established in FMVSS No. 302, *Flammability of Interior Materials*.
6. The following information shall be provided with each vehicle equipped with a securement and restraint system:

¹ SAE J2249 is currently being updated and moved to Section 18 of ANSI/RESNA Wheelchair Standards, Volume 4, Wheelchairs and Transportation. The new version is expected to be available by December 2006.

- a. A phone number where information can be obtained about installation, repair and parts. (Detailed written instructions and a parts list shall be available upon request.)
 - b. Detailed instructions regarding use, including a diagram showing the proper placement of the wheelchair/mobility aids and positioning of securement devices and occupant restraints, including correct belt angles.
7. The WTORS manufacturer shall make training materials available to ensure the proper use and maintenance of the WTORS. These may include instructional videos, classroom curriculum, system test results or other related materials.
- B. Wheelchair Securement/Tiedown: (See 49 CFR 571.403, S5.4.1, S5.4.2.)
- Each wheelchair position in a specially equipped school bus shall have a minimum clear floor area of 30 inches laterally by 48 inches longitudinally. Additional floor area may be required for some wheelchairs. Consultation between the user and the manufacturer is recommended to ensure that adequate area is provided.
- C. Occupant restraint system: (See 49 CFR 571.403, S5.4.3, S5.4.4.)

SPECIAL LIGHT

Doorways in which lifts are installed shall be equipped with a special light that provides a minimum of two foot-candles of illumination measured on the floor of the bus immediately adjacent to the lift during lift operation.

SPECIAL SERVICE ENTRANCE

- A. Power lift-equipped bodies shall have a special service entrance to accommodate the power lift. **Exception:** A special service entrance shall not be required if the lift is designed to operate within the regular service entrance, is capable of stowing such that the regular service entrance is not blocked in any way and a person entering or exiting the bus is not impeded in any way.
- B. The special service entrance and door shall be located on the right side of the bus and shall be designed so as not to obstruct the regular service entrance. **Exception:** A special service entrance and door may be located on the left side of the bus only if the bus is used only to deliver students to the left side of one-way streets and its use is limited to that function.
- C. The opening may extend below the floor through the bottom of the body skirt. If such an opening is used, reinforcements shall be installed at the front and rear of

the floor opening to support the floor and give the same strength as other floor openings.

- D. A drip molding shall be installed above the special service entrance to effectively divert water from the entrance.
- E. Door posts and headers at the special service entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for the special service entrance.

SPECIAL SERVICE ENTRANCE DOORS

- A. A single door or double doors may be used for the special service entrance.
- B. A single door shall be hinged to the forward side of the entrance unless this would obstruct the regular service entrance. If the door is hinged to the rearward side of the doorway, the door shall utilize a safety mechanism that will prevent the door from swinging open should the primary door latch fail. If double doors are used, the system shall be designed to prevent the door(s) from being blown open by the aerodynamic forces created by the forward motion of the bus, and/or shall incorporate a safety mechanism to provide secondary protection should the primary latching mechanism(s) fail.
- C. All doors shall have positive fastening devices to hold doors in the “open” position when the special service entrance is in use.
- D. All doors shall be weather sealed.
- E. When manually operated dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward-mounted door shall have at least three one-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. The door and hinge mechanism shall have strength that is greater than, or equivalent to, the strength of the emergency exit door.
- F. Door materials, panels and structural components shall have strength equivalent to the conventional service and emergency doors. Color, rub rail extensions, lettering and other exterior features shall match adjacent sections of the body.
- G. Each door shall have windows set in a waterproof manner that are visually similar in size and location to adjacent non-door windows. Glazing shall be of the same type and tinting (if applicable) as standard fixed glass in other body locations.

- H. Door(s) shall be equipped with a device that will actuate an audible or flashing signal located in the driver's compartment when the door(s) is not securely closed and the ignition is in the "on" position.
- I. A switch shall be installed so that the lift mechanism will not operate when the lift platform door(s) is closed.
- J. Special service entrance doors shall be equipped with padding at the top edge of the door opening. The padding shall be at least three inches wide and one inch thick and shall extend the full width of the door opening.

SUPPORT EQUIPMENT AND ACCESSORIES

- A. Each specially equipped school bus that is set up to accommodate wheelchairs or other assistive or restraint devices with belts attached shall contain at least one webbing cutter properly secured in a location within reach of the driver while belted into his/her driver's seat. The belt cutter shall be durable and designed to prevent the operator or others from being cut during use.
- B. Special equipment or supplies that are used in the bus for mobility assistance, health support or safety purposes shall meet local, federal and engineering standards that may apply, including requirements for proper identification.

Equipment that may be used for these purposes includes, but is not limited to:

- 1. Wheelchairs and other mobile seating devices. (See subsection on Securement and Restraint System for Wheelchairs and Wheelchair-seated Occupants.)
 - 2. Crutches, walkers, canes and other ambulating devices to assist ambulation.
 - 3. Medical support equipment. This may include respiratory devices, such as oxygen bottles (which should be no larger than 22 cubic feet for liquid oxygen and 38 cubic feet for compressed gas) or ventilators. Tanks and valves should be located and positioned to protect them from direct sunlight, bus heater vents or other heat sources. Other equipment may include intravenous and fluid drainage apparatus.
- C. All portable equipment and special accessory items, including the equipment listed above, shall be secured at the mounting location to withstand a pulling force of five times the weight of the item or shall be retained in an enclosed, latched compartment. The compartment shall be capable of withstanding forces applied to its interior equal to five times the weight of its contents without failure of the box's integrity and securement to the bus. **Exception:** If these specifications

provide specific requirements for securement of a particular type of equipment (e.g., wheelchairs), the specific specification shall prevail.

TECHNOLOGY AND EQUIPMENT, NEW

It is the intent of these specifications to accommodate new technologies and equipment that will better facilitate the transportation of students with special needs. New technology and equipment is acceptable for use in specially equipped vehicles if:

- A. It does not compromise the effectiveness or integrity of any major safety system. (Examples of safety systems include, but are not limited to, compartmentalization, the eight-lamp warning system, emergency exits and the approved color scheme.)
- B. It does not diminish the safety of the bus interior.
- C. It does not create additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone.
- D. It does not require undue additional activity and/or responsibility for the driver.
- E. It generally increases efficiency and/or safety of the bus, generally provides for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus and/or generally assists the driver and makes his/her many tasks easier to perform.



CHAPTER 3:

Pre and Post Inspections

Overview

This section will explain that special needs devices will be examined along with the “regular” pre-trip inspection of the school bus.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Specialized procedures
- Possible emergency kit

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the school bus driver will be able to:

1. Describe the steps taken to manually raise, lower, and extend the wheelchair lift and ramp on a bus in your district.
2. Name the four items of a potential Emergency Evacuation Kit and explain their use.
3. Name three “other items besides the basic four” that the bus drivers may use to make each trip more comfortable for the student and the driver. These are items the driver is not responsible to purchase.
4. Explain why the floor tracks/rails/grooves should be cleaned regularly on a wheelchair bus?
5. Describe how your district secures a walker inside a school bus.

Lesson Plan

Introduction

Quite often, a driver is required to do more during the pre-trip inspection of a special needs school bus. He/she must be able to evaluate the safeness of equipment for special needs pupils.

Presentation

The pre-trip inspection for “regular” school buses also applies to special school buses. Emphasize that the school bus driver trainer is responsible for teaching the use of special devices that are used in his/her school district. Explain the process for mechanical and manual raising, lowering and retracting the wheel chair lift. Describe the four items of a potential emergency evacuation kit and how to use those items. Lecture and describe the special belts and restraining devices. Follow the above demonstration of the three

areas one should check on a child seat belt to make sure that it is safe to use. The fire extinguisher, first aid kit, reflectors and body fluid kit are the four basic safety items on any school bus. There are “other items” that make each trip easier. They are plastic bags, Kleenex, etc.

NOTES:

Special pre-trip inspection

(In addition to the regular pre-trip inspection)

The pre-trip inspection requirements for “regular” school buses also apply to special buses. Special student equipment found on buses transporting special pupils must be included in the pre-trip inspection.

TRAINER’S NOTE

You, as a trainer, are expected to be familiar with special needs equipment. If you are not familiar, ask other people or consult videos, books and magazines that explain the use of special equipment. You are expected to train your drivers to use special equipment as well as drive the school bus.

Some of the information here is mentioned in general terms, because there are so many different makes and models of special equipment.

Wheel chair situations and lifts

- a. Mechanical Lift Check: The wheel chair lift should be checked for up, down, extended and retracted positions.
- b. Manual Lift Check: The wheel chair lift should also be checked for up, down, extended and retracted positions. (This is extremely important in the event the driver is too distant to receive lift repair from the bus garage.)
- c. Wheel Chair Floor Rails: Make sure the floor rails are clean of obstructions so the chair belts will insert easily and attach safely.
- d. Special Fasteners for items like: Oxygen tanks, crutches, braces, etc.

NOTES:

Emergency evacuation kits (Potential; not required)

The emergency evacuation kit might include:

- a. A “gym bag” of appropriate size to carry the kit items.
- b. An 8 ft. square plastic tarp. (Plastic tarps do not decay over the school year.)
- c. 50 ft. of 1/4 inch nylon rope. (Nylon rope does not decay as would a hemp rope.)
- d. A safety belt cutter. (This should be a cutter in which the blade protects the user from being cut.)

Safety belts - Special restraining devices

Belts - restraining devices should be the product of a legitimate manufacturer who has had the item tested for strength and endurance. Check each seat/passenger location to see that the safety belt -restraining device is secured with an authorized connection. Devices that are tied in a knot to the seat frame or around a seat leg are not secure and are likely to fail to secure a pupil during an accident.

The description “special restraining device” could include:

- a. The belts that actually fasten the wheel chair to the school bus body itself.
- b. Upper body restraints that attach to special seat straps.
- c. Seat belts that have had extensions added to them to encircle the girth of an extra large pupil passenger.
- d. Restraint straps that cross the outer end of a wheel chair lift that keeps the wheel chair from falling off onto the ground.
- e. Fasteners that secure oxygen bottles, ventilating machines, and suctioning equipment.
- f. Wheel chair floor rails for attaching the chair hold down straps.

Child car seats

These seats should be the product of a legitimate manufacturer who has had them crash tested for strength and endurance. The driver should be able to repeat the recommended limits for use of the car seat.

Make sure that:

- a. The car seat body is not cracked or warped.
- b. The car seat is clean.
- c. Any straps or latches on the car seat itself are not frayed or inoperable.

Basic four items required by state law:*

* These items should be secured on all school buses

1. Fire extinguisher
2. First Aid Kit
3. Reflectors
4. Body Fluid Kit

Other items besides the basic four:

Items a-f below may or may not be available to the school bus driver. The school bus driver is not responsible for the purchase of these items, but they make the trip much easier.)

- a. Kleenex
- b. Plastic or paper bags
- c. Spray deodorant (Non-aerosol)
- d. Spray disinfectant (Non-aerosol)

NOTES:

NOTES:

- e. Harmless toys/items for the distraction of pupil passengers. This could include any book, stuffed animal or special pillow that makes the pupil passenger feel comfortable while on the school bus.
- f. Air sick bags (This could be the type that is used by an airline or the “Convenience Bag” manufactured for school bus use.

Note: All items must be secured.

Summary

The inspection of special needs devices is required as well as the “normal” pre-trip inspection. The wheel chair lift needs to be checked mechanically and manually Oxygen bottles need to be secured safely before moving on with the pupil. Go over the three things to inspect about a child car seat for safe operation. State the four items in an Emergency Evacuation Kit. Tell the pupils that it is the responsibility of the school bus driver trainer to educate each driver about special needs equipment.

Evaluation

Ask the driver candidates questions regarding the information explained in this lesson.

1. Describe the steps taken to manually raise, lower, and extend the wheelchair lift and ramp on a bus in your district.
 - a. Locate the manual lift pump.
 - b. Turn the hydraulic valves (which direction?) for lowering the lift.
2. Name the four items of a potential Emergency Evacuation Kit and explain their use.
 - a. Tarp
 - b. Nylon Rope
 - c. Gym bag
 - d. Safety belt cutter

4. Name three “other items besides the basic four” that the bus drivers may use to make each trip more comfortable for the student and the driver. These are items the driver is not responsible to purchase.
 - a. Kleenex
 - b. Plastic or paper bags
 - c. Spray disinfectant (non-aerosol)

4. Why should the floor tracks/rails/grooves be cleaned regularly on a wheelchair bus?

If the floor tracks/rails/grooves are filled with dirt, the floor straps cannot be inserted to secure the wheelchair.

5. Describe how your district secures a walker inside a school bus.

Chapter Checklist

As a trainer, you are responsible to:

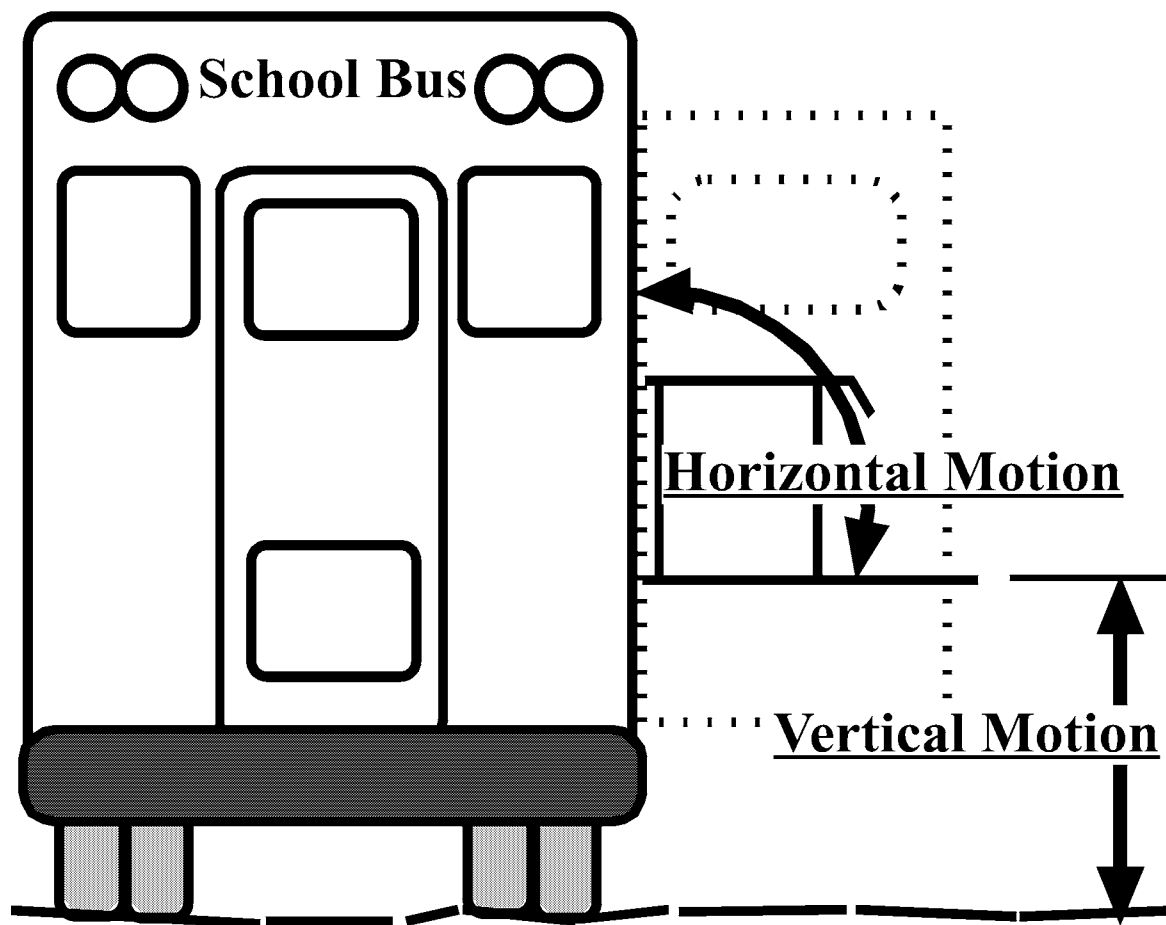
- Teach school bus drivers to perform pre and post bus inspections.

NOTES:

Wheel Chair Pre-Trip Inspection

For a HYDRAULIC OR MANUAL operation:

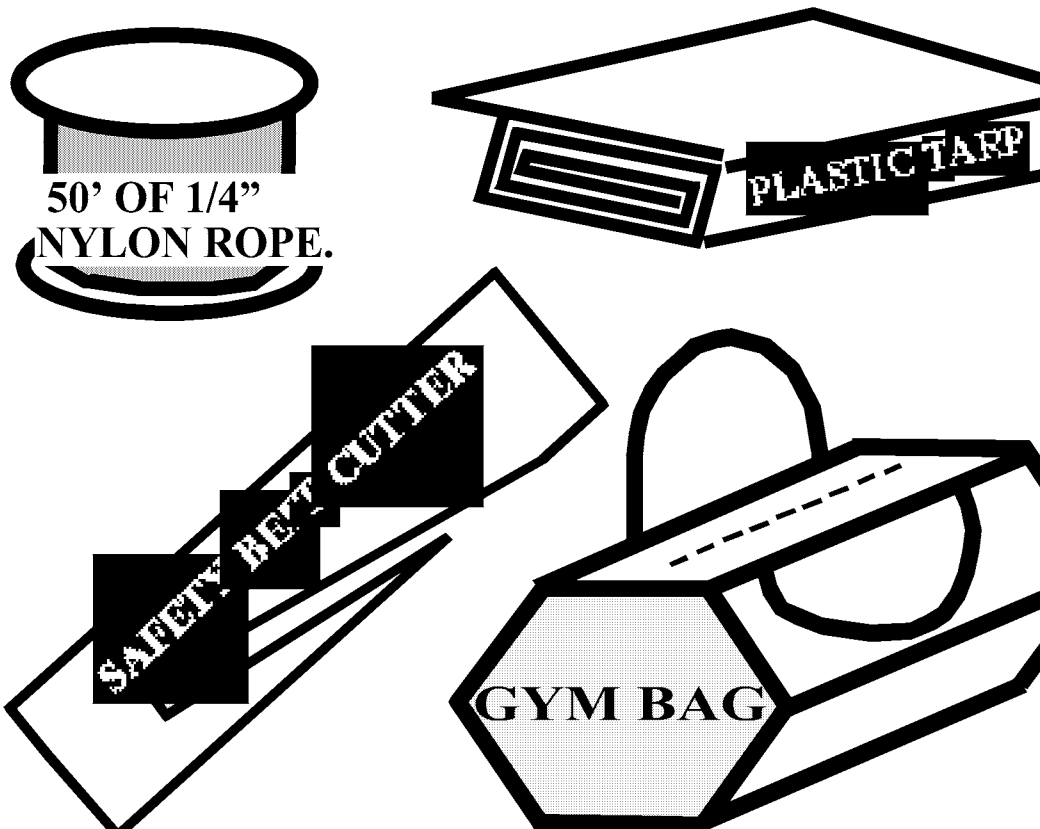
- 1. Check the vertical motion.**
- 2. Check the horizontal motion.**
- 3. Check any ramp/lift belts that affect security.**



Emergency Evacuation Kit

(Potential - Not required)

- 1. Nylon gym bag.**
- 2. An 8' X 8' or 10' x 10' plastic tarp.**
- 3. 50' of 1/4" nylon rope.**
- 4. Safety belt cutter.**





CHAPTER 4:

Passenger Care

Table of Contents

A - Confidentiality

B - Riding Entitlements

C - Respectful Language

D - Characteristics that identify special students

E - Selecting a Car Seat

F - Wheelchair Securement Specifications

G - Glossary of Medical, Educational and Federal Terms

H - Bibliography, Videography and Resources



CHAPTER 4A:

Passenger Care: Confidentiality

Overview

This chapter explains who originates a student record and who may use confidential information from this record to safely transport a student.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Who has access to records
- Who is a “school official”
- With whom can this information be shared

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies
- Recommended video: [Confidential Records](#) by Peggy Burns

NOTES:

Objectives

At the end of this lesson, the school bus drivers will be able to:

1. A student's records are confidential. Tell who the only primary people with whom a school bus driver may share information.
2. Name the two situations that take exception to the "no share" rule involving a student's records.
3. Name three of the four people that a school bus driver may share student record information during an emergency situation.

Lesson Plan

Introduction

Confidentiality is the fundamental safeguard for special needs students.

Presentation

Organize your own presentation using all of the information in this document. Be sure to emphasize the areas about confidentiality.

Confidential records: Information for school bus drivers

1. Which records must be kept confidential?

All material which contains information directly related to a student that is maintained by the school district.

2. What "makes up" a record?
 - a. Printed formats
 - b. Computer media

NOTES:

- c. Video or audiotapes, including videotapes made on a school bus
- d. Records include all special education and regular education records.

3. Who has access to records?

Parents or guardians have the right to access. Other people do NOT have access without parental or legal guardian permission.

4. When do transporters have access to records?

When a person (driver, aide, staff member, supervisor) is acting as a “school official” with a “legitimate” educational interest.

5. Who is a school official?

“...a person employed by the district as an administrator, supervisor, instructor or support staff member; a person or company with whom the district has contracted to perform a specific task..., or a parent or student serving on an official committee or assisting another school official in performing his/her tasks.”

6. What is a legitimate educational interest?

It’s a legitimate educational interest if “an official needs to review a record in order to fulfill his or her professional responsibility.”

7. What legal obligation does the school bus driver have once he/she has confidential information?

Once the driver has the confidential information, he/she may “not disclose the information to any other party without prior consent from the student’s parent or legal guardian.” The driver must not use the information received except for the purpose and in the context in which the information was given.

NOTES:

The exceptions to the “NO SHARE” rule are:**T-1**

1. Suspected Child Abuse: It is the employee’s obligation to report suspected child abuse.
2. Emergency Situations
 - a. A traffic accident
 - b. A breakdown
 - c. An injury
 - d. Health situations
 - e. Crime

Who are the appropriate individuals with whom an employee can share information?

- a. Law enforcement people
- b. Paramedics
- c. Doctors
- d. Emergency contact people (Legal Guardians, etc.)

Note: This information/outline is from a videotape “Confidential Records: A Guide for Pupil Transportation Officials. Burns, Peggy A., L.L.D. It is available from your Regional Transportation Coordinator or it may be purchased.

Summary

Remember, all information about a student must be kept private. It may be shared only in special circumstances. Records include any material which contains information directly related to a student and maintained by the school district. This would mean printed formats, computer media, visual or audiotapes, including the videotapes taken on school buses. Parents and legal guardians have the right to access these records. Others do not have the right of access without the permission of the guardian or parent. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member. This includes the school bus driver. School people do not have the right to share this information

with anyone except in cases of suspected child abuse or emergency situations such as a traffic accident, bus breakdown, child injury, or a crime. Those who can share fall into the categories of Law Enforcement People, Paramedics, Doctors, and Emergency Contact People (legal guardians, etc.)

NOTES:

Evaluation

1. A student's records are confidential. Tell who the only primary people with whom a school bus driver may share information.
 - a. Parents
 - b. Guardians
2. Name the two situations that take exception to the "no share" rule involving a student's records.
 - a. Suspected child abuse
 - b. Emergency situations
3. Name three of the four people that a school bus driver may share student record information during an emergency situation.
 - a. Police people
 - b. Paramedics
 - c. Doctors
 - d. Emergency contact people

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers understand the importance of confidentiality so private personal information cannot slip out into the community.

Exceptions To The “No Share Rule”

Exceptions to the “no share rule” are:

1. Suspected child abuses.

It is the employee’s obligation to report suspected child abuse under state law. It is unchanged by the confidentiality requirements.

2. Emergency situations:

- a. A traffic accident.
- b. A breakdown.
- c. An injury.
- d. Health situations.
- e. Crime.

Who are the appropriate individuals with which an employee can share information?

- a. Law enforcement people.
- b. Paramedics.
- c. Doctors.
- d. Emergency contact people. (Legal Guardians, etc.)



CHAPTER 4B:

Passenger Care: Riding Entitlements

Overview

This chapter explains that special students require due process as well as other students. The exclusion from transportation may not exceed 10 annual days before it becomes necessary to consider the exclusion results as a “change of placement.” Alternate modes of transportation may be used with mutual agreement. Exclusion must be rescinded, if the behavior in question was the result of the students disability.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Due process required for exclusion

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the school bus drivers will be able to:

1. Expulsion from transportation requires “due process.” Explain what the three considerations are in “due process.”
2. Tell how many days excluded from transportation is considered a “change of placement” for a special needs pupil.
3. If the parent refuses to accept alternate transportation arrangements within 10 days, tell who the school district can seek permission to change placement, including alternative transportation.
4. If extra curricular activities are offered for mainstream students, tell for whom they must also be offered.
5. Explain why it is that animals used for assistance should not be denied for a special needs pupils.
6. True or False: Students who are identified as disabled under IDEA (Individuals with Disabilities Education Act) cannot be permanently denied educational services (including transportation) for serious or dangerous behavior.

Lesson Plan

Introduction

There are times when just not transporting special students seems the right decision. The Supreme Court has supported special students and federal rules ensure the special student gets to his/her class, session, or therapy. Exclusion of a student requires due process for all students.

A student with a disability who is suspended for more than 10 days requires consideration as a “change of placement” and, therefore, more research into the situation surrounding the suspension is re-

quired. If it is found that a special student behaved inappropriately because of his/her disability, he/she may not be refused transportation outright.

NOTES:

Presentation

What about unsafe situations during transportation that might require removal as a form of discipline?

Keep in mind:

Our job is to get pupils to and from school. Our job is not to kick students off the school bus.

According to the Office of Special Education Programs (OSEP), students who are identified as disabled under IDEA cannot be permanently denied education services for dangerous or disruptive behavior. IDEA guarantees their right to a free appropriate public education (FAPE) which includes the related service of transportation.

The basic federal rules that restrict transportation are:

1. The U.S. Supreme Court has ruled that expulsion of any student requires due process including parental notification, evidence and opportunity to respond and written notice of misbehavior, length of suspension and condition.
2. A student with a disability may be suspended from transportation for up to 10 days in a school year; suspensions for more than 10 days is considered a “change of placement.”
3. If the student is dangerous and the parents refuse alternative transportation arrangements within 10 days, the school can seek court permission to change placement including alternative transportation.

The last situation rarely occurs and requires the school district to have extensive documentation about the specific incident, as well as the steps taken to modify the inappropriate student behavior.

NOTES:

If the IEP (Individual Education Plan) committee determines the student's behavior was a direct result of the student's disability, the student's suspension or expulsion must be rescinded. It is at this time that the behavioral issues exhibited on the school bus should be readdressed and the IEP amended if necessary. A district may never exclude a student from transportation by stating on the IEP that if the student's behavior is inappropriate, services will be terminated. Alternative forms of transportation may be the answer to this situation.

Extra-curricular activities

A school district is required to transport a student with disabilities to extracurricular activities if those activities are part of his/her IEP. For those extra-curricular activities chosen by the parents or students that are not part of the IEP, the requirements are less clear.

Even though the requirements are less clear, if extra-curricular activities are available for mainstream pupils, they should be offered for special pupils too.

Animal assistance

At a minimum, the use of animals on the school bus should address seating arrangements, emergencies, evacuations and other student needs. For students riding a school bus with an animal assistant, it is good practice to provide an orientation about the animal to the parents of the other students and ascertain whether its presence will result in problems such as allergic reaction. Good communication will foster receptiveness. Prohibiting a certified animal to accompany a student on the bus is illegal under IDEA, Section 504 and the Americans with Disabilities Act and subject to challenge.

Transporting Medication

It is essential the school district have a written policy regarding acceptable procedures for medicine transport. Qualified and authorized personnel only should administer medication required during transport. This information should be part of the student's IEP and available to the Transportation Department for confidential use.

Summary

The Supreme Court has supported special students and federal rules ensure the special student gets to his/her class, session, or therapy. Expulsion of a student requires due process for mainstream or special pupils. A student with a disability who is suspended for more than 10 days, requires consideration as a “change of placement” and therefore more research is required into the situation surrounding the suspension. If it is found that a special student behaved inappropriately because of his/her disability, he/she may not be refused transportation outright.

Evaluation

Test questions:

1. Expulsion from transportation requires “due process.” What are the three considerations in “due process?”
 - a. Parent/guardian notification of the charges.
 - b. Evidence of the charges.
 - c. The opportunity for the parent/guardian to respond to the charges.

2. How many days excluded from transportation is considered a “change of placement” for a special needs pupil?

Any beyond ten days.

3. If the parent refuses to accept alternate transportation arrangements within 10 days, the school district can seek whose permission to change placement, including alternative transportation.

The court.

4. If extra curricular activities are offered for mainstream students, for whom must they also be offered?

Special needs pupils.

NOTES:

5. Why is it that animals used for assistance should not be denied for a special needs pupils.
Animals give the pupil better access to a successful education.
6. True or False: Students who are identified as disabled under IDEA (Individuals with Disabilities Education Act) cannot be permanently denied educational services (including transportation) for serious or dangerous behavior.
This is true.

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers can explain that expulsion from transportation requires “due process.”



CHAPTER 4C:

Passenger Care: Respectful Language

Overview

This chapter explains how a driver might offend a special student by the way he/she describes the person in his/ her charge. A short list of empowering words are included to show a driver the difference between each type of word.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- List of appropriate words

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the school bus drivers will be able to:

- Write/recite three examples of Disempowering Language that should not be used to describe a special student.
- Write/recite three examples of Empowering Language that shows respect for each student.

Lesson Plan

Introduction

Here are some examples of everyday speech that may humiliate a special student or enhance his/her self-image and self-value.

Presentation

Speaking respectfully about special students

It is important that the school bus driver consider how he/she talks about the special pupils that are being transported. Some statements tend to belittle or diminish the human quality of the pupil.

Look at the following list of descriptions to see how language can be disempowering or empowering.

- a. Empowering statement: "I transport special pupils with special needs."
- b. Disempowering statement: "I haul handicapped kids."

Disempowering

Handicapped Student
 Crippled Person
 Blind
 Deaf, Dumb, Deaf and Dumb
 Wheelchair victim
 Wheelchair bound
 Patient (except when in a hospital)
 Invalid
 Afflicted by
 Stricken with
 Suffering from

Empowering

Student with a disability
 Individual with a disability
 Visually impaired
 Hearing impaired
 Physical disability
 Non-ambulatory, mobility im-
 paired
 Person with a disability
 Person who had ??
 Caused by, born with
 Affected by

NOTES:

Try to think what your own reaction might be if someone were to describe a special student. Would your reaction be humiliation (disempowering) or enhancing (empowering)?

Evaluation

1. Write three examples of disempowering language that would diminish a special student.
 - a. Handicapped student
 - b. Invalid
 - c. Blind
2. Using the three examples from question 1, write the Empowering version of each of them.
 - a. Student with a disability
 - b. Person with a disability
 - c. Visually impaired

NOTES:

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers understand the importance of using respectful language when speaking with or about special students by giving examples of empowering and disempowering statements.



CHAPTER 4D:

Passenger Care: Descriptions of Special Needs Characteristics

Overview

This section defines some of the characteristics that identify a special needs student.

THIS CHAPTER INCLUDES:

- A list of special needs characteristics
- Information about managing and facilitating behavior of special needs students

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Descriptions of Special Needs Characteristics

1. Autism

Some of these student do not communicate, or do so in a meaningless manner, have emotional outbursts, abnormal reaction of sound, lethargy, abnormal responses to objects, abnormal fear, and difficulty communicating with others.

Possible help:

- Give only one- or two-word directions to correct inappropriate behavior - "Sit Down," "Keep Hands to Self," "No," "Yes," "Very Good," etc. Do not provide choices and be sure that all requests are given in a quiet, gentle, firm voice.
- Find out what strategies work at home to calm the student, and use them.
- Find out what "triggers" can be avoided to prevent behavioral outbursts and use them. Keep the trip the same from day to day. Make as few changes as possible. If changes are made, inform the student ahead of time to reduce frustration.

2. Deaf-Bund

These students require consistency in seating, communication, and are necessary to minimize disorder and confusion for the pupil.

Possible help:

- Keep seating consistent each day.

3. Deaf

Some deaf students use only sign language, some only lip-read,

and others use a total communication system that includes both sign language and lip-reading.

Possible help:

- Keep paper and pencil available on the bus for communicating.
- Learn enough sign language and finger spelling to provide safe transportation. For example: Yes, No, Sit Down, Very Good, etc.

4. Hearing Impaired

These students may or may not use sign language. They may have fluctuating hearing and do not respond consistently to verbal communication.

Possible help:

- Paper and pencil should be available on the bus for communication.
- When one is not driving, face the student and speak carefully and slowly.
- Reduce background noises as much as possible.
- Seat the hearing impaired pupil with a pupil who can hear.

5. Mentally Impaired

There is a broad range of abilities and functions here. They may or may not be ambulatory and may attend their local school or a special education center.

Possible help:

- Follow a daily routine that is consistent from day to day.
- Speak softly and firmly, be friendly and give one-part directions

NOTES:

NOTES:

“Sit Down,” “Keep Hands to Self,” “No,” “Yes,” “Very Good,” etc. Give the pupil time to respond to your instructions.

6. Multiple Impairments

Such as mental retardation and blindness, mental retardation and orthopedic impairments, alternate communication systems, special equipment, behavior management, special positioning, etc. The combination of which causes such severe educational problems that students with multiple disabilities cannot be accommodated in special education programs solely for one of the impairments.

Possible help:

- Speak softly, slowly, and simply.
- Give the student time to react to your instructions.
- Do what the teacher, parent, or counselor has found to “work” to help the pupil understand.

7. Orthopedic Impairment

Specialized seating, physical handling, specialized equipment with adaptations. Special persons may be required to assist these students.

Possible help:

- Learn the operation of the wheel chair lift, its belts and straps, and the technique of tying down the wheelchair to the school bus floor.
- Seek assistance from an involved OT (occupational therapist) or PT (physical therapist).
- Wheel Chairs: Most wheelchairs can be secured to the school bus floor and the student can be secured to the wheelchair with floor and shoulder straps for a safe trip to school.
- Scooters: Scooters (three wheeled powered chairs) are mobile

NOTES:

and maneuverable. The student should be removed from the scooter during transit and secured into a passenger seat. Securing the scooter and its occupant together is very unstable.

- Carts (Gurneys) These are difficult to fit safely into a school bus without major remodeling and, therefore, the “cart” might be assigned to alternate professional transportation such as an ambulance, or medical transportation.

8. Other Health Impairments

Some of these students may appear no different from their student peers, but might have the following conditions/syndromes/phenomenons: (These definitions are not meant to be a complete description of impairments. They are meant to give a quick generalization.) For a more detailed description of each impairment, see *Transporting Medically Fragile or Technology-Assisted Students* by Ray Turner, Ed. D.

- Anaphylactic reactions to food [A shock reaction - difficult breathing, swelling up]
- Anaphylactic reactions to insect bites [A shock reaction - difficult breathing, swelling up]
- Asthma [Difficulty breathing, shortness of breath]
- Cerebral Palsy [Poor muscle control, muscle spasms or seizures]
- Congenital Heart Malformation [A hole in the heart, “blue baby syndrome,” etc.]
- Diabetes [Extremely high or low Blood Sugar]
- Encephalitis [A brain inflammation]
- Fetal Alcohol Syndrome [FAS] [Difficulty learning, socializing, problem solving, etc.]
- Guillain-Barre Syndrome [An extreme muscle weakness that takes weeks or months to cure]

NOTES:

- j. Hemophilia [A bleeding disorder]
- k. Hydrocephalia [An accumulation of liquid within the brain]
- l. Irritable Bowel Syndrome
- m. Rheumatoid Arthritis
- n. Lennox-Gastaut Syndrome [A seizure disorder]
- o. Nesch-Nyhan Syndrome [Characterized by self-mutilating behaviors such as lip and finger biting and/or head banging]
- p. Marfan Syndrome [Excessive height and maybe problems with the eye, spine, breast bone and heart]
- q. Osteogenesis Imperfecta [Brittle Bone Disease]
- r. Multiple Sclerosis [Disabling disease of the central nervous system]
- s. Muscular Dystrophy [A muscle destroying disease}
- t. Myasthenia Gravis [Intermittent muscular weakness of variable degrees and duration]
- u. Prader-Willi Syndrome [Includes obesity and behavior problems]
- v. Raynauds' Phenomenon [Extreme skin reaction to cold - Arteries briefly contract and cause skin to color]
- w. Rett Syndrome [Excessive hand wringing, impaired language]
- x. Scoliosis [Curvature of the spine]
- y. Spina Bifida [Cleft spine]
- z. Spinal Muscular Atrophy [Weakness of the trunk and limb muscles]
- aa. Traumatic Brain Injury [A brain injury that impairs cognition, thinking, motor skills, etc]

- bb. Tuberous Sclerosis [Could include epileptic, intellectual impairment, white skin patches or facial rash]

NOTES:

Possible help:

- Get information about the pupil's condition, before that person is transported in a school bus. Each one of these disorders requires a special consideration for safe transportation.

9. Behavior Disorder/Emotional Disorder

Sometimes referred to SED (Seriously Emotionally Disturbed) or EBD (Emotionally Behaviorally Disturbed)

What behaviors/attributes can the school bus driver expect to see in these students? Please look at the following:

Aggression-verbal	Fearful	Self-injurious
Aggression-physical	Immature	Shy
Aggression-property	Impulsive	Suspicious
Attention demanding	Irritable	Swears
Blaming others	Loud	Teases
Bullying others	Lies	Tantrums
Compulsive	Moody	Withdrawn
Crying	Quarrelsome	Does not obey
Reclusive	Distracts easily	Restless-hyperactive

Problems above may range from mild to severe behavior disruptions.

Possible help:

TELL PUPILS WHAT TO DO: "Ned. Stop throwing paper now. As opposed telling them WHAT NOT TO DO. "Ned! Don't throw paper inside or outside of the school bus!"

NOTES:

DO NOT YELL OR SCREAM at the students, BUT, use an intense and firm voice that will carry over the noise of the school bus. “Joshua. Sit down in your seat.”

DO NOT LOOSE CONTROL by threatening and especially threatening a consequence that can not be applied. “Louise! If you don’t close the window, I’ll kick you off of the school bus!” Louise knows you can’t legally kick her off of the school bus. Why should she listen to your threat?

DO NOT BEG OR PLEAD. It weakens your goal or intent. “For the fourth time, please go back to your seat and sit down! Please, oh please.”

BE ASSERTIVE by not using the word “try.” As in “Martha! Try to keep your hands inside the school bus!” It is more assertive to say, “Martha! Bring your hands inside the school bus and put them in your lap.”

ALSO, SAY THINGS THAT ENCOURAGE OR RE-ENFORCE GOOD BEHAVIOR. Don’t “gush.” Be your honest self without being hurtful or sarcastic.

- “Beth! Thank you for seating yourself so quickly.”
- “AN” I’m proud of the way you helped George carry on his school project.”
- “Teresa!” “Good for you. You rode all the way home without my having to tell you to lower your voice.”
- Seat problem pupils away from each other.
- Require that the pupil tell you the consequence for: spitting, hitting, making a mess, throwing things, etc. This puts the responsibility of behaving correctly on the student.

10. Specific Learning Disability

Learning disabled students may have a problem using or understanding language. The majority of these students ride the school bus with their non-disabled peers and do not look or act differently from them. Students with severe learning disabilities may require patience and understanding with written and oral communication.

Possible help:

- Give the student time to react to your instructions.
- Because of his/her limitations, time is required for the information to be processed.
- Go over the bus rules on a regular basis.

11. Speech And Or Language Disability

This population rarely requires special education transportation services except by reason of age. These students are detected early and served at a very young age.

Possible help:

- Give the student time to react to your instructions.
- Make up a sign language for communication with the school bus driver.

12. Traumatic Brain Injury

This student population often requires very specialized transportation services because of limited physical, behavioral, or intellectual abilities.

a. Physical Symptoms:

Aphasia, visual impairment, hearing impairment, physical disability, spastically, hemiplegia (the weakening of half of the face or body) paraplegia, and seizures.

b. Cognitive Symptoms:

Decrease in long-term or short-term memory, perception, concentration, attention, planning and judgment, lack of foresight, decreased capacity for abstract thinking, difficulty in generalization, and spatial disorientation.

NOTES:

Because these students were not born limited, they may show extreme frustration trying to accept changes in their behavioral or intellectual status.

Possible help:

- The variety of damage is great with this injury. Ask for specific help from professional persons. Rehabilitation personnel are often the most knowledgeable about the needs of this population. They provide valuable assistance when defining help.

13. Visual Impairment

Some visually impaired students require extensive assistance to be seated, while others need little or none. Verbal communication should be used to provide compensation for what can not be seen.

Possible help:

- Be very verbal with the student as a routine for transportation is developed. Tell them what is going on. "I'm guiding you to your seat." "I'm leading you down the bus steps."
- Develop large print signs or symbols to communicate student needs.

Bibliography

Turner, Ray, Ed. D. Transporting Medically Fragile or Technology - Assisted Students. White Buffalo Press, 2000.

This is just possibly the best source of special education information available at the present time. It is well worth having in your transportation library.



CHAPTER 4E:

Passenger Care: Selecting A Car Seat

Overview

This chapter explains a series of questions that a school bus driver should ask him/herself about safely securing a student in a “car seat.” It explains how the age and weight of the student affects the direction the car seat faces and when it is strapped down onto a school bus seat.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Seat securement questions
- Direction the child faces
- Locating the retainer clip

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies
- Recommended Video: “Car Seats On School Buses”

NOTES:

Objectives

At the end of this lesson, the school bus drivers will be able to:

1. Tell the weight and age of a pupil who is considered to be a small child as opposed to an infant.
2. Tell which direction and at what angle an infant's car seat should face when secured in a school bus.
3. Explain which direction a small child's seat should face when secured in a school bus.
4. Tell at what location on a pupil's body a retainer clip should be placed.

Lesson Plan

Introduction

Selecting a child car seat requires knowing the age and weight of the student. Once these facts are known, the driver can decide whether to face the student forward or rearward. After the child is secured the driver needs to evaluate know he/she has tied the child in for the safest ride to and from school.

Presentation

Select a child car seat (Child Safety Restraint System or CSRS) for a specific student's needs.

After learning about child car seats from local and state resources, a person can look for additional information at N.H.T.S.A.'s web site www.nhsta.dot.gov/people/injury/childps/contacts or one can phone for help at the DOT Auto Safety Hotline at 1-800-327-4236.

Questions a school bus driver should ask him/herself about child safety restraint system (CSRS or child car seats)

See T-1 through T-3

1. Am I using the correct Child Car Seat for the child?

The child should be rear-facing up to at least 20 pounds and at least one year of age. (Use only the weight limits designated by the manufacturer of a particular CSRS.

2. Have I routed the seatbelt through the CSRS as instructed by the manufacturer?
3. Are the child safety seat harness straps in the right slot?

(Check the user's manual.) Rear-facing - they should be in the lower slots at or below the shoulders. Forward-facing - they should be in generally the top slots always at a position above the shoulders.

4. Is the harness buckled snugly around the child?

The straps must lie flat and the harness RETAINING CLIP must be at armpit level. Armpit level is sometimes called the "tickle zone." The harness should be adjusted so you can slip only one finger between the straps and the child's chest.

5. Are all infants semi-reclined and rear-facing?

It is important for an infant to ride rear-facing and semi-reclined (halfway back or 45 degrees from the horizontal) to support the head, neck and the back. You can put a tightly rolled towel or a firm foam "noodle" (pool float) under the front edge of the child safety seat to tilt it back a little so the infant's head lies back comfortably.

6. Are convertible seats that are being used forward-facing in the upright position?
7. Do all child safety seat harness straps have Retainer Clips?

NOTES:

NOTES:

8. Am I familiar with the placement and use of the chair before placing a child in it?

9. Have I placed my knee into the child seat pressing heavily while securing it to the school bus seat?

The seat must not move more than one inch when it is pushed forward or from side-to-side at the belt path.

10. Have I reviewed or has someone on staff trained me according to the manufacturer's instructions for all of the child car seats in the bus?

Seating chart for child car seat (Graph Overview)

See T-4 though T-6

INFANT - UP TO ONE YEAR OF AGE AND 20 POUNDS

A. Infant only seat (Rear-facing with base)

Checklist:

1. Seat is locked securely in its base. (Pull to verify connection and listen for the "snap" as the base connects with the seat.)
2. Rear-facing
3. Semi-reclined
4. Carry handle is locked down
5. Good head and neck support
6. Seat belt correctly routed through seat base
7. Retainer clip on infant is at armpit level
8. Harness straps are snug
9. Don't secure blankets under straps

B. Infant only seat (Rear-facing without base)

Checklist:

1. Rear-facing

NOTES:

2. Semi-reclined
3. Carry handle is locked down
4. Good head and neck support
5. Seat belt correctly routed
6. Retainer clip on infant is at armpit level
7. Harness straps are snug
8. Don't secure blankets under the straps

C. Infant in a convertible seat (Rear-facing)

Checklist:

1. Rear-facing
2. Semi-reclined
3. Carry handle is locked down
4. Good head and neck support
5. Seat belt correctly routed
6. Retainer clip on infant is at armpit level
7. Harness straps are snug
8. Don't secure blankets under the straps

SMALL CHILD - OVER 20 POUNDS AND ONE YEAR OF AGE

A. Convertible Seat (Forward-facing) Checklist:

1. Forward-facing
2. Upright position
3. Lap belt is used to secure the seat; not the child
4. Harness straps are at the top slots above the shoulders
5. Retainer clip at armpit level
6. Harness straps are snug
7. Seat does not move more than one inch at the belt path when pushed forward or side-to-side
8. Don't secure any blankets under the straps

NOTES:

Safety Vest (View from back) T-7**Cam Wrap System Floor Mounted T-8**

The Cam Wrap System is used to secure the attachments on a passenger's Safety Vest. The system must be firmly in place.

Cam Wrap System Seat Mounted T-9

The Cam Wrap System is used to secure the attachments on a passenger's Safety Vest. The system must be firmly in place.

Seat belts that do not fit! T-10

When seat belts are too long or too short, the driver must notify his/her supervisors that the existing equipment does not fit. Use a known vendor/ manufacturer to provide the new length.

Car seat "final check list"

1. Is the retainer clip high enough to keep the shoulder straps from lateral separation?
2. Are all belts snug?
3. Are the harness straps above the shoulders of the pupil?
4. Is the retainer clip at armpit level?

Summary

There is much to consider in this chapter. If a child is less than one year old and weighs less than 20 pounds, consider him/her an infant and choose a car seat that will face backwards and is slightly reclined. If the child is more than one year old and weighs more than 20 pounds, consider him/her a small child and choose a car seat that will face forwards and will sit upright on the bus seat. Pupils with body harnesses will be secured into a seat by attaching the harness to the cam wrap and its straps and snaps. The retainer clip

on the body harness should be raised to armpit level on the pupil.

NOTES:

Evaluation

1. Tell the weight and age of a pupil who is considered to be a small child as opposed to an infant.
 - a. Over 20 pounds
 - b. Over one year of age
2. Which direction and at what angle should an infant's car seat face when secured in a school bus?
 - a. It should face backward.
 - b. The back should be slightly reclined.
3. Which direction should a small child's seat face when secured in a school bus?
It should face forward.
4. At what location on a pupil's body should a retainer clip be placed?
It should be placed at arm pit level.

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers knows how to select a car seat for Special Needs Students by age and weight.

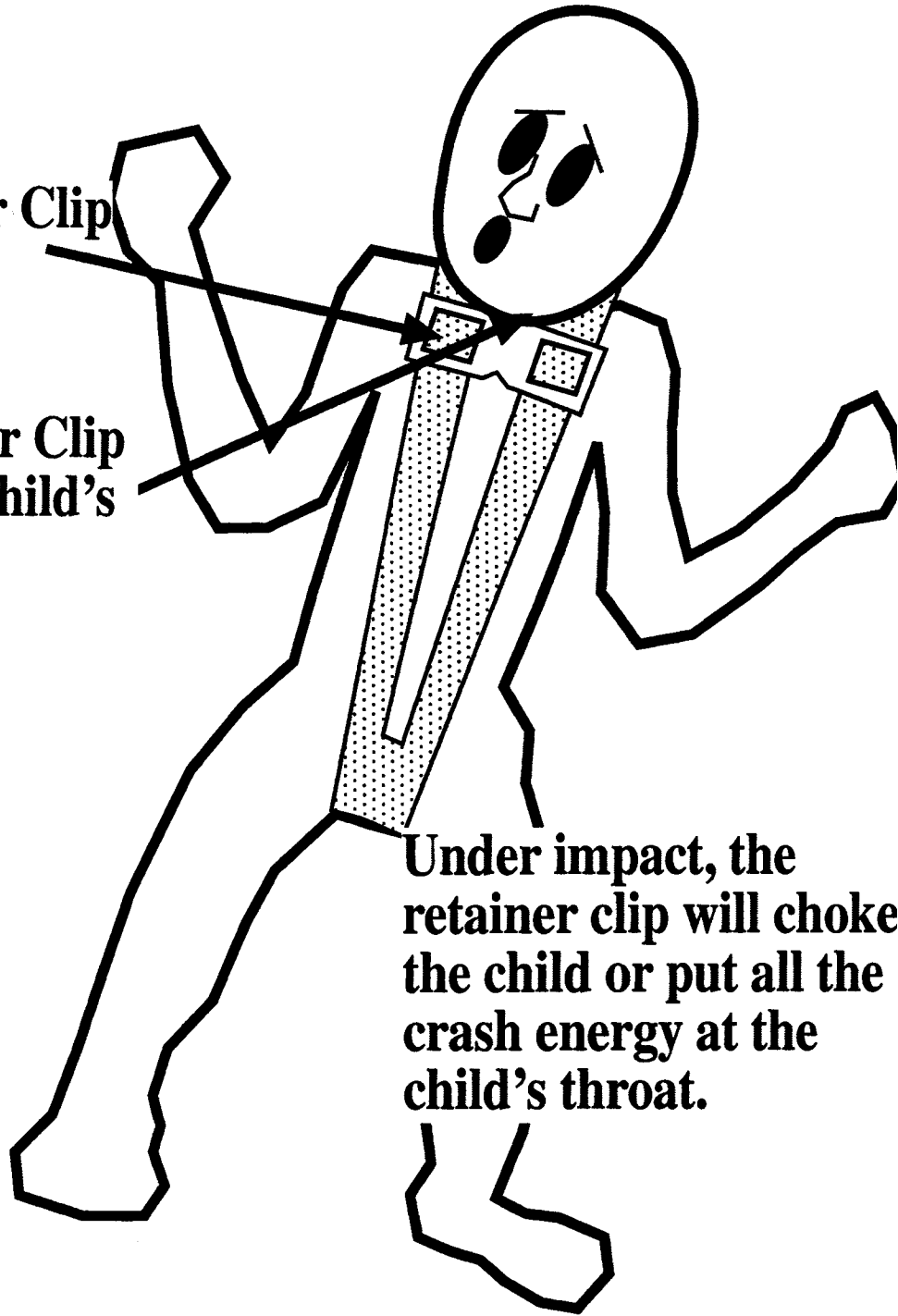
Car Seats



Retainer Clip Placement - TOO HIGH!

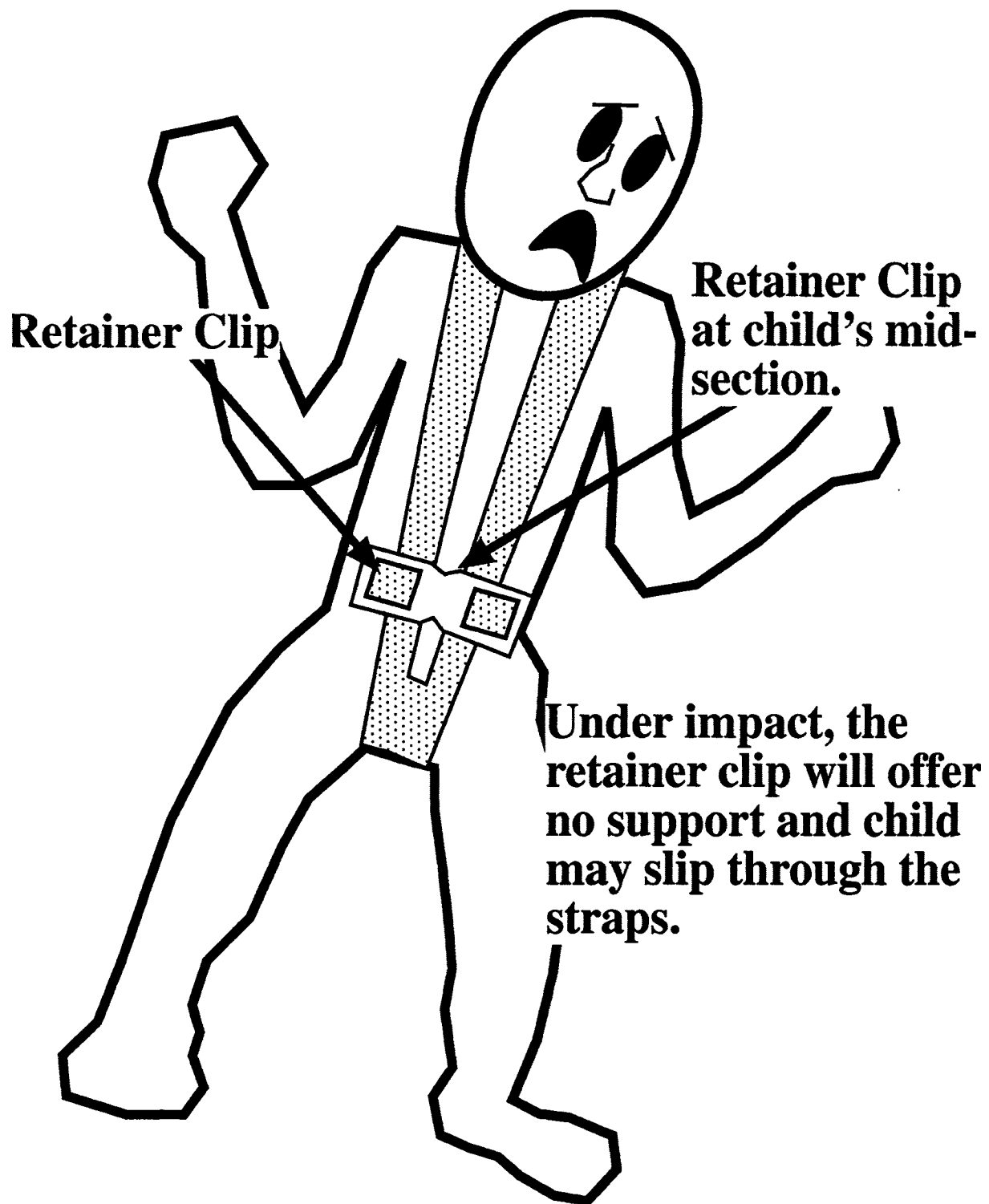
Retainer Clip

**Retainer Clip
under child's
chin.**

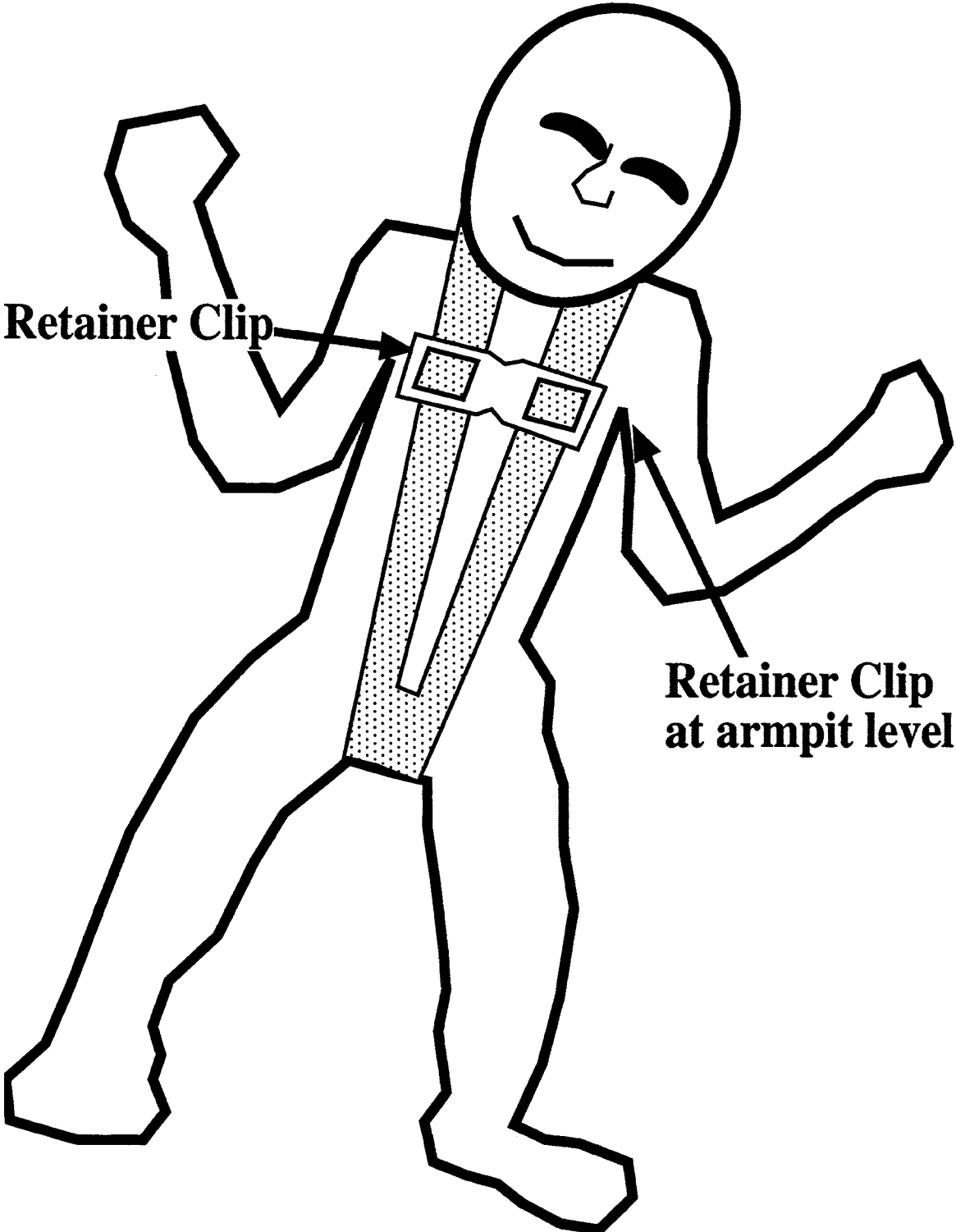


**Under impact, the
retainer clip will choke
the child or put all the
crash energy at the
child's throat.**

Retainer Clip Placement - TOO LOW!



Retainer Clip Placement - GOOD (AT ARMPIT LEVEL)!



SEATING CHART FOR CHILD CAR SEATS***

	Rear-facing	Forward-facing	Forward-facing
	To at least 1 year and 20 lbs.	Over 20 lbs. And 1 year of age.	Over 40 lbs.
INFANT ONLY SEAT (rear facing)	X		
Convertible	X*	X	
Integrated	X**	X	X
Forward facing only Seat		X	X
Booster with build-in harness		X	
Safety Vest		X	X

*Many convertible seats are currently available that can accommodate rear-facing infants to a weight greater than 20 lbs.
 **Systems provide anchors to secure a rear-facing child safety seat.
 *** Always check the label on the child safety restraint system that tells you what weight of child can be restrained in the system.

INFANTS-

Children to at least 1 year of age and at least 20 lbs.

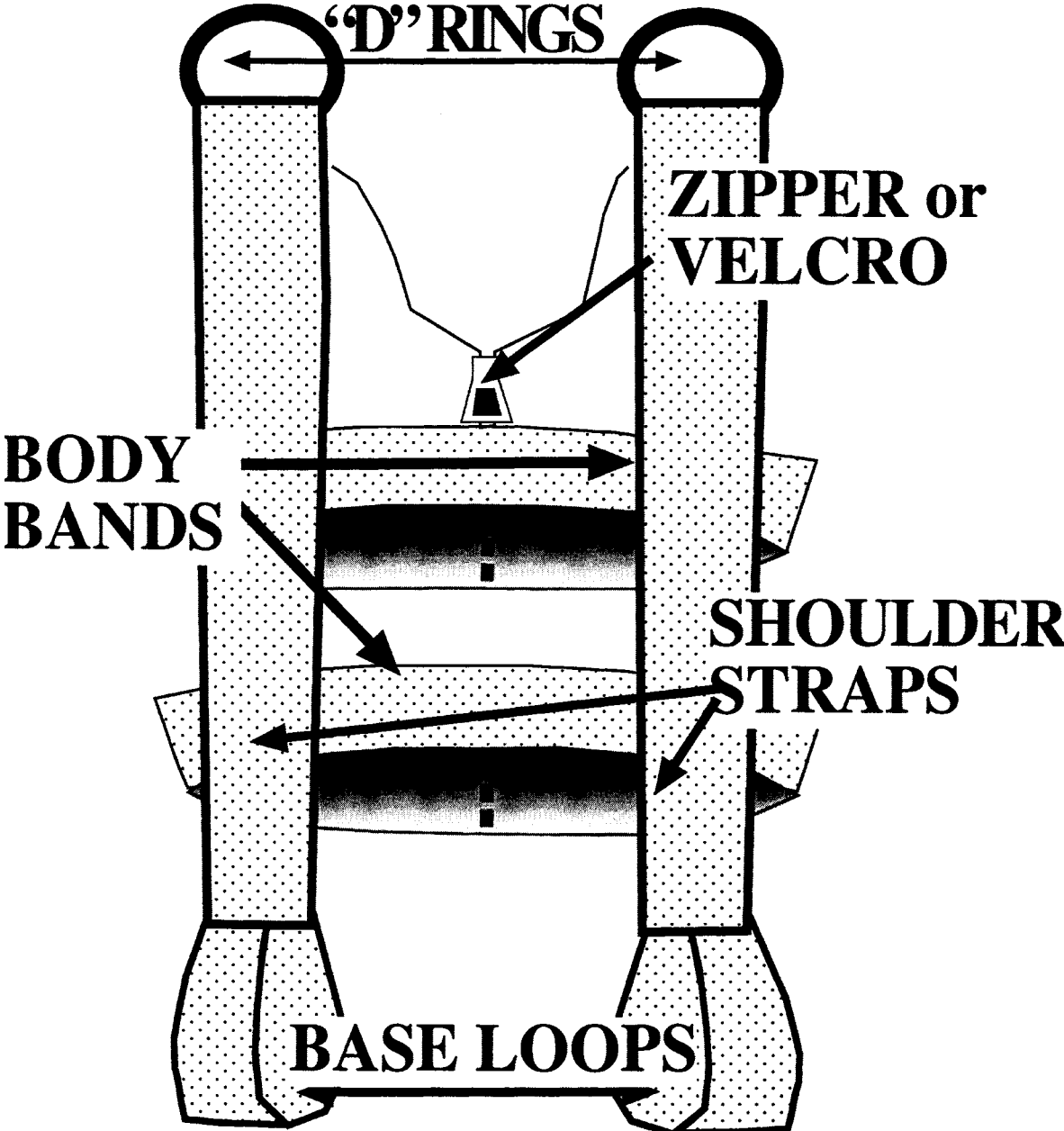
- 1. The seat should be rear-facing.**
- 2. The carry handle should be in its back locked down position.**
- 3. The seat belt should be correctly routed through the seat base.**
- 4. The RETAINER CLIP should be at armpit level on the infant.**
- 5. The harness straps are snug against the infant.**
- 6. The infant is semi-reclined with good body and head/neck support.**
- 7. The infant seat should be “snapped” into the seat base and the base should be strapped firmly to the vehicle.**

SMALL CHILDREN-

Children over 20 lbs. and over 1 year of age.

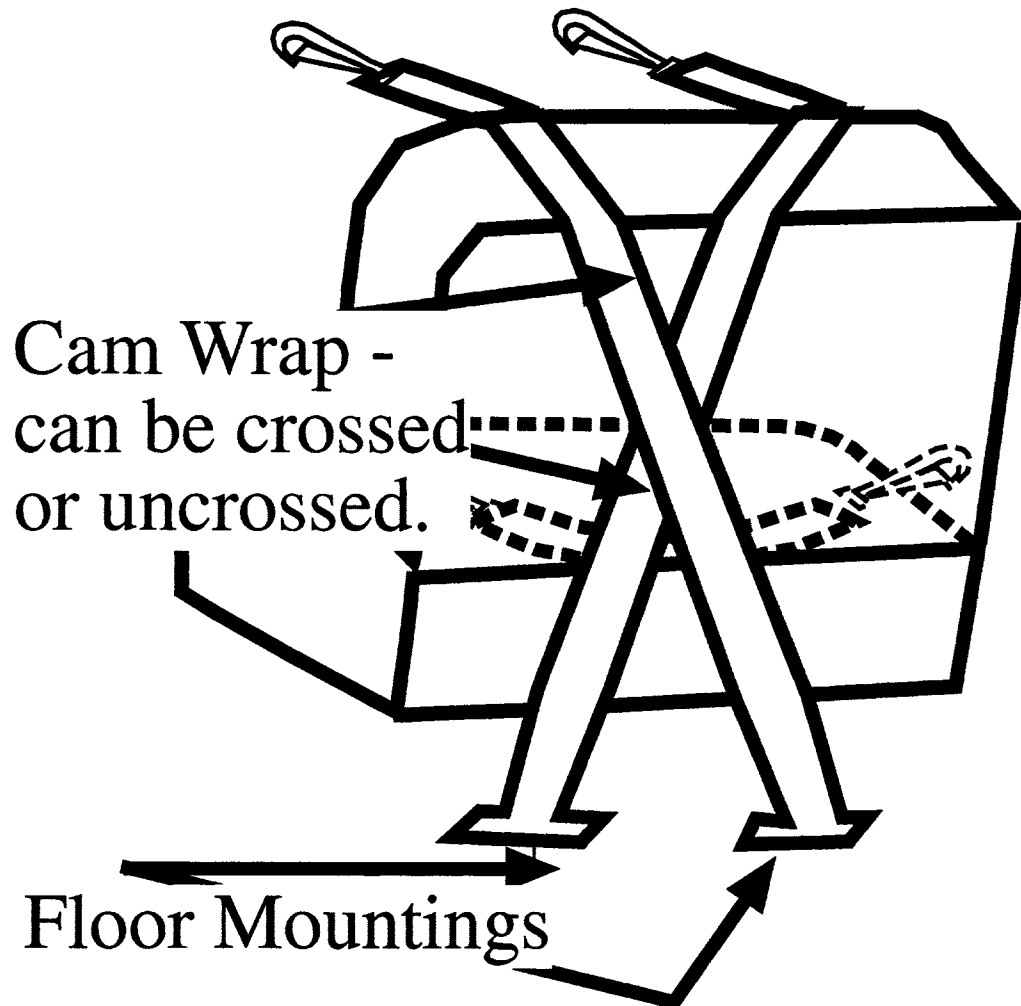
- 1. The seat should be forward-facing.**
- 2. The harness straps should be at the top slots above the shoulders.**
- 3. The seat belt should be correctly routed through the seat base.**
- 4. The RETAINER CLIP should be at armpit level on the child.**
- 5. The harness straps are snug against the child.**
- 6. The child seat should be firmly belted to the vehicle. The seat should not move more than one (1) inch when pushed from side to side or forward.**

Safety Vest



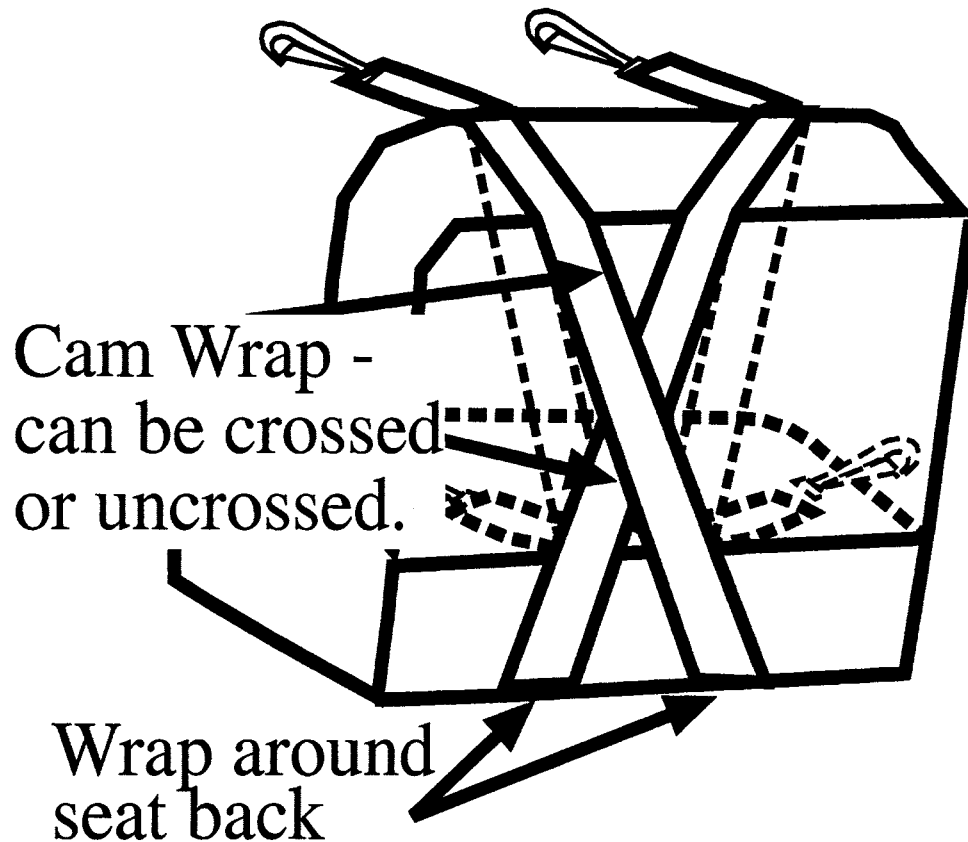
(View from the back of vest)

Cam-Wrap: Secured to the bus floor



After this “wrap” is fastened to the school bus seat, it is used to attach a body safety vest worn by the student on the school bus.

Cam-Wrap: Secured to the seatback



After this “wrap” is fastened to the school bus seat, it is used to attach a body safety vest worn by the student on the schoolbus.

BELTS DON'T FIT?!

LAP BELTS TOO LONG?

1. Never make knots in a belt to make it short.
2. Don't twist a belt to make it shorter.
3. Purchase the correct belt from a known manufacturer.

LAP BELTS TOO SHORT?

1. Purchase a lap belt extension from a known manufacturer to make the lap belt longer. Legal problems may arise if the extension is "homemade."

RETROFITTED LAP BELTS?

1. Don't use one belt for two people in the same seat.
2. Don't tie the ends of the lap belt to the seat frame.
3. If retrofitting is necessary, have the manufacturer do the installation.



CHAPTER 4F:

Passenger Care: Securing a Wheelchair

Overview

This chapter explains the requirements for wheelchair securement.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Securement requirements for wheelchairs

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Objectives

At the end of this lesson, the school bus drivers will be able to:

1. Wheelchairs must be secured to the floor of the bus. (Consider only the wheelchair at this point.) Tell how many connections are made.
2. Explain where the four floor straps are attached to the wheelchair.
3. Tell where the strap is fitted across the student in the wheelchair.

Lesson Plan

Introduction

Wheelchair equipment and restraint specifications

The purpose of this chapter is to give the trainer or operator the dimensions needed for the placement of a wheelchair. It will show how to secure a chair by using transparencies as examples. There are many different chairs in the world of education and the information here does not cover them all. The information should serve as a starting point for making wheelchairs safe within a school bus.

Wheelchairs come in all sizes and shapes. The example shown here on T-1 and T-2 will familiarize one with the basic tie down points on a mobile chair. Wheelchairs should be secured in a forward-facing position. There should be four connections from the chair to the school bus floor: two from the front and two from the rear. In addition to those points, there should be a two place floor connection across the lap of the student, and if available, one connection across the chest.

Presentation

Describe transparencies T-1 and T-2.

NOTES:

Seats, seating and wheelchair/Mobility and positions

1. There shall be a FMVSS 222 passenger seat or restraining barrier immediately behind the stepwell.
2. Every bus that is lift-equipped shall have at least one school bus seat no less than 15 inches in width.
3. Any passenger seat that has a child safety seat attached thereto shall be equipped with seat belts that meet the requirements of FMVSS 208, 209 and 210.
4. All child safety seats transported in any school bus shall meet the requirements of FMVSS 213.
5. Child safety seats shall be secured to the bus seat in a manner prescribed and approved by the manufacturer.
6. Infant seats (for children under 13 months) shall be attached to the bus seat rearward facing.
7. Type A-I buses shall be limited to three wheelchair/mobility aid positions.
8. Type A-II and B buses shall be limited to four wheelchair/mobility aid positions.
9. Type C and D buses shall be limited to six wheelchair/mobility aid positions.

Securement and restraint system for wheelchair/Mobility aid and occupant

For the purpose of this section, the term “securement” or phrase “securement system” is used exclusively in reference to the device(s) which secure the wheelchair/mobility aid. The term “restraint” or phrase “restraint system” is used exclusively in reference

NOTES:

to the device(s) used to restrain the occupant of the wheelchair/mobility aid. The phrase “securement and restraint system” is used to refer to the total system which secures and restrains both the wheelchair/mobility aid and the occupant.

1. SECUREMENT AND RESTRAINT SYSTEM - GENERAL

- a. The Wheelchair/Mobility Aid Securement and Occupant Restraint System shall be designed, installed and operated to accommodate passengers in a forward-facing orientation within the bus and shall comply with all applicable requirements of FMVSS 222. Gurney-type devices shall be secured parallel to the side of the bus.
- b. The bus body floor and sidewall structures where the securement and restraint system anchorages are attached shall have equal or greater strength than the load requirements of the system(s) being installed.
- c. Grade 5 bolts or better shall be used to secure inserts or cargo track to bus floor or wall. Bolts shall not restrict the incremental adjustment positions of the cargo track.
- d. All belt end fittings used to attach belts to the floor or wall inserts or cargo track shall be a positive lock type to prevent accidental disconnecting and be made of metal and designed for quick attachment and detachment without the use of tools.
- e. The wheelchair/mobility aid securement system belts and the occupant restraint system belts shall be color coded with black for the occupant.
- f. Belt systems shall be made of a material that can be cut with shears or other sharp cutting instrument.
- g. All securement and restraint systems shall be fully adjustable and of such design to accommodate various sizes of wheelchair/mobility aids and occupants.
- h. Adjusters and belt tension devices shall be a positive mechanical locking type.
- i. Where the term “metal to metal” is used, the intent is to have the vendor supply industry standard devices, which may have a combination of metal, plastic or other ma-

NOTES:

materials in the buckle assembly that meet or exceed the strength requirements outlined in FMVSS 209.

- j. The following information shall be provided with each vehicle equipped with a securement and restraint system:
 - (1) Detailed instructions, including a parts list, regarding installation and use of the system.
 - (2) Detailed instructions, including a diagram, regarding the proper placement and positioning of the system, including correct belt angles.

2. WHEELCHAIR/MOBILITY AID SECUREMENT SYSTEM

- a. Wheelchair/mobility aids shall be securely anchored in a fixed position.
- b. Wheelchair/mobility aids shall be secured through the use of separate floor inserts or aircraft quality cargo track securement devices. The cargo track may be either slotted “E” track, or aircraft cargo track. If cargo track is used, incremental adjustments shall not exceed two inches.
- c. There shall be sufficient floor inserts or cargo track to provide four points of attachment (two forward and two rear) for each wheelchair/ mobility aid position.
- d. Belts between wheelchair/mobility aid and floor inserts or cargo track shall be secured at a 45-degree angle plus or minus 15 degrees. The rear belts shall slope downward from the wheelchair/mobility aid to the floor toward the rear of the bus. The front belts shall slope downward from the wheelchair/mobility aid to the floor toward the front of the bus.
- e. As installed, each securement anchorage shall be capable of withstanding a minimum force of 3,000 pounds when applied as specified in FMVSS 222. When more than one securement device share a common anchorage, the anchorage shall be capable of withstanding the force indicated above, multiplied by the number of securement devices sharing that anchorage.
- f. Each securement device (webbing or strap assembly) shall be capable of withstanding a minimum force of 2,500 pounds when tested in accordance with FMVSS 209.

NOTES:

3. OCCUPANT RESTRAINT SYSTEM

- a. The occupant restraint system shall be designed to be attached to the bus body either directly or in combination with the wheelchair/mobility aid securement system, by a method which prohibits the transfer of weight or force from the wheelchair/mobility aid to the occupant in the event of an impact.
- b. The occupant restraint belts and attachment hardware shall meet or exceed FMVSS 209 and 210.
- c. Occupant belt systems may consist of three or four attachment points. The lap belt shall attach directly or indirectly to inserts or cargo track on the bus floor. The upper torso belt(s) or harness shall attach to inserts or cargo track on the bus floor or bus wall (occupants of gurney-type devices shall be secured to the gurney device.)
- d. The upper torso belt(s) or harness shall be separate from the lap belt assembly.
- e. The buckle or attachment device joining the lap and upper torso belt(s) or harness at the lap position shall be of the quick release type and have metal-to-metal attaching devices on all ends.
- f. The occupant restraint system shall be capable of allowing the removal of the occupant from the wheelchair/mobility aid without disturbing the securement of the wheelchair/mobility aid.
- g. When the occupant upper torso restraint belt(s) or harness is attached to the floor, a stanchion at least 36 inches in height shall be provided. The stanchion shall be placed to the rear of the occupant and be secured directly to the floor or by use of floor inserts or cargo track. The stanchion shall serve to maintain, in a fixed position, horizontal and vertical movement of the restraint belt(s). This may be accomplished by the use of a device or devices built into or attached to the stanchion which the restraint belt(s) may be placed over or threaded through. The stanchion shall be covered with impact padding material at least 3/16 inch thick down to within three inches of the floor. The impact padding shall meet flammability

requirements of FMVSS 302. The stanchion shall provide a padded, adjustable head rest, either removable from or built into the stanchion whenever the occupant's head is 18 inches or less from the stanchion.

NOTES:

4. DYNAMIC TESTING

The mobile seating device securement and occupant securement restraint system shall be successfully dynamically sled-tested at a minimum impact speed/force of 30 MPH/20 Gs. The dynamic test shall be performed using system components and hardware (including attachment hardware) which are identical to the final installation in type, configuration and positioning. The body structure at the attachment points may be simulated for the purpose of the sled test, but the simulated structure used to pass the sled test may not exceed the strength of the attachment structure to be used in the final body installation. The mobile seating device used for test purposes shall be a 150-pound powered wheelchair and the occupant shall be a 50th percentile male test dummy as specified in FMVSS Part 571.208. Measurements shall be made on the test dummy during the test for head acceleration, upper thorax acceleration and upper leg compressive force. These measurements shall not exceed the upper limits set forth in FMVSS Part 571.208.S6.1.2,6.1.3 and 6.1.4. The test dummy shall be retained within the securement system throughout the test and forward excursion shall be such that no portion of the test dummy's head or knee pivot points passes through a vertical transverse plane intersection the forward-most point of the floor space designated for the mobile seating device. All hardware shall remain positively attached throughout the test and there shall be no failure of any component. Each mobile seating device belt assembly including attachment hardware and anchorages shall be capable of withstanding a force of not less than 2,500 pounds. This will provide equal mobile seating device securement when subjected to forces generated by forward, rear or side impact.

Summary

The purpose of this chapter was to give the trainer or operator the dimensions needed for wheelchair placement. It showed how to secure a chair using transparencies as examples. There are many

NOTES:

different chair devices in the world of education and the information in this chapter did not cover them all. This chapter should serve as a starting point for making wheelchairs safe within a school bus. Wheelchairs come in all sizes and shapes. The example shown here will familiarize one with the basic tie down points on a mobile chair. Wheelchairs should be secured in a forward-facing position. There should be four connections from the chair to the school bus floor: two from the front and two from the rear. In addition to those points, there should be a connection across the lap of the student, and if available, one connection across the chest.

Evaluation

1. Wheelchairs must be secured to the floor of the bus. (Consider only the wheelchair at this point.) How many connections are made?

There are four connections.

2. Where are the four floor straps attached to the wheelchair?

There are two connections on the front of the wheelchair and two connections on the rear of the wheelchair.

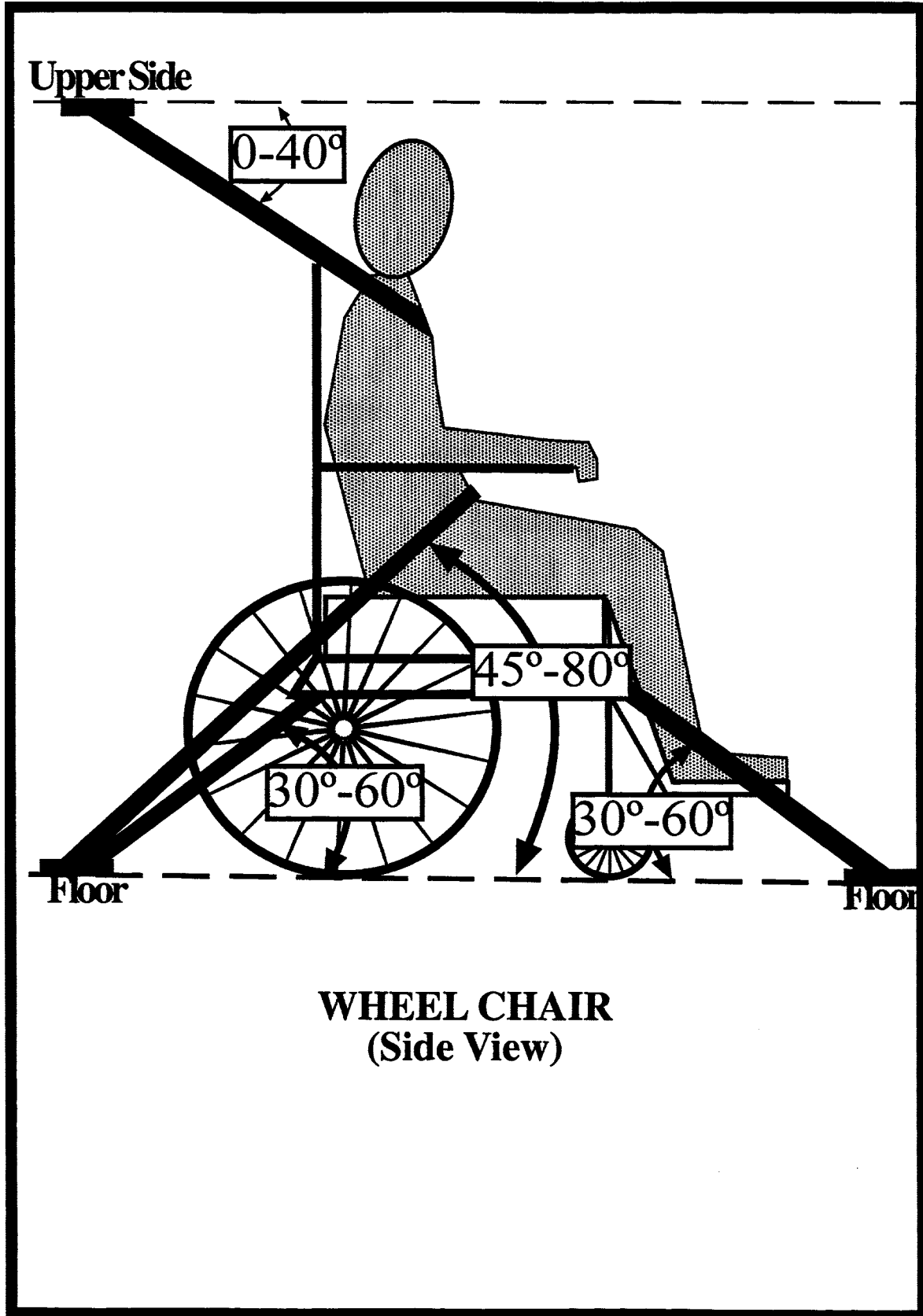
3. Where is the strap fitted across the student in the wheelchair?

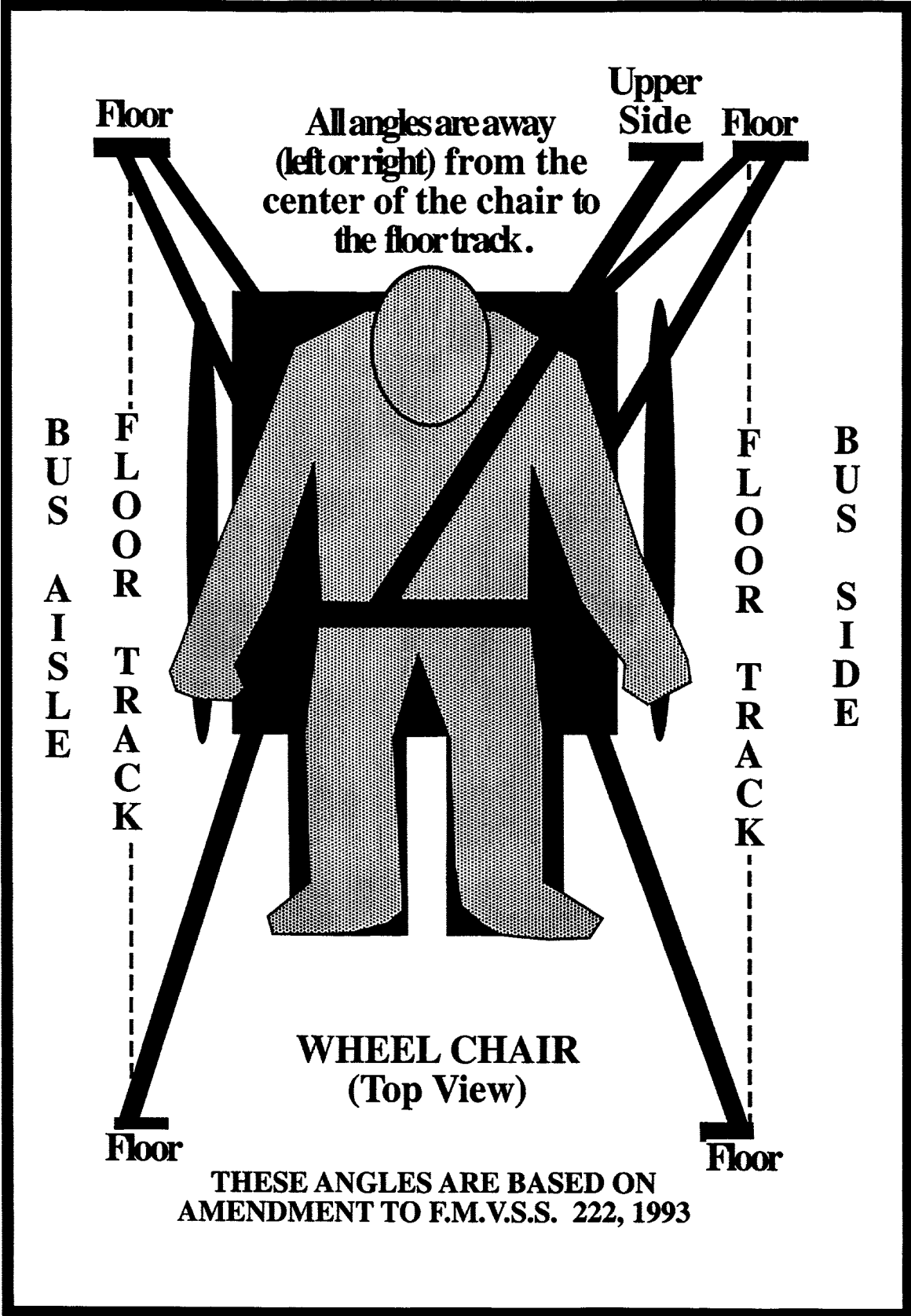
It is placed across the lap.

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers can secure a wheelchair for special needs students. This applies to equipment that is available within an individual school district.







CHAPTER 4G:

Passenger Care: Glossary of Medical, Educational and Federal Terms

Overview

This section is a glossary of medical, educational and federal terms and is to be used as a primary source of research and identification.

Glossary

Accommodate

To make adjustments.

Accommodation Plan

Document developed and implemented for Section 504 students to give them opportunities equivalent to those available to their non-disabled peers.

Acquired Immune Deficiency Syndrome (AIDS)

An infectious disease caused by the Human Immunodeficiency Virus. This virus weakens the body's immune system, making it susceptible to secondary infections. It is commonly spread through the sharing of intravenous needles or sexual contact.

Active Lift

A lift that when stowed may interfere with the use of the special service entrance. When in use, it operates primarily outside the body of the vehicle.

NOTES:

ADD/ADHD

(Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder) Classifications characterized by a persistent pattern of inattention hyperactivity which goes beyond applicable norms, may render service under IDEA in the “other health impaired” category of disabilities.

AIDS

Acquired immune deficiency syndrome

Allergy

An acquired hypersensitivity to a substance that normally does not cause a reaction.

Assessment

Process to determine a child’s strengths and weaknesses. Includes testing and observations performed by a team of professionals and parents. Usually used to determine special needs.

Assistive Device or Technology

Any item or piece of equipment used to increase, maintain or improve functional capabilities of children with disabilities (adaptive device).

Asthma

A lung condition which is characterized by periods of breathing difficulty.

Behavior Intervention Plan (BIP)/ Behavior Management Plan (BMP)

Drafted by IEP team to address student conduct which is likely to disrupt the educational or transportation environment.

Bloodborne

A term relating to items carried in blood.

Cytomegalovirus (CMV)

A virus that is believed to be transmitted through contact with infected secretions from another person.

Colostomy

A surgical opening in the large intestine used to drain feces. It is used if part of the colon is damaged or removed due to an accident or disease.

Communication Equipment

Adaptive devices used to help students (who are nonvocal or difficult to understand) express their needs and thoughts.

Compensatory Education

Additional education and/or related services made necessary by an LEA's failure to provide FAPE.

Diabetes

A disease of the pancreas that does not allow the body to correctly break down food, altering the individual's blood sugar levels.

Do Not Resuscitate (DNR)

Orders sometimes given for a person with a terminal illness such that the person is not to be revived if his or her breathing or pulse stops.

Due Process Hearing

Part of the procedures established to protect the rights of par-

NOTES:

ents and special needs children during dispute under IDEA. These hearings are held before an impartial person to review the identification, evaluation, placement and services by the educational agency.

Education for All Handicapped Children Act (EHCA)

The federal law that guarantees all children with disabilities the right to a free appropriate public education. Precursor to IDEA, enacted in 1975, made access to public education a right for students with disabilities; also known as Public Law 94-142.

Elevator Lift

A lift that is completely contained within the perimeter of the bus and acts similar to an elevator.

Eligible Students

Students who qualify for services and/or protection under either IDEA or Section 504, depending upon the context.

Emergency Information Form

When electrical failure occurs, most hydraulic/electrical lifts can still be lowered but may not raise or fold without use of a pumping mechanism.

Epilepsy

A general term for more than 20 different seizure disorders characterized by brief, temporary changes in the brain's electrical system.

Extended School Year (ESY)

Services outside of the traditional school year which are implemented through the IEP process.

NOTES:

Family Education Rights and Privacy Act (FERPA)

Also known as the Buckley Amendment. Federal law which governs access to educational records.

Free Appropriate Public Education (FAPE)

The right of all eligible students under IDEA. Includes related services.

Federal Motor Vehicle Safety Standards (FMVSS)**Fold-Out Lift**

See Platform Lift.

Folding Platform

Platform folds when in the stored position to allow limited use of the door.

Free Appropriate Public Education (FAPE)

Special Education and related services must: Be provided at public expense, under public supervision and direction, and without charge to parents; meet the standards of the state educational agency; include an appropriate preschool, elementary or secondary school education; and, be provided in conformity with the IEP.

Fully Automatic Life

Lifts providing both powered, automatic lifting, and folding motions. It is possible for a disabled operator to operate this type without assistance.

Gastrostomy Tube

A tube placed in a gastrostomy to transport food and fluids or to allow the release of air, gas, or stomach contents. Also called a "G-tube."

NOTES:

Generalized Tonic-Clonic Seizure

A type of seizure that may involve a sudden cry, fall, rigidity, followed by muscle jerks, shallow or temporarily suspended breathing, bluish skin, and possible bladder and bowel control loss.

Handicapped

Having some sort of disability, including physical disabilities, mental retardation, sensory impairment, behavioral disorders, learning disabilities or multiple handicaps.

Head Start

Federal program which provides comprehensive child development services to preschool children of predominantly low-income families.

Hepatitis A

A viral inflammation of the liver, usually spread through the feces of the infected person.

Hepatitis B

A viral inflammation of the liver, commonly spread through the sharing of intravenous needles or sexual contact.

Herpes

A general term for certain infectious disease causing viruses, herpes) and Herpes Simplex Type II (genital herpes). They are spread by skin-to-skin contact.

Human Immunodeficiency Virus (HIV)

A virus that causes the infectious disease AIDS.

Hyperglycemia

A condition of low blood sugar level, sometimes a result of diabetes.

Individualized Education Program (IEP)

Individual plan for services for each child eligible under IDEA, developed jointly by school personnel and parents; describes needed related services, including transportation.

IEP meeting (or Multi-disciplinary conference)

Formally-noticed meeting of the team composed of individuals identified under IDEA to develop, review or modify a student's IEP.

Individualized Family Service Plan (IFSP)

Similar to IEP, but for each family of a child receiving early intervention services under Part C of the IDEA; describes services to be provided to an individual child and family, which may include transportation.

Ileostomy

A surgical opening in the small intestine, used to drain feces. It is used if part of the colon is damaged or removed due to an accident or disease.

Individualized Education Program (IEP)

A written educational plan developed by a team composed of school personnel, other professionals (including transportation personnel) and a child's parents, based on the needs of a child with a disability. This is the document that governs the child's academic program and related service needs, including transportation.

NOTES:

Individuals with Disabilities Education Act (IDEA)

Deals mostly with the free and appropriate education for children with disabilities. Federal law renaming EAHCA in 1990; reauthorized in 1997.

Inhalator

A small hand-device used to administer medicine orally in an aerosol or mist. It is often used by people with asthma.

Intravenous

Into or within a vein. Also called an I.V.

Integrated Transportation

Transportation on a “regular” school bus for both non-disabled and disabled students.

Local Education Agency (LEA)

Typically a school district or Board of Education Services.

Least Restrictive Environment (LRE)

The principle established by state and federal special education laws that requires special education students to participate in an integrated setting to the maximum extent that is appropriate, based on each child’s individual needs. The requirement under IDEA that children with disabilities be served to the greatest extent possible with their non-disabled peers.

Lift/Wheelchair Lift

Powered device used to raise a person up to the level of the bus.

Manifestation Determination Review

Consideration of whether a significant connection exists between the child's behavior and his/her disabling condition. Required to change the placement of a student with disabilities as a result of behavior.

Mobile Seating Device

A chair-like system which provides assistance with mobility, including, but not limited to wheelchairs.

Mobility Aid

Device that helps a person with a mobility impairment move around, such as a wheelchair or crutches.

Modification

To change partially an existing product to better meet an individual's needs.

Multidisciplinary Team

A team of professionals from different fields of expertise who evaluate the child and then develop a comprehensive summary report of his or her strengths and weaknesses.

Nasal Cannula

A system of tubing that delivers low or moderate amounts of oxygen to a person's nostrils.

Nasogastric Tube

A tube that passes from a nostril, through the throat, and eventually down to the stomach. It is used to give food, drink and medications if they cannot be taken through the mouth.

NOTES:

Office for Civil Rights of the U.S. Department of Education (OCR)

Office which enforces the nondiscrimination laws, including Section 504.

Office of Special Education Programs of the U.S. Department of Education (OSEP)

Office of Special Education and Rehabilitative Services (OSERS)

Office of the U.S. Department of Education.

Occupational Safety and Health Administration (OSHA)

A U.S. governmental agency that is concerned with the health and safety of workers.

Occupational therapy or occupational therapist (OT)

Oxygen Equipment

Self-contained unit used to deliver oxygen to students with respiratory difficulty. It consists of an oxygen bottle, a preset regulator and a tube to conduct the oxygen flow to the student.

Oxygen Mask

A mask that covers the nose and mouth and delivers moderate to high amounts of oxygen to a person.

Paraprofessional

Refers to classroom aides, health aides, transportation/bus aides or special education aides who are the primary medical service providers on a bus or in a classroom setting.

Part B

Section of IDEA applicable to special education and related services for children with disabilities and the implementing regulations.

Part C

Infants and Toddlers program under IDEA (formerly Part H).

Pathogen

A substance capable of producing disease.

Passive Lift

A lift that when stowed does not interfere with the use of the special service entrance.

Phasing

The transfer of wheelchair loads to the student when the wheelchair is thrown farther than the occupant during a sudden stop.

Placement

More than a location. The services available to a student with disabilities.

Platform Lift

A lift with a flat surface that unfolds to work on both level pavement and curbs. The platform folds to a vertical position inside the van, across from the doorway. This type of lift usually has a larger platform size and greater lift capacity. It also takes up more space, weighs more and requires more room for operation.

NOTES:

Positive Reinforcement

Anything given immediately following behavior to encourage that behavior. The reinforcer is selected according to the person's likes and dislikes.

Procedural Safeguards

Procedures and remedies among the rights guaranteed under federal law to parents of students with disabilities.

Physical therapy or physical therapist (PT)

Public Law 94-142

The initial federal law titled the Education for all Handicapped Children Act of 1975, that requires school districts to provide a "free appropriate public education" in the "least restrictive environment" to students who are eligible for special education and provides parents with legal rights to obtain these.

Public Law 99-457

The Education of the Handicapped Amendments of 1986, contains provisions for services to special needs children from birth to age 5.

Ramp

An inclined surface from ground level to the service entrance of a vehicle, which can provide an alternative to a lift when lighter students in wheelchairs are transported.

Ratchet Fitted Wheelchair Securement Belt

Commonly used to secure the front of a chair, where there is clear access. Connection is made via loop on the chair frame and a ratchet is used to pull the belts tight.

Related Services

Those support services needed by a child in order to benefit from special education. These include occupational therapy, physical therapy, transportation and counseling services.

Rescue Knife

A knife used to cut securement and restraint belts. It consists of a narrow slot with a blade at the end of the slot, so only something very thin can be cut. This is a piece of recommended equipment.

Restraint

Device used to restrict the movement of a student.

Rotary Lift

A lift which swings out the door with the wheelchair parallel to the vehicle as it is raised or lowered. The lift may involve a platform, but some provide a chair or attach onto the individual's wheelchair. The user enters the lift along the side of the vehicle, so less room is needed for operation. The lift weighs less and takes up less space in the vehicle but cannot handle large wheelchairs. It cannot be used to bridge curbs. This is sometimes called an arc lift. This type of lift is seldom used on school buses.

Safety Barrier

A barrier at the end of a platform designed to keep wheelchair from rolling off. In the lowered position, a barrier folds down to make a ramp onto a platform.

School Bus

Motor vehicle designed for carrying more than 10 persons for the purpose of transporting students to and from school and related events.

NOTES:

Section 504

A section of the Rehabilitation Act of 1973 which was passed to eliminate discrimination based upon disabling conditions by federally funded programs. It applies to schools because they receive federal funds and it requires schools to provide educational services, opportunities, and benefits equal to those provided to non-disabled children.

Securement

Device used to restrict the movement of a wheelchair.

Semiautomatic Lift

Lift providing powered lifting motion of the platform to floor level only. The platform must be manually folded into storage position for driving. Semiautomatic lifts are usually cheaper than automatic lifts.

Sensory Deficit

Problems handling information relayed to the brain from the senses.

Slip Lock Wheelchair Securement Belt

Commonly fitted to the rear metal plates (near the vehicle wall). Connection is made via a loop on the chair frame and the lock is pulled tight.

Special Education

Specialized instruction, at no cost to the parents, designed to meet the individual needs of a student with a disability.

Split Platform

A lift platform divided when in a stored position to allow limited use of the door.

State Education Agency (SEA)

State Department of Public Instruction.

“Stay Put”

Statutory requirement that a student with a disability be kept in his/her current placement pending resolution of disputes about placement.

Stoma

A small, surgically created opening in the body (usually in the throat).

Suspension

Temporary removal of a student, by the school principal, from school attendance for a period of 1 -10 days, for violation of school rules or dangerous behavior.

Three-Wheeled Cart

Powered, three-wheeled mobility aid steered by the single front wheel. (Scooter)

Tie-Down Wheelchair Securement

This type of wheelchair securement is more likely to work in a forward facing manner. Four restraining belts lock into a slotted metal plate secured to the vehicle floor.

Trachea

A person's windpipe.

Tracheostomy

A surgical opening into the trachea, or windpipe, in the front of the neck. This is used to allow the passage of air despite an obstruction or heavy secretions in the trachea or other conditions.

NOTES:

Tracheostomy Collar

A fitted collar placed over a student's stoma, or neck opening, to deliver low or high levels of oxygen to a student.

Tracheostomy Tube

A small tube inserted into the stoma.

Transition Services

Coordinated set of activities for a child eligible under IDEA designed to promote movement from school to post-school activities and independent living.

Transportation

To carry from one place to another.

Travel Training

Instruction to enable students eligible under IDEA to develop an awareness of their environment and to learn the skills necessary to move effectively and safely from place to place.

Tuberculosis (TB)

A disease caused by certain bacteria that normally attack the lungs. It may cause extensive lung problems or lung scarring if left untreated.

Universal Precautions

A general set of health guidelines used to prevent contracting an infectious disease through bodily fluids. It assumes that everyone may carry an infectious disease.

Ventilator

A mechanically assisted ventilation device used if a person cannot breathe independently or cannot obtain enough breath independently.

Wheelchair

Wheeled seat frame for the support and conveyance of a physically disabled person, comprised of at least a frame, seat, and wheels.

Wheelchair Occupant Restraint Anchorage

The provision for transferring wheelchair occupant restraint system loads to the vehicle structure. The mechanism by which the securement device is attached to the vehicle.

Wheelchair Securement Device

Strap, webbing or other device used for securing a wheelchair to the school bus, including all necessary buckles and other fasteners.

NOTES:



CHAPTER 4H:

Passenger Care: Bibliography and Videography, and Resources

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Turner, Ray Ed. D. Transporting the Medically Fragile or Technology-Assisted Students. White Buffalo Press, 2000.

Videography:

(These are VHS tapes unless otherwise indicated, and should be available from local ESD Transportation Coordinator in the State of Washington)

TRANSPORTING STUDENTS WITH HEARING DISABILITIES. 11:00 Minutes, From AMS Distributors, #4510.

TRANSPORTING THE MENTALLY DISABLED. 13:17 Minutes, From AMS Distributors, #4505.

TRANSPORTING STUDENTS WITH ORTHOPEDIC DISABILITIES. 13:00 Minutes, From AMS Distributors, #4514.

NOTES:

TRANSPORTING STUDENTS WITH VISUAL DISABILITIES. 8:00 Minutes, From AMS Distributors, #4504.

TRANSPORTING STUDENTS THE EMOTIONALLY DISABLED. 12:25 Minutes, From AMS Distributors, #4506.

TRANSPORTING STUDENTS WITH DEVELOPMENTAL DISABILITIES. 13:00 Minutes. From AMS Distributors, #4512.

UNIVERSAL PRECAUTIONS ON THE SPECIAL NEEDS BUS. 10:00 Minutes, From AMS Distributors, #4508.

WHEELCHAIR MANAGEMENT. 10:00 Minutes, From AMS Distributors, #4507.

TRANSPORTING STUDENTS WITH ADD/ADHD DISORDERS. 14:00 Minutes, From AMS Distributors.

SPECIAL PLANNING FOR SPECIAL PEOPLE: "Autism," 13:00 Minutes, Albuquerque Public Schools.

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<http://www.edlaw.net/frames.html>

idea law

<http://www.ideapractices.org/idealaw.htm>

National Early Childhood Technical Assistance System

<http://www.nectas.unc.edu/>

The National Information Center for Children and Youth with Disabilities

<http://www.nichcy.org/index.html>

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<http://www.ed.gov/offices/OCR/>

Office of Special Education Programs

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Provided by: Linda F. Bluth, Ed.D.

“Transportation for Students with Disabilities and Special Health Care Needs” and “Appendix E” of the National School Transportation Specifications and Procedures Guide (58 pages inserted)

NATIONAL SCHOOL TRANSPORTATION SPECIFICATIONS and PROCEDURES

2005 Revised Edition

Adopted by:

**THE FOURTEENTH NATIONAL CONGRESS ON
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**Central Missouri State University
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**National Association of State Directors of Pupil Transportation Services
National Association for Pupil Transportation
National School Transportation Association
School Transportation Section, National Safety Council
School Bus Manufacturers Technical Council
Missouri Safety Center, Central Missouri State University**

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**TRANSPORTATION
FOR STUDENTS
WITH
DISABILITIES AND
SPECIAL HEALTH
CARE NEEDS**

TRANSPORTATION FOR STUDENTS WITH DISABILITIES AND SPECIAL HEALTH CARE NEEDS

The purpose of this section is to recommend standard policies, procedures and guidelines for persons entrusted with the responsibility of managing transportation for students with disabilities. The term “*special education*” means, “specially designed instruction to meet the unique needs of a child with a disability.” When transportation is required to provide such instruction, it is considered a “related service.”

As part of the mandate of a free appropriate public education, “Related services” are required when determined necessary to assist a child with a disability to benefit from special education. Transportation as defined in The Individuals with Disabilities Education Act (IDEA) includes:

1. Travel to and from school and between schools.
2. Travel in and around school buildings.
3. Specialized equipment (such as special or adaptive buses, lifts, and ramps), if required to provide special education for a child with a disability.

The guidelines, policies and procedures recommended, though general in nature, do contain adequate information to guide those persons responsible for student transportation in developing an action plan for the safe delivery of transportation services for students with disabilities.

This section reviews the current laws governing special transportation related to the individualized education program (IEP) process, recommended staff training and policy development.

The transportation administrator and pertinent staff shall become familiar with the following laws, guidelines, policies and procedures:

LAWS AFFECTING TRANSPORTATION FOR STUDENTS WITH DISABILITIES

A. Laws

1. It is possible for a school district to be required to provide specialized transportation services to a student with disabilities who is not in special education. Section 504 of P.L. 93-112, of the Rehabilitation Act of 1973, states in part: “No otherwise qualified disabled 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.” In general terms, Section 504 of P.L. 93-112 (1), part of the Rehabilitation Act of 1973, “requires that all students with disabilities

(regardless of age) are eligible for a free appropriate public education.” It also requires the facility, services and activities provided to the disabled be comparable with those provided to the non-disabled, and that students with disabilities must have an equal opportunity for participation in any nonacademic and extracurricular services and activities provided by a school district.

2. Education for All Handicapped Children Act. Congress passed P.L. 94-142, in 1975, and regulations were promulgated by implementation of Part B of the Education for All Handicapped Children Act, effective October 1, 1977. A free appropriate public education (FAPE) is required for all students deemed disabled who are determined capable of benefiting from special education, and who meet specific age limits. While federal law had specified ages 5 through 21, the age range changed to 3-21 with the 1990-1991 school year. Some states and court rulings require service to extend ages from birth to beyond 21 years.
3. The reauthorization of the Education for All Handicapped Children Act of 1975, changed the name to Individuals with Disabilities Education Act (IDEA). P.L. 101-476, passed in 1990 and is also known as the Education of the Handicapped Act Amendments of 1990. This reauthorization increased the number of related services from 13 to 17. It did not change transportation’s status as a related service. The reauthorization did not change the original definitions of transportation that were listed in the Education for All Handicapped Children Act.

Note: For transporters, the “Non-Academic Services” section, under the Free Appropriate Public Education component of IDEA requires the public agency to “provide non-academic and extracurricular services and activities in such manner necessary to afford children with disabilities an equal opportunity for participation in those services.” One of the ways to access those non-academic services is transportation. This continues the emphasis to integrate children with disabilities as much as possible with children without disabilities.

B. Characteristics/Conditions:

To be disabled under IDEA, a student must have certain characteristics that adversely affect educational performance, and therefore require special education and related services. The disabilities are defined in the IDEA under Part B Regulations. They appear in 34 Code of Federal Regulations (CFR), Part 300, and Sections 300.7 to 300.18, Children with Disabilities. The terms will be listed in this section as they appear in the CFR. The definitions can be found in APPENDIX E.

1. Autism

2. Deaf-Blindness
3. Hearing Impairment/Deafness
4. Mental Retardation
5. Multiple Disabilities
6. Orthopedic Impairment
7. Other Health Impairment
8. Emotional Disturbance
9. Specific Learning Disability
10. Speech and/or Language Disability
11. Traumatic Brain Injury
12. Visual Impairment/Blindness

INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) PROCESS

The IDEA Amendments of 1997 state that “The State or Local Education Agency (LEA) shall ensure that all of the child’s special education and related services needs that have been identified through the evaluation described in paragraph (b)(1) of this section are appropriately addressed...

a) Each public agency shall ensure that a full and individual evaluation is conducted for each child being considered for special education and related services under Part B of the Act:

- (1) To determine if the child is a ‘child with a disability’ under Sec. 300.7; and
- (2) To determine the educational needs of the child.”

The IEP team is the formal group that designs a student’s educational program, establishes goals and objectives and determines the related services that are necessary for a student to access special education. When transportation as a related service is considered, transportation staff, as related service providers, must be included in the IEP process to address safety and feasibility of various transportation options.

Legal Considerations: By law, this committee must consider several issues related to the student’s educational program. When transportation is considered as a related service, consideration needs to be given to the Continuum of Transportation Services available to students with disabilities, since there are a number of questions that must be addressed. Although most considerations are based on determining the Least Restrictive

Environment (LRE) for the student (Refer to the Continuum of Transportation Services in APPENDIX E.), safety issues for the student must also be considered.

The Individualized Education Program: A written statement of services a student is to receive. Because the IEP can only be changed by the IEP team, written information regarding transportation as a related service should provide the necessary specificity so the driver, school, parent and student know what services to expect.

The IEP team can be reconvened at any time and by any team member who deems it necessary. Transportation services personnel should initiate such a meeting if, after implementing the program, they find they need more information or assistance from team members or if they find the program to be in any way unsafe.

GUIDELINES

The following guidelines are intended to assist in establishing a training program for administrative and school-based personnel enabling them to respond to the concerns presented by students with disabilities, as required by IDEA. The goal of such a training program is to teach the skills needed to respond to routine and emergency circumstances concerning transportation.

A. School/Education Administration

School administrators and education staff who help make program decisions for students with disabilities, including the requirement for transportation as a related service, are frequently unfamiliar with transportation capabilities and limits. Those persons should have training in areas that include the following:

1. Situations under which transportation staff would be consulted, or included in the IEP Team process.
2. State and local transportation policies and procedures, including communications and reporting procedures.
3. Transportation regulations which could assist in determining if transportation would be appropriate as a related service.
4. Alternative transportation options.
5. Current legislative, legal and administrative decisions.
6. The application of Least Restrictive Environment regulations to transportation placements.

7. The extent of training and skill levels available within the transportation staff and any additional training necessary to meet standards for qualified staff, as defined by local, state and federal standards.
8. The types of vehicles used for transporting students with disabilities.
9. The types of equipment and occupant securement systems used.
10. Do Not Resuscitate (DNR) policies for local school districts, as well as current legislative and administrative decisions concerning this topic.

B. Transportation Administration

With increased responsibility being imposed on transportation providers through actions taken by legislative, legal and administrative authorities, those in leadership roles must involve themselves to a greater degree.

The duties and responsibilities of transportation leadership likely will differ between various transportation providers; however, listed below are some areas of knowledge that are necessary to satisfactorily perform the leadership responsibilities:

1. Federal, state and local laws and regulations regarding the equipment required on vehicles used for transporting students with disabilities.
2. Federal, state and local laws and regulations regarding special education staff.
3. Operational regulations, such as student pick-up/drop-off, including criteria requiring curb-to-school or door-to-school.
4. Special education transportation regulations, such as student riding time and suspension period limitations.
5. Due-process rights and procedures of a student with disabilities.
6. Student referral, evaluation and IEP process.
7. A general knowledge of the identity of resource persons and the location and availability of appropriate training.
8. Vehicle staffing requirements, including when an attendant might be needed.

9. The availability of emergency medical services in the community and the identity of those who could assist if such an emergency were to occur during transportation.
10. State and local laws relating to child abuse and harassment reporting procedures.
11. State or local laws relating to limits of liability and policies and procedures for risk management.
12. Federal and state rules of confidentiality.
13. Legislative and administrative decisions and procedures concerning DNR.

C. Drivers and Attendants

As direct-service providers to students with disabilities, drivers and attendants have a hands-on responsibility to operate special equipment, manage student behavior and provide basic first aid as necessary. Additionally, they must be knowledgeable in passenger positioning, securing adaptive and assistive devices and be familiar with the nature, needs and characteristics of the types of students they transport.

1. Training components

To perform the responsibilities assigned in a safe and effective manner requires a substantial degree of specific training. Some training components that transportation staff must have are:

- a. Introduction to special education, including characteristics of disabling conditions, the student referral, assessment, IEP process, and confidentiality of student information.
- b. Legal issues, including federal and state laws, administrative rules, and local policy.
- c. Operational policies and procedures, including:
 - (1) Loading/unloading;
 - (2) Securing the bus;
 - (3) Pick-up/drop-off location;
 - (4) Evacuation procedures, including the use of emergency equipment, such as belt cutter(s), fire blankets, etc.;

- (5) Lifting/positioning procedures;
- (6) Student accountability and observation, including evidence of neglect or abuse;
- (7) Post-trip vehicle interior inspections for students or articles left in the bus prior to parking;
- (8) Reporting and record-keeping;
- (9) Lines of responsibility relative to role as an educational team member;
- (10) Lines of communication, including parents and educational staff;
- (11) Route management, including medical emergencies, no adult at home, inclement weather, field trips, etc.;
- (12) Behavior management;
 - (a) Techniques for behavior modification and the development of appropriate behavior;
 - (b) Procedures for dealing with inappropriate or unacceptable student behavior that creates emergency conditions, or poses a risk to health and safety;
 - (c) Procedures for documenting and reporting inappropriate or unacceptable student behavior; and
 - (d) Techniques and procedures for response to unacceptable behavior, including possession and transportation of weapons, drugs, etc. Awareness of gang activities, harassment/bullying and/or other inappropriate behaviors.
- (13) Blood borne pathogens and universal precaution procedures, including use of personal protective equipment; and
- (14) Policies and procedures that ensure confidentiality of personal identifying information.

D. Special Equipment Use and Operation:

A variety of equipment is required on vehicles used to transport students with special needs. It is necessary for transportation staff to be familiar with the design and operating procedures for this special equipment, as well as know how to conduct equipment inspection and make simple “field adjustments” during breakdowns. Some examples are:

1. Power lifts, including procedures for manual operation;
 - a. During lift operations (including manual) no one shall be allowed to stand on the lift platform. **Note:** Children using mobility aides/ devices other than a wheelchair or equivalent (resulting in other than a seated position) who need to use the lift, should use a wheelchair for boarding or exiting the bus, and then should be transferred to a bus seat for the ride.
 - b. For lift boarding purposes, wheelchairs or other wheel-based mobility devices should not be loaded unless they are equipped with a functional wheel locking system.
2. Emergency escape exits, including doors, windows and roof hatches;
3. Special fire suppression systems, including emergency fire blanket;
4. Power cut-off switches;
5. Emergency communications systems;
6. Climate-control;
7. Adaptive and assistive devices used to support and secure students, including mobile seating devices, child safety restraint systems, safety vests, wheelchair tiedown/occupant restraint systems, assistive technology devices, trays and securement hardware, including their storage and securement;
8. Two-way electronic voice communication THAT CAN BE USED AT ANY POINT IN THE VEHICLE’S ROUTE should be provided and installed by the body manufacturer, distributor, school district, operator or other party in all school buses equipped, as well as used, to transport passengers with disabilities and special health care needs; and
9. Service animals that can be transported to assist the student with disabilities. (District policies and procedures, as well as training, should be established prior to transport.)

E. Selecting Securement Sites on Wheelchairs

Decision-making should be a TEAM effort, not an individual's responsibility. Information on transport-certified wheelchairs shall be made available. Always consult school staff or a qualified professional.

1. Wheelchairs should be transported in a forward-facing orientation.
2. Securement systems for wheelchairs should be used in accordance with the manufacturer's specifications and recommendations and should include a minimum of a lap/shoulder belt, 4-point tiedown and appropriate occupant securement. (Refer to SPECIALLY EQUIPPED SCHOOL BUS SPECIFICATIONS.) If so labeled, the manufacturer's designated securement point shall be used. (Refer to APPENDIX E for guidelines on WC19 from the Ride Safe information provided by ANSI/RESNA, University of Michigan Transportation Research Institute [UMTRI].)
3. Sites selected, frequently should be located just below the wheelchair's seat on non-detachable, structural frame members. In addition, the following beneficial criteria should be taken into account: 1. welded sites are preferred; and 2. Frame members held together with hardened bolts are also acceptable.
4. Rear tiedown straps should be anchored directly behind the securement points on the wheelchair, with the front straps angled slightly outward to increase stability.
5. The lap belt should be threaded through the space between the armrest and the seating frame to achieve proper placement low over the hip bones of the occupant. The lap belt should never be placed over the armrest. When optimally placed, the belt's webbing's bottom edge should be touching the occupant's thighs. When looking at the lap belt's path to the floor from the side of the chair, it should be angled between 45 and 75 degrees to the horizontal. When using an integrated system (in which the occupant restraint is attached to the rear tiedowns of the wheelchair securement system), the rear wheelchair securement site must be selected with this in mind. Whether using an integrated or parallel (occupant restraint belts are separate of tiedown belts) system, at no time should the occupant ever carry the load of the wheelchair or its tiedown system. The occupant must be secured separate of the wheelchair and its tiedowns.
6. A "height adjuster" may be required to achieve appropriate belt position.
7. On a tilt-in-space wheelchair, the four sites must be either on the base of the wheelchair or on the seat/frame portion of the chair. For example, it is not effective to have the front hooks on the base of the chair and the rear

hooks on the seat/frame portion of the chair since it would create a “teeter-totter” effect.

Note: In response to changing wheelchair manufacturer design and specification, verify manufacturer’s instructions and/or recommendations for maximum attachment strength.

8. Wheelchair securements must **not** be on the crossbar, since this may cause the wheelchair to collapse.
9. Some wheelchair manufacturers make an add-on bracket that can be used as an alternative tiedown site for some wheelchairs. However, homemade brackets are not acceptable. Securement and restraint systems installed to secure wheelchair/mobility aids and to restrain the occupants should be used all together and in accordance with the manufacturer’s recommendations.
10. Immediately after their use, all securement hardware not permanently affixed to vehicle floors and sidewalls (tracks, plates) should be detached and stored in a bag, box or other compartment.
11. Wheelchair tracks or plates should be swept, vacuumed or otherwise cleaned, as needed to keep the equipment functional.

F. Medical/Health Issues:

Regulations make it necessary to transport students who have severe medical/health conditions, and transportation staff may find it necessary to provide emergency health care to students during the transportation process. Additionally, transportation staff may be exposed to contagious and/or communicable diseases. Training regarding medical health issues can be divided reasonably into two categories; precautionary handling and care, intervention and management.

1. Precautionary handling

All transportation staff, including drivers, attendants, technicians and service personnel, such as washing and cleaning staff, should be trained in universal precautions relative to the handling and exposure to contagious and communicable disease, and informed about available immunizations. Suggested topics may include, but not limited to the following:

- a. Characteristics of contagious and communicable diseases;
- b. Disease management techniques; and

- c. Use of protective equipment and devices.

2. Care, intervention and management

Medically fragile, technology-dependent and/or highly disruptive students require specific care and intervention. Knowledge of basic first aid and cardiopulmonary resuscitation provides adequate training to care for most health concerns during transportation. For those students who need additional care, management or intervention, or who present specific health risks, a care plan shall be developed during the assessment/evaluation process by the IEP Team. This plan details the care and training needed, as well as the qualifications necessary of those who will carry out the plan, and specifies and provides the transportation department with the following information:

- a. A brief description of the student's current medical, health or behavioral status, as well as an emergency card with information which shall include address, emergency phone numbers, etc.;
- b. A description of the medical/health care or intervention necessary during transportation, including the frequency required;
- c. A description of who should provide the care or intervention;
- d. The type and extent of additional training or skills necessary for the driver and/or attendant. This may include the inspection, operation and use and care of the student's special adaptive/assistive equipment, including items, such as oxygen containment systems, suctioning equipment, apnea monitors, ventilation equipment, etc.;
- e. A description of emergency procedures to be implemented during a medical/health crisis, including communication with medical staff;
- f. A description of the procedures to be followed in changing the care plan when conditions indicate a change is warranted; and
- g. A written emergency evacuation plan that gives detailed, student-specific procedures.

Note: It is recommended that drivers and/or attendants only provide routine/customary, non-medical assistance, as needed. Those issues which require either ongoing care or diagnosis should be handled only by a trained medical professional.

CONFIDENTIALITY

Information provided to transportation staff to assist in the orderly and safe transportation of a student, including disabling condition, medical/health issues, or other personal characteristics or information, is protected by the provisions of the Family Educational Rights and Privacy Act (FERPA), and transportation staff shall be trained regarding confidentiality requirements.

DEVELOPMENT

In education, there are many laws, rules and regulations that dictate the service that must be provided, but few of them offer directions or suggestions as to how the service is to be provided. Transportation policies and procedures should be developed, adopted by the Board and periodically updated to reflect changes in federal, state and local regulations.

- A. Local policies and procedures should address the following:
1. Transporting medications;
 2. Student management and discipline;
 3. Physical intervention and management;
 4. Securing the vehicle, loading, and unloading;
 5. Safety vests, restraints and other positioning devices;
 6. A plan for students with disabilities during early closing of school due to inclement weather or other emergencies;
 7. Authority to operate special equipment (driver, attendant, parent, students, school staff or others);
 8. A plan to address occasions when no adult is home to receive a student who requires assistance and/or supervision; which may include an alternative, supervised drop-off location;
 9. A plan to remove from service those pieces of specially designed equipment that are damaged or present a safety hazard;
 10. A plan to address insufficient information in the student referral process;
 11. Student pick-up/drop-off location;
 12. Control and management of confidential information;

13. A plan for community emergency medical/law enforcement personnel involvement; and
14. District policy for Do Not Resuscitate (DNR) requests from parents, to include all appropriate school and transportation personnel. (Classroom and school bus policies may differ; however, drivers and attendants should adhere to transportation policies.)

B. Policy Approval

All policies shall be in writing, and formally approved by the appropriate education authority. Procedures shall include establishing time lines for periodic reviews or revisions.

EMERGENCY EVACUATION OF STUDENTS WITH DISABILITIES

Each bus route should have a written emergency evacuation plan. This plan should include a student's ability to evacuate or help others. Students with disabilities should participate in required evacuation drills and should only be excluded if their participation would present a health risk. Every effort should be made to ensure ALL students have a reasonable understanding of the concept of an emergency. The driver/attendant must be familiar with any equipment in the bus that would aid in an actual evacuation, (e.g., the use of all emergency exits, emergency/fire blankets, belt cutters, etc.). It is important to enlist the help of school liaisons, parents and other personnel, such as physical therapists, to train and help students understand emergency procedures. Local emergency personnel should be involved in developing the plans, especially if the students transported have complex medical conditions.

EXTENDED SCHOOL YEAR

Transportation as a related service may be required under Extended School Year provisions of IDEA:

- A. Extended School Year (§300.309) IDEA Definition:
 1. The term extended school year services means special education and related services that are provided to a child with a disability:
 - a. Beyond the normal school year of the public agency;
 - b. In accordance with the child's IEP; and
 - c. At no cost to the parents of the child and meet the standards of the State Education Agency (SEA).

2. Each public agency shall ensure that extended school year services are available, as necessary to provide Free Appropriate Public Education (FAPE).

B. OH Subpart C - 6

1. Extended school year services must be provided only if a child's IEP team determines, on an individual basis, in accordance with the IEP provisions, that the services are necessary for the provision of FAPE to the child.
2. In implementing these requirements, a public agency may not:
 - a. Limit extended school year services to particular categories of disabilities; or
 - b. Unilaterally limit the type, amount or duration of those services.

APPENDIX E

**Transportation for
Students with
Disabilities and
Special Health Care
Needs**

APPENDIX E

SPECIAL EDUCATION DEPARTMENT FORMS

Sample Form 1

CONSENT FOR DISCLOSURE OF MEDICAL INFORMATION AND RECORDS

TO: _____
(Physician's Name and Address)

I, _____, the (parent/guardian) of _____ (Student) consent and authorize you to disclose and provide to the _____ (School District), its nursing and other necessary service providers, upon the school district's request, any information or records which you have concerning the diagnosis, evaluations, tests, medical problems or conditions, medications, or treatments of my child or ward named above.

I hereby waive any and all privileges which I or my child or ward might have with respect to disclosure of the above information and records to the school district, including the doctor-patient privilege, psychologist-client privilege, and social worker-client privilege.

Signature of Parent or Guardian: _____

Print Name: _____ Dated: _____

PLEASE RETURN TO: _____

REQUEST FOR MEDICAL VERIFICATION OF HEALTH STATUS AND NEEDS

Sample Form 2

SCHOOL DISTRICT: _____
(Address)

NAME: _____ BIRTH DATE: _____

ADDRESS: _____ PHONE: _____

PARENT/GUARDIAN NAME: _____ PHONE: _____

ADDRESS (IF DIFFERENT): _____

PHYSICIAN: _____

NOTE TO PHYSICIAN: Should you have any questions regarding this request, please contact:

PHONE: _____

A. VERIFICATION OF MEDICAL, HEALTH AND BEHAVIOR STATUS.

1. Briefly describe the current medical, health and behavioral status.
2. Identify any medical conditions not addressed above.
3. Identify any health concerns that are not addressed above.
4. Identify any behavioral concerns that are not addressed above.

B. PARTICIPATION IN THE SCHOOL DAY PROGRAM

1. Briefly describe the staff supervision and interventions necessary for the student to safely participate in the normal school day program, given the student's health and medical status.
2. Identify the training required for all staff, including bus attendants and drivers, to provide the supervision and interventions addressed above.
3. Identify any additional restrictions or modifications in school activities or medical care that would be necessary for the student to safely participate in the school day program.
4. Identify any additional special equipment, aids, restraints, or mobility assistance needed for the student to safely participate in the school day program.

MEDICAL PROCEDURE AUTHORIZATION

Sample Form 3

I delegate and authorize the staff of the _____ School District to perform for _____ (pupil) the acts, tasks and functions indicated on the Request for Medical Verification of Health Status and Needs, dated _____, which I previously provided to the district. This authorization is subject to the condition that district staff assigned to perform these activities have been provided the required training, as specified in the above request.

I have reviewed the attached procedures for _____ (procedure) that will be utilized, and I approve them, subject to any specific modifications necessary for this student, which I have noted on the procedures.

I agree to supervise the performance of these activities and procedures by being continuously available through direct communications with district staff performing them and by regularly reviewing the student's health/medical status and needs, as well as the procedures being utilized by the staff.

Signature of Physician

Date

STUDENT TRANSPORTATION CARD-STUDENTS WITH DISABILITIES

Sample Form 4

Student's Name: _____ Date: _____

Address: _____ Phone: _____

Father's Work Phone: _____ Mother's Work Phone: _____

Emergency Phone: _____

Please check appropriate type of transportation for your child:

- | | |
|--|--|
| <input type="checkbox"/> Walks to bus unassisted | <input type="checkbox"/> Walks to bus, but needs assist. |
| <input type="checkbox"/> Requires a car seat | <input type="checkbox"/> Wheelchair |
| <input type="checkbox"/> Needs to be carried | <input type="checkbox"/> Requires Special Restraint |
| <input type="checkbox"/> Booster seat | <input type="checkbox"/> Positioning Devices |
| <input type="checkbox"/> Special Equipment | <input type="checkbox"/> Requires Attendant |
| <input type="checkbox"/> Needs to be met at school | <input type="checkbox"/> Other (Specify) _____ |

On return/home, needs to be met at Bus Stop

Names and Addresses of persons near student's residence who have consented to care for the student if the parents are not available:

Name: _____ Address: _____ Phone: _____

Name: _____ Address: _____ Phone: _____

Name: _____ Address: _____ Phone: _____

Please check if any of the following applies to your child:

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Heart Disease |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Blind |
| <input type="checkbox"/> Deaf | <input type="checkbox"/> Chronic Respiratory Problems |
| <input type="checkbox"/> Non-Verbal | <input type="checkbox"/> Bee Sting Reaction |
| <input type="checkbox"/> Hemophiliac | <input type="checkbox"/> Allergies—to what? _____ |

Seizures:

How long does seizure last? _____

How often does it occur? _____

Action needed, if any: _____

Is your child on medication? Yes No

If yes, what medication, what dosage, and when given? _____

Family Doctor: _____

Address: _____

Doctor's Phone Number: _____ Family Designated Hospital: _____

Parental Contact: If possible and practical, in the event of major emergency, parent contact will be made.

Parental Approval: If, in the opinion of the driver, a major emergency exists, the parent(s) have agreed in writing and will assume the cost of:

- | | | | | |
|--|--------------------------|-----|--------------------------|----|
| 1. Contacting the family doctor | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 2. Contacting any doctor available | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 3. Contacting rescue squad | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 4. Transporting to designated hospital | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |

Other Helpful Information: _____

As parent or guardian, I agree to one or more of the above procedures as indicated and agree that this information may be shared with my child's transporter.

CONFIDENTIALITY WILL BE MAINTAINED.

Parent's or Guardian's Signature

Date

DO NOT WRITE BELOW THIS LINE

Bus Company: _____

Bus No.: _____ Telephone: _____

Special Instructions for Driver: _____

**TRANSPORTATION SERVICE REQUIREMENTS FOR
PASSENGERS WITH HEALTH CONCERNS**

Sample Form 5

SCHOOL DISTRICT: _____

ADDRESS: _____

DATE: _____ ASSIGNED SCHOOL: _____

GRADE LEVEL: _____ SPECIFIC PROGRAM: _____

HOME SCHOOL: _____ NAME OF STUDENT: _____

BIRTH DATE: _____ STUDENT I.D. #: _____

HOME ADDRESS: _____ APT. NO.: _____ ZIP: _____

HOME PHONE: _____

A.M. PICK-UP LOCATION: _____ PHONE: _____

P.M. DROP-OFF LOCATION: _____ PHONE: _____

PARENT(S) NAME: _____

FATHER'S WORK PHONE: _____ MOTHER'S WORK PHONE: _____

EMERGENCY / ALTERNATE CONTACT:

Name: _____ Phone: _____

Address: _____

Name: _____ Phone: _____

Address: _____

EMERGENCY MEDICAL INFORMATION:

Student's Doctor: _____ Phone: _____

Hospital Preference: _____ Address: _____

ALLERGIES: _____

MEDICATION(S) STUDENT IS TAKING: _____

DOSAGE: _____

SPECIAL INSTRUCTIONS FOR ATTENDING PHYSICIAN(S): _____

SPECIFIC INSTRUCTIONS IF PARENT(S) ARE NOT AT HOME: _____

LEVEL OF SUPERVISION REQUIRED (Attach Medical Procedure Authorization and Procedures): _____

REQUIRED TRAINING FOR SUPERVISION: _____

INTERVENTIONS REQUIRED (Attach Medical Procedure Authorization and Procedures): _____

REQUIRED TRAINING FOR INTERVENTIONS: _____

OTHER ADDITIONAL RESTRICTIONS OR MODIFICATIONS NECESSARY TO TRANSPORT STUDENT: _____

DISABILITY CONDITIONS AFFECTING TRANSPORTATION: _____

SPECIAL EQUIPMENT, AIDS OR MOBILITY REQUIRED: _____

ADDITIONAL COMMENTS/INSTRUCTIONS: _____

PROCEDURE IF CHANGE IN SERVICE IS NECESSARY: If there are any changes in the student's health, medical or behavior status which the parent(s), physician, transportation or other school staff believe may merit changes in staffing, precautions to be taken, interventions, restraints, or any other procedure noted above, the concerned party shall immediately contact: _____ (phone: _____) who will, in turn, initiate the process to evaluate and recommend necessary changes with the involvement of parents(s), physician, school and transportation staff.

APPROVAL OF TRANSPORTATION SERVICE REQUIREMENTS

Each of the following persons has participated in the development of these transportation service requirements and by signing below approves them for implementation.

Dated: _____ Signature of Parent / Guardian: _____

Print Name: _____

Dated: _____ Signature of School District Representative: _____

Title: _____

Dated: _____ Signature of Transportation Staff Representative: _____

Title: _____

Dated: _____ *Signature of Private Contracted Transporter: _____

Title: _____

Dated: _____ *Signature of School Nurse: _____

Dated: _____ *Signature of Physician: _____

*If an appropriate signature under the circumstances.

cc: All transportation service providers.

TRANSPORTATION CHECKLIST

Sample Form 6

Student Name: _____ ID: _____

School: _____ Grade: _____ Date: _____

	Yes	No	Special Education Services
--	-----	----	-----------------------------------

- | | | | |
|----|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | Will services be provided at the school of residence? |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | Is the student eligible for extended school year services that may be located at a school other than the school of residence? |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | Will the student's IEP address goals and objectives related to transportation access? |

Transportation Concerns

- | | | | |
|----|--------------------------|--------------------------|--|
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | Have parents been informed of their role and responsibility in transportation of their child? |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | Does the student require adult supervision at the bus stop? If yes, parent or designee must meet the child at the stop. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | Are there circumstances that affect the location of the pick-up and/or drop-off locations? If yes, specify: _____
_____ |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | Are there specific types of assistance that the bus driver or attendant must provide? If yes, specify: _____
_____ |

List any other characteristics, behaviors or needs (such as seating concerns) that may impact transportation. _____

- | | | | |
|----|--------------------------|--------------------------|---|
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | If it is in the best interest of the student to provide atypical transportation services, (a vehicle other than a bus) please specify:
_____ |
|----|--------------------------|--------------------------|---|

Medical Concerns

To be completed in conjunction with the Nurse/Physician Assessment and/or Behavior Intervention Plan (BIP). Attach supporting documentation:

9. Does the student have a physical disability that is life-threatening and requires monitoring, interpretation or intervention, as determined by the site or special education itinerant nurse?
10. Is the student affected by a medical condition that limits the length of time he or she is able to ride on a bus? (Attach assessment and explain.) _____

11. Does the student use technology or assistive devices such as a tube, a helmet, or a ventilator, or require oxygen frequent suctioning? Circle which, and attach assessment.
12. Does the student experience uncontrolled seizures, severe hypotonia causing potentially obstructed airway or apnea? Circle which, and attach assessment.
13. Does the student use a walker, manual wheelchair, power wheelchair? Circle which, and indicate wheelchair width; if applicable;
14. Is the student affected by a chronic medical condition that limits his or her ability to walk to and from school? If yes, explain: ____

TRANSPORTING OXYGEN IN SCHOOL BUSES

Administrative Tracking Form

Sample Form 7

Student Name: _____

Grade: _____

Program: _____

Nurse/Practitioner Release on File: Yes No

Address: _____

Telephone: _____

Bus/Track #: _____

Type of Oxygen Transported:

Medical e-grade (less than 30 liquid cubic feet)

Liquid

Transported Only

Administered During Transport

Secured to 5X Weight

Method of Securement (explain): _____

Driver/Attendant Training Completed, as Necessary: _____

Signature: _____

Date: _____

PROCEDURE FOR LIFTING PASSENGERS

PURPOSE: The purpose of proper lifting techniques is to move the passenger without injury to yourself or the passenger.

BASIC RULES

1. Tell the passenger what you are going to do.
2. Estimate the weight of the passenger. **NEVER ATTEMPT TO CARRY ALONE A STUDENT WHO WEIGHS MORE THAN HALF YOUR OWN WEIGHT** unless the student is in immediate danger and no assistance is available.
3. Always attempt to get help if you have any doubts about your ability to lift the student. If there is only a driver in a bus, and the necessity for an emergency evacuation develops, some districts suggest that the driver activate the alternating red lights, as the evacuation procedure is truly an **UNLOADING PROCEDURE**. Such action can draw attention from motorists that you need assistance. District policy should determine if this procedure is appropriate.
4. Be sure your path is **CLEAR**.
5. Stand with both feet firmly planted about shoulder-width apart for good balance.
6. Always bend from knees, not from back, so that you use your thigh muscles and buttock muscles rather than your back muscles to do the lifting.
7. When lifting and carrying, keep the student as close to your own body as possible.
8. Shift the position of your feet to move. **DO NOT TWIST YOUR BODY**. Take small steps to turn.

SINGLE-PERSON LIFT

1. Follow the basic rules 1-8. Most strains, fatigue and back injuries caused by lifting are due to using the **WRONG** muscles. Use your **STRONG LEG AND BUTTOCK MUSCLES** (by bending at the knees and hips), **NOT YOUR BACK MUSCLES**. Maintain the normal curves of the spine when lifting and avoid rounding of the upper back.
2. Keep equal weight on both feet, and lower yourself to the level of the student by bending your knees and hips before lifting.
3. Once in position, put one arm around the student's upper back and the other under both knees.

TWO-PERSON LIFT

1. Follow Basic Rules 1-8.
2. TO LIFT FROM A WHEELCHAIR:
 - A. Position the wheelchair as close to your destination as possible. In an emergency situation, to save time and congestion, leave the chair where it is strapped and blanket-pull or carry the student to the appropriate exit location.
 - B. One person stands to the side in front; the other person stands in back.
 - C. The person in front removes the arm rest (if detachable) and folds up the footrest.
 - D. The person in back removes or cuts the seat belt and any other positioning device.
 - E. The person in front, bending from knees and hips, lowers himself or herself to place one arm under the student's knees and the other under the student's thighs.
 - F. The person in back places his or her arms under student's armpits, reaching forward to grasp both student's wrists firmly (right hand to student's right wrist; left hand to left wrist).
 - G. Lift together on the count of 3. (REMEMBER TO USE YOUR LEGS AND BUTTOCK MUSCLES TO LIFT.)
 - H. Walk to the area where the student is to be placed and lowered on the count of 3, bending from the knees and hips.
3. TO LIFT FROM A BUS SEAT:

Use the same procedure as above, but first, SLIDE THE STUDENT TO THE EDGE OF THE BUS SEAT NEAR THE AISLE.

BLANKET LIFT

1. Use a blanket that has been approved for this purpose by its manufacturer.
2. Fold the blanket in half, place it on the floor as close to the student as possible.
3. Follow lifting rules 1-8, and lower the student to the blanket.
4. ONE PERSON LIFT: Place the student's head toward the direction of the exit, lift the blanket from the head and slide the student to safety.

Characteristics of Disabilities as Defined by IDEA

Definitions of disability terms. The terms used in this definition are defined as follows:

- A. *Autism* means:
1. A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of section 300.7 to 300.18.
 2. A child who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in paragraph (c)(1)(i) of section 300.7 to 300.18 are satisfied.
- B. *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- C. *Deafness* means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.
- D. *Emotional disturbance* is defined as follows:
1. The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - (a) An inability to learn that cannot be explained by intellectual, sensory or health factors.
 - (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - (c) Inappropriate types of behavior or feelings under normal circumstances.
 - (d) A general pervasive mood of unhappiness or depression.
 - (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

2. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.
- E. *Hearing impairment* means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.
- F. *Mental retardation* means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.
- G. *Multiple disabilities* means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.
- H. *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
- I. *Other health impairment* means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—
1. Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
 2. Adversely affects a child's educational performance.
- J. *Specific learning disability* is defined as follows:
1. The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

2. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance or of environmental, cultural or economic disadvantage.
- K. *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
- L. *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's 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, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.
- M. *Visual impairment, including blindness*, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

**SAMPLE CONTINUUM
OF TRANSPORTATION SERVICES FOR STUDENTS WITH DISABILITIES
(CHOICE OF OPTION THAT MAY BE AVAILABLE, AS APPROPRIATE)**

Least Restrictive	Parent/guardian to provide their own child's Transportation with district reimbursement						Most Restrictive						
Student walks to school alone or with peers	Student uses public transit one way	Student combines school bus with public transit	Student uses public transit both ways	Student rides school bus with modification or lift	Student rides school bus with support network w w/o adaptive equipment	Student rides public transportation with support network	Student rides integrated school bus with support network w w/o adaptive equipment	Student rides modified bus with attendant w w/o adaptive equipment	Student rides modified bus with attendant and/or nurse with special training	Student needs specialized pick-up or bus ride ALONE with attendant	Student needs specialized bus ride with specialized attendant	Student needs bus alternative for out of town travel	Transportation inappropriate for student (may be eligible for home/hospital teacher)
USE CORNER BUS STOPS OR SCHOOL PICK-UP SITES				HOME PICK-UP OR HOME CORNER PICK-UP				HOME OR INSTITUTION PICK-UP					

IDEA-PART B FINAL REGULATIONS*
DISCIPLINE PROCEDURES
(March 1999)

Introduction

- A. Prior to enactment of the IDEA Amendments of 1997, the statute specifically addressed only the issue of discipline in a provision that allowed school personnel to remove a child to an interim alternative educational placement for up to 45 days if the child brought a gun to school or to a school function. The 1997 Amendments incorporated prior court decisions and Department policy that had held that:
1. Schools could remove a child for up to ten school days at a time for any violation of school rules as long as there was not a pattern of removals;
 2. A child with a disability could not be long-term suspended or expelled from school for behavior that was a manifestation of his or her disability; and
 3. Services must continue for children with disabilities who are suspended or expelled from school.
- B. In addition, the 1997 Amendments:
1. Expanded the authority of school personnel regarding the removal of a child who brings a gun to school to apply also to all dangerous weapons and to the knowing possession of illegal drugs or the sale or solicitation of the sale of controlled substances; and
 2. Added a new ability of schools to request a hearing officer to remove a child for up to 45 days if keeping the child in his or her current placement is substantially likely to result in injury to the child or to others.
- C. The Amendments also added new provisions that require schools to assess a child's troubling behavior and develop positive behavioral interventions to address that behavior, and that describe how to determine whether the behavior was a manifestation of the child's disability.
- D. The final regulations incorporate the statutory provisions described above, and provide additional specificity on a number of key issues:
1. **Removals of Up to Ten School Days at a Time**

The regulations clarify that school personnel may remove a child with a disability for up to ten (10) school days, and for additional removals of up to ten school days for separate acts of misconduct, as long as the removals do not constitute a pattern.

2. **Providing Services During Periods of Disciplinary Removal**

Schools do not need to provide services during the first ten school days in a school year that a child is removed.

During any subsequent removal that is for ten school days or less, schools provide services to the extent determined necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals of his or her IEP. In cases involving removals for ten school days or less, school personnel, in consultation with the child's special education teacher, make the service determination.

During any long-term removal for behavior that is not a manifestation of a child's disability, schools provide services to the extent determine necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals of his or her IEP. In cases involving removals for behavior that is not a manifestation of the child's disability, the child's IEP team makes the service determination.

3. **Conducting Behavioral Assessments and Developing Behavioral Interventions**

Meetings of a child's IEP team to develop a behavioral assessment plan, or (if the child has one) to review the child's behavioral intervention plan, are required only when the child has first been removed from his or her current placement for more than ten school days in a school year, and when commencing a removal that constitutes a change in placement.

If other subsequent removals occur, the IEP team members review the child's behavioral intervention plan and its implementation to determine if modifications are necessary, and only meet if one or more team members believe that modifications are necessary.

4. **Change of Placement; Manifestation Determinations**

The regulations provide that a change of placement occurs if a child is removed for more than ten consecutive school days or is subjected to a series of removals that constitute a pattern because they cumulate to more than ten school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

Manifestation determinations are required only if a school is implementing a removal that constitutes a change in placement.

APPENDIX E

Resources

Dated August 22, 2003

Contact Persons:	
Name:	JoLeta Reynolds
Telephone:	(202) 205-5507 (press 3)
Name:	Thomas Irvin
Telephone:	(202) 205-5803

OSEP 03-10

MEMORANDUM

TO: State Directors of Special Education

FROM: Stephanie Smith Lee
Director
Office of Special Education Programs

SUBJECT: Ensuring Safe and Appropriate Transportation for Children with Disabilities

As you know, being transported to and from school by school bus is a major factor of school life for millions of children, nationally, including many children with disabilities. Transportation is a costly venture. For example, during the 1999-2000 school year, the nation's school districts spent over **\$13 billion** on home-to-school and school-to-school transportation for students in public schools. Of that amount, an estimated **\$3.7 billion** (or 28% of the \$13.1 billion) was for special transportation services for children with disabilities.¹

In meetings (and correspondence) with representatives of two major national transportation associations (i.e., the National School Transportation Association, and the National Association for Pupil Transportation), these representatives have expressed concerns that transportation providers are often not included in local school district plans or training related to transporting children with disabilities. They also provided examples of problems resulting from not having prior knowledge about the needs of some of these children, and expressed interest in finding ways to ensure that transportation of children with disabilities is safely and appropriately provided.

¹ American Institutes for Research, Center for Special Education Finance, Report 3: *What Are We Spending on Transportation Services for Students with Disabilities, 1999-2000?* (Revised 4/17/03).

ways to ensure that transportation of children with disabilities is safely and appropriately provided.

The current regulations implementing Part B of the Individuals with Disabilities Education Act (IDEA) include a number of provisions related to transportation of children with disabilities. See e.g., -- (1) the definition of related services, which lists transportation, and includes a separate definition of “transportation” (34 CFR §300.24(a); (b)(15)); (2) Appendix A--Notice of Interpretation, which includes questions and answers regarding the provision of transportation in individualized education programs (i.e., Q-30 (64 FR 12478, March 12, 1999) and Q-33 (64 FR 12479); and (3) Attachment 1 to the 1999 Part B Regulations (Analysis of Comments and Changes) that includes a discussion about transportation as a related service (64 FR 12551).

To the extent appropriate, we encourage you to contact the local educational agencies in your State to call their attention to the transportation provisions in the regulations, and to encourage them, as appropriate, (consistent with the confidentiality provisions in §§300-560-300.576), to ensure that there is meaningful and effective communication -- before the fact -- between school district personnel and transportation providers about the transportation needs and potential problems of individual students with disabilities. This effort should be beneficial to all affected parties, but especially the children who are being transported.

Transportation providers play an integral role in the school lives of many children, including children with disabilities, which makes effective communication between the school and the providers essential. We believe that, for the safety and well-being of all children who ride school buses, including children with disabilities, it is crucial that they are appropriately and effectively transported by well-informed and well-trained transportation providers.

If you have questions or comments about this memorandum, please contact your Part B State contact or the persons listed above.

cc: Chief State School Officers
Federal Resource Center
Regional Resource Centers
Parent Training Centers
Protection and Advocacy Agencies
Section 619 Coordinators



**NATIONAL ASSOCIATION OF
STATE DIRECTORS OF
PUPIL TRANSPORTATION SERVICES**

Excerpts From

Information Report

**Sharing Student Health and Medical Information with
School Transporters**

by Peggy A. Burns, Esq.

Background

This Information Report is not intended to be an exhaustive discussion of records disclosure and confidentiality provisions, since there are multiple situations in which school transporters require student information in order to safely and efficiently carry out their responsibilities. Rather, it focuses on communicating to school transporters and special education directors the necessity -- and legitimacy -- of disclosure of student health and medical information. Included in the category of “school transporters” are transportation administrators, drivers, and other appropriate school transportation staff members, as well as bus contractors hired by school districts and educational units to transport students to and from school and school-related activities. School transporters and special education directors are urged to seek legal advice regarding specific applications of this information.

It is critical that school transporters have relevant health and medical information about the students who ride their buses, and in some cases it is legally mandated. Even where there is not a statutory or regulatory mandate to provide this information to school transporters, any reasonable risk management analysis readily leads to the conclusion that the potential harm from failure to share this information far outweighs any risk that a school district or contractor could incur as a result of transporters having this information.

Despite these facts, however, special education and other school personnel are often reluctant to share student health and medical information with school transporters. Many are adamant about their “inability” to provide information about students’ conditions and needs which may impact travel on the school bus. The reason -- misinformation about “and/or misunderstanding of confidentiality requirements.

Questions

- Can school transporters legally receive health and medical information about students who ride their buses?

- What factors should be considered in determining whether transportation personnel, special education personnel, medical personnel and parents should collaborate to accomplish this sharing of information?
- What are the prerequisites to the sharing of student health information with school transporters?
- How can compliance with these prerequisites be achieved?

Discussion

Application of relevant statutory and regulatory information.

Several clear, guiding principles emerge from an understanding of applicable law, especially the Regulations implementing Part B of the Individuals with Disabilities Education Act (hereafter, “IDEA”), and the Family Educational Rights and Privacy Act of 1974 (hereafter, “FERPA.”)

Principle 1 -- Rationale for Disclosure

When transportation is provided as a related service to a special education student -- that is, because transportation is necessary for the child to access Individualized Education Program (IEP) services -- then transporters are related service providers. [See IDEA Regulations (hereafter “Regs”), Section 300.24.] Under such circumstances, the school district *must provide necessary information to school transporters. That information includes setting forth the role of transportation personnel in meeting the unique needs of the child as identified in his/her IEP, and those “accommodations, modifications, and supports” identified in the child’s IEP which relate in any way to the transportation environment. [See Regs., Section 300.342(b) (2) and (3).]*

While the IDEA Regulations impose a mandatory duty on school districts when transportation is a related service, FERPA provides for broader permission to disclose information about a child under two situations:

- (1) when a parent consents to the disclosure; or*
- (2) when “school officials” have a “legitimate educational interest,” even when the district has not obtained such prior consent.*

Who is a school official with a legitimate educational interest?

When FERPA was modified in 1996, a “Model Notification of Rights Under FERPA for Elementary and Secondary Institutions” was included in Appendix B. That Model Notification clearly demonstrates Congressional intent as to who might reasonably be entitled to receive student information:

“A school official is a person employed by the District as an administrator, supervisor, instructor or **support staff member**. . . ; a person serving on the School Board; **a person or company with whom the District has contracted to perform a special task**. . .”

And, a school official has “a **legitimate educational interest** if the official needs to review an education record in order to fulfill his or her professional responsibility.”

It is clear that school transporters meet this standard when student health and medical information is necessary to enable the safe and efficient transport of a student.

Principle 2 -- Publication of List

Under IDEA, school districts and contractors must publish a notice setting forth those staff members who will have access to student information. [See Regs., Sec. 300.572(d).] FERPA requires that school districts that share information with staff members or contractors, recognized as needing student information, specify “criteria” for determining who will receive such information and under what circumstances.

These requirements are easily met by including in student/parent handbooks a statement like the following, as suggested in Appendix B to FERPA:

“Federal law permits the school district to disclose personally identifiable information in the student’s education records to ‘school officials with legitimate educational interests.’ School officials include persons employed by the district as an administrator, supervisor, teacher, or support staff member (including but not limited to . . . transportation personnel . . .); . . . or a person, agency, or company with whom the District has contracted, or otherwise arranged to perform a special task or service. . . Such individuals have a legitimate educational interest if s/he needs to review an education record in order to fulfill his or her professional and/or official responsibility.

A legitimate educational interest also exists where the staff member or other individual works directly with students and needs to review education records to increase his/her awareness of steps necessary for the safety and welfare of students and staff members.”

Principle 3 – Confidentiality

The IDEA Regulations recognize that confidentiality requirements apply to the provision of necessary student information to school district employees and school transportation contractors. These requirements do not prohibit disclosure, but merely impose on the “agency or institution that collects, maintains or uses personally identifiable information, or from which information is obtained” the duty to protect the confidentiality of such information “at collection, storage, disclosure and destruction stages.” [See Regs., Sec. 300.572 (a).] This duty is further defined by the FERPA requirement that a school district share personally identifiable information from an education record only on the condition that the recipient of the information will not disclose the information to any other party without the prior consent of the parent or eligible student.

Principle 4 -- Training

In order to receive student information which is otherwise confidential, school transporters must receive training -- like all other personnel who receive this information in the course of their job duties.

All related services personnel must be “trained,” and the Official Commentary to Section 300.24 of the Regs specifically includes “bus drivers” among such personnel. The Regs further state that “all persons collecting or using personally identifiable information must receive training or instruction regarding” limitations imposed by IDEA and FERPA and state policies and procedures which implement the disclosure and confidentiality provisions of these federal laws. [See Regs., Section 300.572 (c).]

The Bottom Line: Why Should School Districts Ensure That Pupil Transportation Official Have Access to Student Information?

Participation in IEP Meetings.

As indicated above, the duty to inform is mandatory under IDEA Regulations when school transportation is provided as a related service. School transporters are essential participants in the decision which must be made as to whether transportation is a related service for a particular child. Section 300.344 of the Regs. provides that a local education agency may include related services personnel as appropriate at the IEP meeting. Appendix A of the IDEA Regulations includes many useful questions and answers on this subject.

- The answer to Question 30 states: “. . . [I]t is appropriate for [related services personnel] to be included if a particular related service is to be discussed as part of the IEP meeting.”
- The answer to Question 33 states: “In determining whether to include transportation in a child’s IEP and whether the child needs to receive transportation as a related service, it would be appropriate to have at the IEP meeting a person with expertise in that area.” That expertise will be most evident -- and most valuable -- when members of the IEP team have necessary information about the needs of the student.

In its *Letter to Smith* (July 12, 1995), and in a number of letters and opinions since then, the Office of Special Education Programs (OSEP) of the U.S. Department of Education stated that the IEP must include more than a “yes” or “no” to the question, “Is transportation a related service?” Rather, it must include accommodation, modifications, and supports which must be provided for the child in accordance with his/her unique needs. Transporters are likely to be more aware of the availability of assistive technology devices applicable to transportation than anyone else on the IEP team, and certainly will have the responsibility to properly use such devices in response to the child’s needs. Health and medical information is essential to this end. OSEP specifically noted in its *Letter to Smith*: “In all instances, each student’s need for transportation as a related service and the type of transportation to be provided are issues to be discussed and decided during the evaluation process and individualized education program (IEP) meeting, and the transportation arrangements agreed upon should be included in the disabled student’s IEP.”

“Transportation arrangements” are obvious components of the information transporters must receive. But remember, Section 300.342(b)(3) of the Regulations implementing Part B of the

IDEA mandates that each related service provider know what s/he must do specifically to implement the IDEA. Consequently, other information, such as behavior intervention plans or assistive technology details, must be shared with school transporters in order to comply with this provision.

Finally, in order to determine necessary components of training for transporters, it is critical to share student health and medical information with driver trainers, and the occupational therapists, physical therapists, nurses and others who will work with them. How else can drivers and aides be aware of proper responses to the unique medical needs of students?

Supporting the district's proposed transportation plan.

A recent California case shows how driver training and provision of health and medical information can be an invaluable tool to help demonstrate that your chosen method of transportation for a particular student is reasonably calculated to meet his/her needs.

In Pleasant Valley School District, (37 IDELR 265, August 21, 2002), parents of a student with short-gut syndrome objected to the district's proposal to provide regular district transportation instead of continuing the door-to-door transportation the boy had received for more than three years.

Among the parents' concerns was the possibility that the student's g-tube would become dislodged or that he would have a seizure. The school nurse had trained the driver on whose bus the student had ridden, and could train other drivers accordingly. An emergency care plan, which would be shared with anyone who drove the student, embodied the proper procedures to employ in the event that the g-tube became dislodged. The plan also included the proper procedures to undertake should the student suffer a seizure. The fact that the driver would be ready if an emergency occurred was instrumental in the Hearing Officer's concluding that proper accommodations could be made on the regular education bus to address the unique needs of the child.

While school districts cannot be insurers of students' safety, they do have an obligation to take reasonable steps to respond to known dangers which may threaten the welfare of students and others. Students who, though not requiring special education, have health or medical challenges, may have a health action plan or other protocol which could have a bearing on school transportation.

Are There Risks to School Districts if Information is Shared With Transporters?

Generally, a single mistake by a school district or contractor will not amount to a violation of FERPA. However, the Family Compliance Office of the U.S. Department of Education, which investigates, processes and reviews complaints and violations under FERPA, may take steps regarding individuals who improperly disclose information from education records. Section 99.33 of the Regulations implementing FERPA provides:

“If this Office determines that a third party improperly re-discloses personally identifiable information from education records in violation of [FERPA], the educational agency or institution may not allow that third

party access to personally identifiable information from education records for at least five years.”

The implications of this section are significant. Since a school district makes a commitment when sharing information with a bus driver that the driver will not inappropriately “re-disclose” the information to a third party, there can be strong sanctions if that condition is not met. Since a driver needs certain information in order to do his/her job, a restriction which prevents access to necessary information for at least five years means that the driver cannot do his or her job. That situation would most likely result in termination. Even absent federal agency determination of a breach of confidentiality, or a privately brought action based on invasion of privacy or inaccuracy of the information, a school district might well consider this a sufficiently serious rule violation to impose consequences up to and including termination.

A school district violates FERPA if it has a policy of denying access to records to parents, or it has a policy of wrongly disclosing information to third parties. A parent or student over the age of 18 may file a complaint giving specifics about why that person thinks a school district has violated FERPA. The complaint must be submitted within 180 days of the alleged violation or of the date that the complainant knew of, or reasonably should have known of, the alleged violation.

Following an agency investigation in which it is determined that a violation had occurred, the Family Compliance Office may take a number of steps:

- It will give the school district a reasonable period of time to comply with specific steps set out by the Office; and
- If the school district does not comply within that period, the Office may withhold federal monies, and/or issue an order to compel compliance.

Before the extreme sanction of loss of eligibility for federal funds is applied, a school district must not only have a policy and practice of violating FERPA, but also refuse to take steps to comply with FERPA within a reasonable period of time.

Therefore, the school district which shares necessary information with drivers risks little. That is especially true in comparison with the potential risks to the safety and welfare of the student if important information is not shared. On the other hand, the driver who does not take that responsibility seriously risks losing his or her job.

Conclusion

School transporters can legally receive information about students’ health and medical conditions when these conditions may impact transportation planning and implementation.

Factors to be considered in setting conditions for such disclosure include:

- (1) the determination of legitimate educational interest;
- (2) compliance with FERPA requirements of notice;

- (3) requiring confidentiality of the school transporters to whom the information is disclosed; and
- (4) training.

It is clear that once school transporters are trained regarding the requirements of confidentiality, school district and medical personnel are well-advised to share this information.

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APPENDIX

Relevant Federal Regulations

IDEA Regulations

Sec. 300.342(b)(2) and (3): “Each public agency shall ensure that. . .[t]he child’s IEP is accessible to each. . .related service provider. . .who is responsible for its implementation;” and “Each. . . provider described in paragraph (b)(2) of this section is informed of - (i) His or her specific responsibilities related to implementing the child’s IEP; and (ii) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.”

Sec. 300.560(c): “Participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the Act.”

Sec. 300.560(b): “Education records means the type of records covered under the definition of ‘education records’ in 34 CFR part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974.)”

Sec. 300.563: “Each participating agency shall keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.”

Sec. 300.572(a): “Each participating agency shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.”

Sec. 300.572(c): “All persons collecting or using personally identifiable information must receive training or instruction regarding the State’s policies and procedures under Sec. 300.127 and 34 CFR part 99.”

Sec. 300.572(d): “Each participating agency shall maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.”

FERPA Regulations

Sec. 99.3: “‘Education Records’ . . .means those records that are: (1) Directly related to a student; and (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.”

Sec.99.7(3): “The notice [which must be provided annually to parents concerning their rights under FERPA] . . .must include. . .if the educational agency or institution has a policy of disclosing education records under Sec. 9.31(a)(1), a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.”

Sec. 99.31(a)(1): “An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by Sec. 99.30 if the disclosure meets one or more of the following conditions: (1) The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have a legitimate educational interest.”

Ride Safe

Information to help you travel more safely
in motor vehicles while seated in your wheelchair.



Rehabilitation Engineering Research Center
on Wheelchair Transportation Safety



University of Michigan
Health System

University of Michigan
Transportation Research Institute

Initially funded through a grant from the FRIENDS
of the University of Michigan Hospitals

2005

When traveling in a motor vehicle, it is generally safest for wheelchair users to transfer to a vehicle seat and use the vehicle seatbelt system or a child safety seat that complies with federal safety standards. The wheelchair should then be stored and secured in the vehicle.

If transferring is not feasible, it is very important to secure the wheelchair to the vehicle facing forward and to use crash-tested seatbelts for the wheelchair-seated rider.



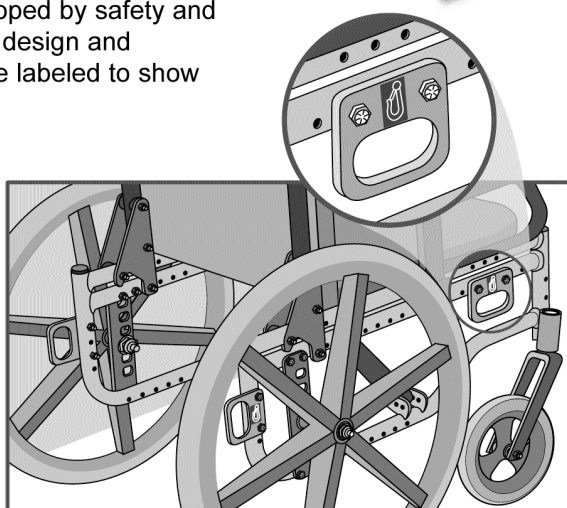
START WITH THE RIGHT EQUIPMENT

The Wheelchair

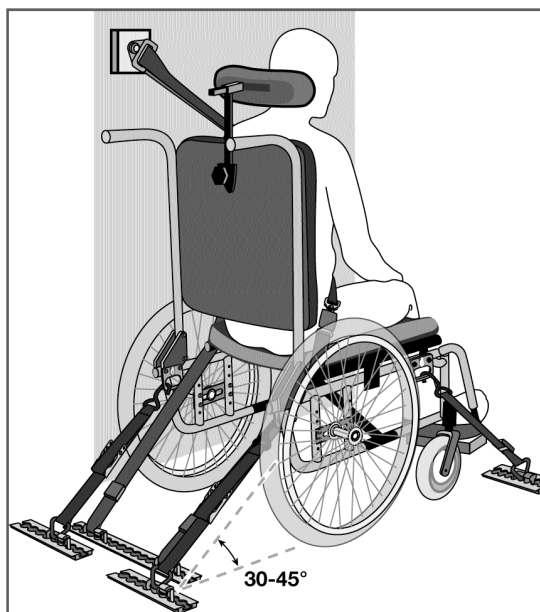
It is best if you have a wheelchair that has been designed and tested for use as a seat in motor vehicles, often referred to as a **WC19 wheelchair or a transit wheelchair**. These wheelchairs comply with ANSI/RESNA WC19, a voluntary standard developed by safety and rehabilitation experts. Wheelchairs that meet the design and performance requirements of this standard will be labeled to show that they comply with WC19.

Most importantly, a WC19 wheelchair has four, crash-tested securement points where tiedown straps and hooks can be easily attached. These points are clearly marked with a hook symbol.

If a WC19 wheelchair is not available, the next best choice is a wheelchair with an accessible metal frame where tiedown straps and hooks can be attached at frame junctions.



The Wheelchair Tiedown and Occupant Restraint System (WTORS)



It is important to use a complete WTORS to secure the wheelchair and provide the wheelchair occupant with a properly designed and tested seatbelt system.

Always use a WTORS that has been crash tested and labeled as complying with SAE J2249, a voluntary standard developed by safety and rehabilitation experts. The most common type of wheelchair tiedown uses four straps to secure the wheelchair to the vehicle. Although it requires someone other than the wheelchair rider to secure and release the wheelchair, this tiedown can secure a wide range of WC19 and non-WC19 wheelchairs.

To protect the rider during a crash or sudden braking, and to minimize the likelihood of injury caused by contact with the vehicle, a seatbelt system with both pelvic and upper torso belts must be used.

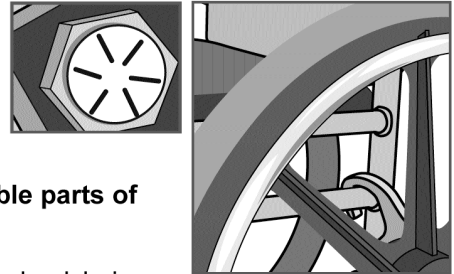
2

SECURE THE WHEELCHAIR

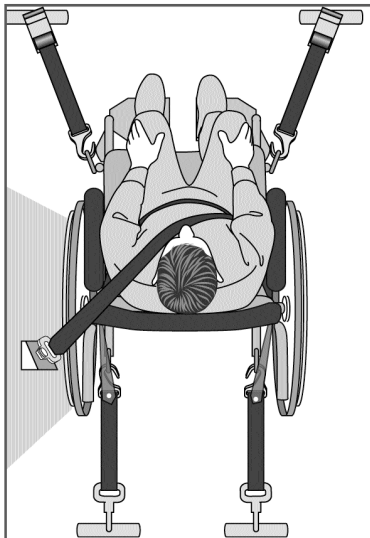
Four-Point Tiedowns

- ▶ Always position the wheelchair and rider facing forward in the vehicle.
- ▶ When securing a WC19 wheelchair, attach the four tiedown straps to the securement points provided on the wheelchair. Tighten the straps to remove all slack.

▶ If you do not have a WC19 wheelchair, it is best to attach the tiedown straps to welded junctions of the wheelchair frame or to other structural areas where the frame is fastened together with hardened steel bolts indicated by six raised lines or bumps on the bolt head.



▶ **Do not attach tiedowns to adjustable, moving, or removable parts of the wheelchair such as armrests, footrests, and wheels.**



▶ When securing non-WC19 wheelchairs, choose structural securement points as close to the seat surface as possible to provide greater wheelchair stability during travel. It is best if the rear securement points are high enough to result in angles of the rear tiedown straps between 30 and 45 degrees to the horizontal.

▶ If you have a non-WC19 wheelchair with a tilt seat, make sure to attach both the front and rear straps to either the seat frame or to the base frame. Mixing wheelchair securement points between the seat and base can result in the tiedown straps becoming slack if the angle of the seat changes during a crash.

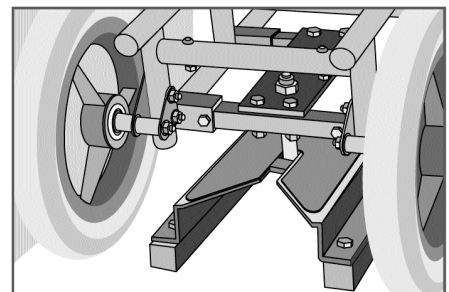
▶ It is best if floor anchor points for rear tiedown straps are located directly behind the rear securement points on the wheelchair. If possible, the front tiedown straps should anchor to the floor at points that are spaced wider than the wheelchair to increase lateral stability during travel.

Other Methods of Wheelchair Securement

▶ In addition to securing wheelchairs using a four-point tiedown, wheelchairs can also be secured using a docking tiedown device. This method is primarily used in private vehicles since it requires the addition of adaptor hardware to the wheelchair frame that will engage with the docking tiedown device in the vehicle. Docking securement devices allow the wheelchair rider to secure and release the wheelchair without assistance.

▶ If you plan to secure your wheelchair with a docking tiedown device, you should check with the WTORS or wheelchair manufacturer to ensure that your wheelchair model has been successfully crash tested with their system.

▶ Clamp-type securement devices are not recommended since they do not provide effective wheelchair securement in frontal crash testing.



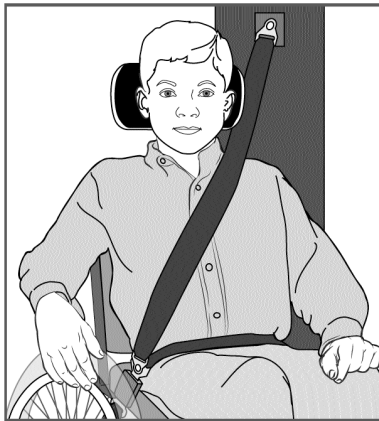
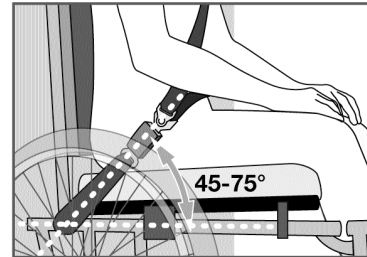
3

PROTECT THE WHEELCHAIR RIDER

► In addition to securing the wheelchair, **it is very important to provide effective restraint for the wheelchair user with a crash-tested lap and shoulder belt or with a child restraint harness.**

Postural support belts attached to the wheelchair are not strong enough to withstand the forces of a crash and are usually not positioned correctly to restrain the occupant safely in a crash.

► The lap belt should be placed low across the front of the pelvis near the upper thighs, not high over the abdomen. When possible, the lap belt should be angled between 45 and 75 degrees to the horizontal when viewed from the side. Some wheelchair features, like armrests, can interfere with good belt fit. To avoid placing the lap belt over the armrest and to keep the lap belt low on the pelvis, it may be necessary to insert the belt between the armrest and the seatback, or through an opening under the armrest.



► A diagonal shoulder belt should cross the middle of the shoulder and the center of the chest, and should connect to the lap belt near the hip of the wheelchair rider. The upper shoulder-belt anchor point or D-ring guide should be anchored above and behind the top of the occupant's shoulder, so that the belt is in good contact with the shoulder and chest while traveling.

► Newer WC19 wheelchairs offer the option of a crash-tested lap belt that is anchored to the wheelchair frame. If the wheelchair has an onboard crash-tested lapbelt, complete the belt system by attaching the lower end of a shoulder belt to the lap belt. Crash-tested wheelchair-anchored lap belts will be labeled to indicate that they comply with with ANSI/RESNA WC19.

Other Important Points

- Read and follow all manufacturers' instructions.
- It is best to ride with the wheelchair backrest positioned at an angle of 30 degrees or less to the vertical. If a greater recline angle is needed, the shoulder belt anchor point should be moved rearward along the vehicle sidewall so the belt maintains contact with the rider's shoulder and chest.
- Maximize the clear space around the rider to reduce the possibility of contact with vehicle components and other passengers in a crash. Cover vehicle components that are close to the rider with dense padding.
- Check WTORS equipment regularly and replace worn or broken components. Keep anchorage track free of dirt and debris.
- If a WTORS and wheelchair have been involved in a vehicle crash, check with the manufacturers to determine if the equipment needs to be repaired or replaced.
- If possible, remove hard trays and secure them elsewhere in the vehicle to reduce the chance of rider injury from contact with the tray. Consider the use of foam trays instead of rigid trays during transit. If it is not possible to remove a hard tray, place dense padding between the rider and the tray and make sure that the tray is securely attached to the wheelchair so it will not break loose and cause injury to other occupants in a crash.
- A properly positioned headrest can help protect the neck in a rear impact.
- If it is necessary to use a head and neck support during travel, soft neck collars are safer than stiff collars or head straps which could cause neck injury in a crash. The soft collar should not be attached to the seating system.
- Secure medical and other equipment to the wheelchair or vehicle to prevent it from breaking loose and causing injuries in a crash.



RESOURCES

Organizations

Rehabilitation Engineering and Research Center on
Wheelchair Transportation Safety
www.ercwts.pitt.edu

University of Michigan Transportation Research Institute
www.umtri.umich.edu

University of Pittsburgh
www.wheelchairnet.org

Society of Automotive Engineers
www.sae.org

RESNA Rehabilitation Engineering Society of North
America
www.resna.org

National Highway Traffic Safety Administration
www.nhtsa.dot.gov

National Mobility Equipment Dealer's Association
www.nmeda.org

The Association for Driver Rehabilitation Specialists
www.driver-ed.org

A Helpful Publication

School Bus Transportation of Students in Wheelchairs

A manual of procedures and practices used by the Washtenaw Intermediate School District for providing effective wheelchair securement and occupant restraint.

Washtenaw Intermediate School District
734-994-8100
www.wash.k12.mi.us

Wheelchair Manufacturers (Ask for Frames and/or Seating Products that Comply with WC19)

Convaid
www.convaid.com; 800-266-8243

Freedom Designs
www.freedomdesigns.com; 800-331-8551

GOVAN + wheelchair and docking system
www.smd-abitech.com; 204-975-3004

Invacare
www.invacare.com; 800-333-6900

Mulholland Positioning Systems
www.mulhollandinc.com; 800-543-4769

Otto Bock
www.ottobock.com; 800-328-4058

Permobil
www.permobil.com; 800-736-0925

Pride Mobility
www.pridemobility.com; 800-800-8586

Sammons Preston
www.sammonspreston.com; 800-323-5547

Sunrise Medical
www.sunrisemedicalonline.com; 800-333-4000

Wheelchair Seating Manufacturers (Ask for Products that have been Tested to WC19)

Adaptive Engineering Lab
www.aelseating.com; 800-327-6080

Adaptive Equipment Systems
www.aesys.com; 800-237-2370

Wheelchair Tiedown and Occupant Restraint Manufacturers (Ask for Products that Comply with SAE J2249)

Creative Controls
www.creativecontrolsinc.com; 800-539-7237

EZ-Lock
www.ezlock.net; 225-214-4620

Orthosafe
www.orthosafe.com; 609-587-9444

Q'Straint
www.qstraint.com; 800-987-9987

SureLok
www.sure-lok.com; 866-787-3565



GLOSSARY OF TERMS

Anchor point: The location on a vehicle, wheelchair, or wheelchair tiedown where a belt-restraint or wheelchair-tiedown anchorage is attached.

ANSI-RESNA WC19 (officially, SECTION 19 ANSI/RESNA WC/VOL. 1 *Wheelchairs for use in Motor Vehicles*): A voluntary standard for wheelchairs designed for use when traveling facing forward in a motor vehicle. NOTE: ISO 7176/19 is an international transit wheelchair standard that specifies similar design and performance requirements as ANSI/RESNA WC19.

Belt: A length of energy-absorbing webbing material used in occupant restraint systems.

Docking tiedown: A method for securing wheelchairs where portions of the wheelchair frame, or add-on components fastened to the wheelchair frame, engage with a securement device anchored to the vehicle.

Four-point strap-type tiedown: A method for securing a wheelchair where four straps are attached to the wheelchair at four separate securement points and attached to the vehicle at four separate anchor points.

Occupant restraint: A system or device designed to restrain a motor vehicle occupant in a crash by keeping the occupant in the vehicle seat and minimizing contact with the vehicle interior, other occupants, or objects outside the vehicle.

Postural support: A padded component and/or belt used to help maintain a person in a desired position during normal wheelchair use. In general postural supports are **not** designed to provide effective occupant restraint in a motor vehicle crash.

SAE Recommended Practice J2249 (officially, SAE J2249 *Wheelchair Tiedowns and Occupant Restraints for Use in Motor Vehicles*): A Society of Automotive Engineers Recommended Practice that specifies design and performance requirements for wheelchair tiedown and occupant restraint systems. NOTE: ISO 10542 is an international WTORS standard that specifies comparable design and performance requirements as SAE J2249.

Securement points: Specific structural points on the wheelchair base or seat frame that are designed for attachment of wheelchair tiedowns.

Strap: A length of webbing material used in wheelchair tiedown systems.

WC19 wheelchair: A crash-tested wheelchair with four clearly identified securement points that meets the design and performance requirements of ANSI-RESNA WC19 *Wheelchairs Used as Seats in Motor Vehicles*, and is sometimes called a transit wheelchair.

Wheelchair tiedown and occupant-restraint system (WTORS): A complete system for use by wheelchair-seated occupants comprised of a system or device for securing the wheelchair and a belt-type restraint system for limiting occupant movement in a motor vehicle crash.

Regents of the University of Michigan

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CHAPTER 5:

Aides and Assistants

Overview

This chapter explains the occasional need for an aide on a school bus to ensure the safety of the pupil. There is a sample job description followed by different uses of school bus aides in several different districts.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Sample job description
- Preferred qualifications
- Uses within several districts

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Lesson Plan

Introduction

There will be times when a transportation organization will need to hire special needs bus assistants for one or more of its special pupils. Go about this hiring process with care and understanding.

Special needs bus assistants are not required by law, but may be required by a/an:

1. Medical Professional
2. Mental Health Professional
3. Educational Professional (IEP)

School districts should choose people who wish to assist special pupils; not people who really want to drive the school bus.

Presentation

Job description for special needs bus assistant (Sample)

General Responsibilities

1. Works cooperatively with bus driver to ensure that students comply with the established safety rules.
2. Establishes and maintains a positive behavioral climate, using appropriate behavioral intervention techniques to all students while they are being transported.
3. Establishes and maintains a positive working relation with program staff and parents.
4. Assists school bus driver in emergency situations.
5. Completes required reports.

6. Possesses regular and predictable attendance at designated worksite.

NOTES:

Other Functions:

Other duties as assigned to support the success of the school district.

Job Requirements:

1. High school diploma or equivalent.
2. Recent successful experiences working with children and adolescents.
3. Demonstrated ability to communicate in a professional manner both orally and in writing.
4. Flexibility in working hours.
5. Criminal history and fingerprint check through the Washington State Patrol and FBI.
6. Regular and predictable attendance at designated worksite.

Preferred Qualifications and Skills:

1. Knowledge of behavioral and intervention techniques.
2. Recent successful experiences working with children and adolescents with behavior disorders or other disabilities.

These are just a few more areas of skill/ability/talent that would be excellent for a potential Special Needs Bus Assistant to possess.

1. Diplomacy when dealing with pupil's parents.
2. Communication skills for dealing with special pupils.
3. Knowledge of the:
 - Body Fluids Kit
 - Belt Cutter
 - First Aid Kit

NOTES:

- Emergency Exit Kit
- Fire Extinguisher
- Reflectors
- Wheelchair Tie Downs
- Air Conditioning (if available or required)
- Knowledge of Restraints, Seat Belts, Harnesses/Safety Vests
- Seating Chart for each group of Pupils
- Behavior Forms for each Day
- Use of Two-Way Radio
- Storing Pupil Equipment for Safe Transport

School district samples

Several districts were interviewed about how their school bus aides were used and the following brief overviews were offered. Please notice the aide is usually required to handle the medical or behavioral actions of the special pupil.

Small District #1

The main duties of an assistant are to attend to the medical or behavioral needs of the pupil. The knowledge of the driver/student/equipment skills was necessary, but the driver was the one who executed them unless he/she is disabled.

Small District #2

The aide was required to take a bus driver course (this was an exception because the district was so rural) as well as being an aide. Two special fragile local pupils were transported and the aide was taught by the pupils' doctors. (Early 1980's) The main duties of an assistant were to attend to the medical and behavioral needs of the pupils.

Large District #1

These people rotated from route to route. The driver had the ultimate responsibility for the pupils and the aide was there in a support position. The main duties of an assistant were to attend to the medical or behavioral needs of the pupil. Aides needed to know medical and physical problems, how to complete paperwork for pupils, participate in parent conferences when asked, and assisted with loading and unloading of pupils.

Large District #2

These people rotated from route to route. The main duties of an assistant were to attend to the medical or behavioral needs of the pupil. The driver had the ultimate responsibility for the pupils and the aide was there in a supportive position. If an IEP called for a monitor, quite often the scheduler placed the pupil on a bus with an existing monitor. Aides needed to know medical and physical problems, how to complete paperwork for pupils, participate in parent conferences when asked, and assisted with loading and unloading of pupils.

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers understand the responsibilities and skills needed for aides and assistants on school buses transporting special needs students.

NOTES:



CHAPTER 6:

Emergency Situations

Overview

This chapter explains several physical equipment situations and some discussion for correcting each emergency.

THIS CHAPTER INCLUDES:

- Physical equipment
- Emergency situations

CHAPTER ELEMENTS:

- A discussion of several emergency situations

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Lesson Plan

Introduction

For emergency situations that involve driving a school bus, refer to the section in the Instructor's Guide for School Bus Driver Education under the tab called Emergency Situations. These are driving emergency situations. The following are special needs equipment emergencies.

Presentation

EMERGENCY SITUATIONS (Physical Equipment)

1. The lift malfunctions.

If the lift does not work and no immediate help is available, it is best to use the manual lift controls. These differ from bus to bus. SO it is good to have a set of "pump down" directions taped in place for the driver to use. It is also good to practice pumping down and up a lift that does not work with power.

2. Accessory and support system equipment comes loose.

To store pupil equipment, find a way to secure it behind a passenger seat with bungee cords or other latches for a safe trip. The people in your shop may be able to install safe latches or tie downs for storing gear.

PUPIL EQUIPMENT could include but not be limited to:

- a. Oxygen bottles
- b. Suctioning equipment
- c. Walkers
- d. Canes
- e. Folding wheel chairs
- f. Electric carts

3. The shroud for wheel chair service door will not close.

This covering is meant to protect a passenger who is thrown about during impact. It reduces the possibilities of cuts and gashes from the lift area equipment. It must be used so find some way to tie the shroud over the area until permanent repair can be applied.

4. A wheel chair comes loose in transit while supposedly attached to the bus floor. Slow down right away and pull over to a safe stopping place as soon as possible. Locate the problem. If the driver can re-secure the chair, he/she must do so and then continue on the route. If the loose chair cannot be re-secured, then help must be called for repair, before continuing on the route.
5. A car seat comes loose in transit while supposedly attached to the bus. Slow down right away and pull over to a safe stopping place as soon as possible. Locate the problem. If the driver can re-secure the seat, he/she must do so and then continue on the route. If the loose seat cannot be re-secured, then another car seat must be called for prior to continuing on the route.
6. Moving with the lift door open and the lift in the “down” position.*

Obviously this causes damage to the lift door and anything nearby. If the lift still functions safely, continue on with the route. If it does not operate, call for help and a replacement lift bus. Meanwhile, close the damaged door as much as possible and close the wheel chair shroud as much as possible to keep the passengers warm or cool, depending on the weather.

**Evergreen School District 114 has painted a several inch area on the foot ramp of the lift a florescent color. The bright florescent “shows up” in the rear view mirror while the ramp is down and reminds the driver the ramp needs to be retracted. This simple act has reduced ramp accidents effectively.*

NOTES:

REMEMBER

Always check your mirrors!!



CHAPTER 7:

Evacuation Drills

Overview

This section will describe an Emergency Evacuation Plan.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Evacuation plan using help
- Carseat/Wheelchair/Ambulatory evacuation techniques
- Evacuation kit list

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Lesson Plan

Introduction

As school bus drivers, you have already accepted a great responsibility. Having properly defined evacuation procedures for handicapped and emotionally disturbed students will help you to better handle this part of your responsibility. Practiced procedures should become an accepted part of your total training. Should an emergency happen, each step would be an automatic process for you to act upon. No one wants to deal with an emergency, however, the best way to cope with one successfully is to have a plan beforehand. This is a plan to help you.

Presentation

In an emergency:

- Remain calm. You are in command and must make decisions quickly and calmly.
- Evaluate the situation. Know the capabilities of the students. Are they mobile? How much do they understand?
- Decide what actions to take. Is it necessary to evacuate the students? Should the students stay on the bus?
- Do not move seriously injured students unless absolutely necessary.

If evacuation is necessary:

- Notify the bus garage that you are evacuating the school bus.
- Is the bus away from traffic and other hazards? If it is in harms way and mobile, mark each tire with a crayon and move the bus to a safer place.
- Turn off engine and lights.

NOTES:

- Put bus in gear.
- Set emergency brake.
- Put Emergency Evacuation Kit and First Aid Kit within reach.
- Put “Emergency Help Needed” signs in the bus windows (Not every district has these signs).
- Decide which exit is best to use. If all exits are clear, consider which is safest in view of the bus location on the road, hazards, and other traffic dangers. Consider the capabilities of the students on the bus.

Evacuation procedure

- Informing the students about evacuation:
 - Use simple commands and short sentences. Face the students and calmly say the following:
 - “We have to get off the bus.”
 - “I will tell you when it is your turn to go.”
 - “Take off your seat belt and stay in your seat.”
 - Repeat these simple commands often, because some of the children tend to forget easily.
- When help arrives:
 - Tell the “help” how to assist students as they exit. Give positive clear instructions to the help. “That one needs his hand held. Mary needs help walking. Carry this child to that large tree.”
- Ambulatory Evacuation (Those pupils who can walk.)
 - For speed, ambulatory students should be evacuated first. Give adult helpers a blanket/tarp and have them lead children to a safe place at least 100 feet from the bus. The helper should spread the blanket and instruct children to remain on the blanket.
 - If help does not arrive, have the students hold the rope

NOTES:

and walk them to the assembly area and instruct them to stay on the blanket. Lead or carry younger children if necessary.

If it is not possible for you to take the children to the assembly area, be very definite with your instructions, such as, under the big tree, on the grass, etc.

- **Car Seat Evacuation**

If child is mobile, remove from car seat and evacuate the ambulatory students. Non-ambulatory students should be left in their special apparatus.

For speed you may need to cut seat belts. Use your emergency belt cutter.

Hand the car seat out to a waiting helper. Helper should carry student to the assembly area. If no help arrives, carry student in car seat.

- **Wheelchair evacuation**

If possible, leave student in the wheelchair.

Bus restraining straps may need to be cut with emergency seat belt cutter.

Use “Half Drop” from ramp/lift door.

With assistance of helper, evacuate the student in the wheelchair.

If student must be removed from wheelchair, protect head and legs and use blanket drag.

Move student to the assembly area in his/her chair if possible.

- **After Evacuation:**

Take first aid kit and join students in assembly area. Give first aid, taking care of the most serious injuries first.

Reassure the children about their safety and make them as comfortable as possible.

Contents of emergency evacuation kit (Proposed but not required)

- “EMERGENCY HELP NEEDED” signs to put in bus windows.
- Emergency phone numbers to call for help.
- Emergency belt cutter to cut seat belts or wheelchair tie down straps.
- Rope for children to hang onto during evacuation.
- Blanket or tarpaulin to spread on ground in assembly area.
- Gym bag to hold equipment.

Summary

Remember, remain calm while evaluating the emergency scene. Once the evaluation is complete (this may take only seconds) the driver must act to secure the bus and its passengers. The driver must be able to instruct “help” that appears at the scene and be able to remove students from the bus if that is necessary. After evacuation is complete, continue first aid and assurance until other transportation arrives.

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers are familiar with the Emergency Evacuation Plan.

NOTES:



CHAPTER 8:

Routing

Overview

This chapter explains the information that should be exchanged between the school bus driver and the dispatcher.

THIS CHAPTER INCLUDES:

- Lesson plan
- Check list for trainer

CHAPTER ELEMENTS:

- Effective routing considerations

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Lesson Plan

Introduction

The purpose of this chapter is to tell the driver and dispatcher which pieces of information will help make routing go without error. Often, a driver may feel that it is the “other people” who make things run smoothly, but in truth, it is shared information between dispatcher and driver(s) that keeps the operation safe and orderly. TALK TO EACH OTHER!

Presentation

Bus dispatcher mission/obligation

The dispatcher must include the following information when routing special students in the school district.

- Get the new school year enrollment information as soon as possible. Early summer is a preferable time since it gives dispatch time to think out each route and student situation under less pressure.
- Limiting the student’s ride on the school bus to the least time possible.
- Where the student is picked up in the morning and where he/she is delivered in the afternoon. (Is it a residence, neighbor’s home, or day care facility?)
- Transporting ambulatory and wheelchair pupils on the same bus.
- Recognizing the wheelchair capacity of the bus on the route.
- If there are multiple schools with different schedules, consider how this might affect the order in which the students are picked up or delivered.

NOTES:

- Consider how a disability might affect a schedule so it is completed in a timely manner.
- When known, consider personalities or disabilities to determine the number of students transported on the school bus.
- Have a note on file signed by the parents/guardians, that it is OK to leave the child home alone on the homebound run.
- Have a school contact person (classroom teacher, secretary, counselor, administrator) who can share important personal information about a special student.
- Know what special equipment (harness, child seat, wheelchair) is necessary.
- Acquire extra (possibly two) alternate addresses for the homebound student. This is used when the afternoon drop off location has no supervision available when supervision is needed.

Bus driver mission/obligation

The school bus driver must tell dispatch about route changes that affect the special needs school bus. Below are several situations that should be reported to the dispatcher.

- Mean dog, siblings in yard or behind bus, late sleepers or neighborhood problems.
- Road construction and traffic revisions
- Building construction with contractors parking in the street and blocking the roadway.
- Location of new traffic light installation.
- Changes in student environment at residence or residential parking that block driveway.
- Traffic enforcement areas such as photo radar, speed bumps, and/or other traffic calming devices.

NOTES:

- Any changes in a student's equipment. Wheelchairs that need repair, additional support apparatus or equipment.
- A change in the ability to safely store support equipment or additional articles on the bus.
- Missing seat belts or safety vests that might have been taken or left at home.
- Last minute day care information given to the driver by the parent/ guardian.
- Furnish dispatch with a seating chart for each group transported.
- Report any serious personality conflicts between students that required the school bus driver to separate pupils.

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers can give several examples of situations on the special route that should be reported to the dispatcher.



CHAPTER 9:

Driver Awareness

Overview

This chapter explains what the school bus driver needs to know about his/her students so he/she can transport them safely.

THIS CHAPTER INCLUDES:

- Lesson plan
- Evaluation
- Check list for trainer
- Handouts and transparencies
- Reference material

CHAPTER ELEMENTS:

- Driver sensitivity
- Individual student's limitations

EQUIPMENT LIST:

- Overhead projector
- Screen
- Handouts
- Transparencies

NOTES:

Lesson Plan

Presentation

It takes a special kind of person to be a special education school bus driver. In the following material, we will discuss some of the important issues that drivers are challenged with and the importance of being aware of your students and surroundings.

In dealing with special education students, it is vital:

- To know the location of a student's personal history. This is usually but not always in the Transportation Office.
- To retain your composure and think and act rationally under any given circumstance.
- To be aware of the problems and be familiar with the medical and physical aspects of disabilities of each child.
- To communicate with school personnel and parents, to know when a child is on medications and the possible effects of each medication.
- That drivers are able to determine when a child is behaving abnormally for their specific disability.
- That drivers be aware of expectations and changes in order to report to the school authorities, or parents, special incidents, attitudes, etc., which may be significant in the treatment of the student.
- To determine special steps to take to ensure the comfort and emotional well-being of each student.
- Be able to operate any required special equipment. This would be harnesses, car chair, etc.

It may require considerable time to learn how to care for each student under each circumstance that occurs while the child is on the bus.

Other items the driver should be aware of:

- How does the student get around? Wheelchair, walker, person assisted or ambulatory?
- Can the student move independently or must they be removed from a situation?
- Is there a limit to the student's ability to consider alternatives and/or consequences? Does the child comprehend language?
- Does the student communicate with others? Hand signals, signing, eye contact, body language or verbal.
- Are there any medical emergency, physical or behavioral situations, which could occur at any time with a student during transport? If so, what does the driver see that indicates emergency or the need for management?
- What reward does the student respond to? Favorite toy or game, music or verbal assurance.
- what is the best form of communication with the parent? Written reports, verbal reports, teacher conferences or communication with management or educational specialist.

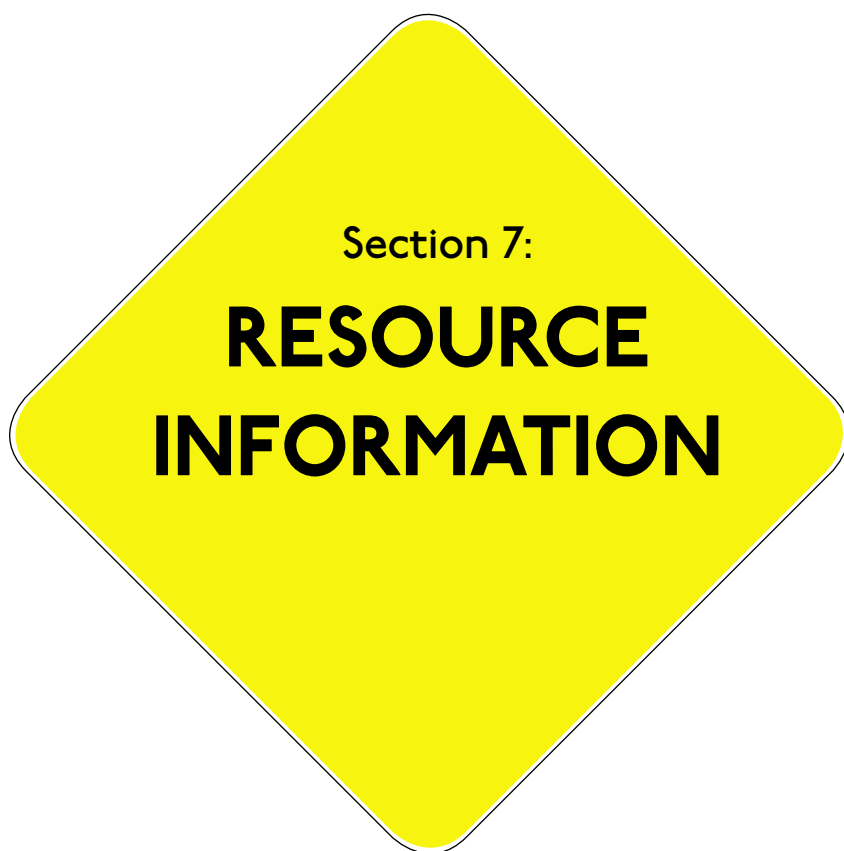
Remember, when transporting students with disabilities, drivers must take the time to learn about their students, their conditions and their habits, in order to transport them safely and in a positive environment.

Chapter Checklist

As a trainer, you are responsible to:

- Make sure school bus drivers can tell the limitations of students and possible medical emergencies.

NOTES:



Section 7:

RESOURCE INFORMATION

SECTION INCLUDES:

Acronyms

Web Resources

Acronyms

ADA	Americans with Disabilities Act
AIAES	Appropriate Interim Alternative Educational Setting
ANSI	American National Standards Institute
ATD	Anatomical Test Dummy
ATD	Assistive Technology Device
ATS	Assistive Technology Service
BIP	Behavior Intervention Plan
CDL	Commercial Drivers License
CFR	Code of Federal Regulations
DOE	Department of Education
DOL	Department of Licensing
EHA	Education for all Handicapped Children Act - PL 94-142 renames IDEA in 1990 to PL 101-476
FAPE	Free Appropriate Public Education
FMCSR	Federal Motor Carrier Safety Regulations
FMVSS	Federal Motor Vehicle Safety Standard
FRTC	Friendly Regional Transportation Coordinator
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IFSP	Individualized Family Service Plan
ISO	International Standards Organization
ITP	Individual Transportation Plan
LC	Learning Center
LEA	Local Education(al) Agency

LEP	Limited English Proficiency
LRE	Least Restrictive Environment
MA	Medical Assistance
MDT	Multidisciplinary Team
MOMS	Mobile Occupant Mini Seat
MSD	Mobile Seating Device
NHTSA	National Highway Traffic Safety Administration
NTSB	National Transportation Safety Board
OSPI	Office of Superintendent of Public Instruction
OT	Occupational Therapist
PT	Physical Therapist
RCW	Revised Code of Washington
RESNA	Rehabilitative Engineers Society of North America
RT	Regional Transportation
RTC	Regional Transportation Coordinator
SEA	State Education(al) Agency
SAE	Society of Automotive Engineers Section 504 Rehabilitation Act of 1973 PL 93-112
SOWHAT	Subcommittee on Wheelchairs and Transportation
TWC	Transportable Wheelchair
UCRA	Uniform Child Restraint Anchorage
WAC	Washington Administrative Code
WAPT	Washington Association of Pupil Transportation
WSP	Washington State Patrol
WTORS	Wheelchair Tie down and Occupant Restraint System

Web Resources

Revised Code of Washington (RCW)

<http://apps.leg.wa.gov/rcw/>

Washington Administrative Code (WAC)

<http://apps.leg.wa.gov/wac/>

Code of Federal Regulations (CFR): Main Page

<http://www.gpoaccess.gov/cfr/index.html>

Office of Superintendent of Public Instruction (OSPI)

<http://www.k12.wa.us/>

OSPI Pupil Transportation

<http://www.k12.wa.us/transportation/>

Washington Association for Pupil Transportation (WAPT)

<http://www.wapt4u.org/>

National Association for Pupil Transportation (NAPT)

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

National Association of State Directors of Pupil Transportation Services (NASDPTS)

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

National Highway Traffic Safety Administration (NHTSA)

<http://www.nhtsa.dot.gov/>

National Transportation Safety Board (NTSB)

<http://www.nts.gov/>

**Federal Motor Carrier Safety Administration
(FMCSA)**

<http://www.fmcsa.dot.gov/rules-regulations/rules-regulations.htm>

American School Bus Council

<http://www.americanschoolbuscouncil.com/>

Revised Code of Washington (RCW)

Revised Code of Washington (RCW)

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- ✦ [Agendas, Schedules and Calendars](#)
- ✦ [Bill Information](#)
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Outside the Legislature

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RCWs

Revised Code of Washington (RCW)

Last Update: January 9, 2007

The Revised Code of Washington (RCW) is the compilation of all permanent laws now in force. It is a collection of Session Laws (enacted by the Legislature, and signed by the Governor, or enacted via the initiative process), arranged by topic, with amendments added and repealed laws removed. It does not include temporary laws such as appropriations acts. The official version of the RCW is published by the [Statute Law Committee](#) and the [Code Reviser](#).

The online version of the RCW is updated twice a year, once in the early fall following the legislative session, and again at the end of the year if a ballot measure that changes the law passed at the general election.

[RCW Dispositions](#)
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RCWs by Title

- [Title 1](#) General provisions
- [Title 2](#) Courts of record
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- [Title 4](#) Civil procedure
- [Title 5](#) Evidence
- [Title 6](#) Enforcement of judgments
- [Title 7](#) Special proceedings and actions
- [Title 8](#) Eminent domain
- [Title 9](#) Crimes and punishments
- [Title 9A](#) Washington criminal code
- [Title 10](#) Criminal procedure
- [Title 11](#) Probate and trust law
- [Title 12](#) District courts — civil procedure
- [Title 13](#) Juvenile courts and juvenile offenders
- [Title 14](#) Aeronautics
- [Title 15](#) Agriculture and marketing
- [Title 16](#) Animals and livestock (formerly: animals, estrays, brands, and fences)
- [Title 17](#) Weeds, rodents, and pests
- [Title 18](#) Businesses and professions
- [Title 19](#) Business regulations — miscellaneous
- [Title 20](#) Commission merchants — agricultural products
- [Title 21](#) Securities and investments
- [Title 22](#) Warehousing and deposits
- [Title 23](#) Corporations and associations (profit) (business corporation act: see title 23b rcw)
- [Title 23B](#) Washington business corporation act
- [Title 24](#) Corporations and associations (nonprofit)
- [Title 25](#) Partnerships
- [Title 26](#) Domestic relations
- [Title 27](#) Libraries, museums, and historical activities
- [Title 28A](#) Common school provisions
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<http://apps.leg.wa.gov/rcw/>

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Washington Administrative Code (WAC)

Washington Administrative Code (WAC)

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WACs

Washington Administrative Code (WAC)

April 18, 2007

[Search WACs](#)

WACs By Title

- [Title 1](#) Code Reviser, Office of the
- [Title 3](#) Academic Achievement and Accountability Commission
- [Title 4](#) Accountancy, Board of
- [Title 10](#) Administrative Hearings, Office of
- [Title 12](#) Transportation, Department of (Aeronautics Commission) (See Also [Title 468](#))
- [Title 14](#) Advanced Tuition Payment, Committee on
- [Title 16](#) Agriculture, Department of
- [Title 18](#) Air Pollution (See Also [Title 173](#))
- [Title 24](#) Apple Advertising Commission
- [Title 25](#) Archaeology and Historic Preservation, Department of
- [Title 30](#) Arts Commission
- [Title 34](#) Asian Pacific American Affairs, Commission on
- [Title 36](#) Licensing, Department of (Professional Athletics)
- [Title 44](#) Attorney General's Office
- [Title 48](#) Auditor, Office of State
- [Title 50](#) Financial Institutions, Department of (Banking, Division of)
- [Title 51](#) Community, Trade, and Economic Development, Department of (Building Code Council)
- [Title 55](#) Basic Health Plan
- [Title 60](#) Beef Commission
- [Title 67](#) Blind, Department of Services for the
- [Title 72](#) Blind, Washington State School for the
- [Title 82](#) Financial Management, Office of
- [Title 88](#) Transportation, Department of (Canal Commission)
- [Title 90](#) Canvassing Board
- [Title 98](#) Licensing, Department of (Cemetery Board)
- [Title 100](#) 1989 Centennial Commission
- [Title 106](#) Central Washington University
- [Title 112](#) Family and Children's Ombudsman, Office of the
- [Title 113](#) Chiropractic Disciplinary Board (See Also [Title 246](#))
- [Title 114](#) Chiropractic Examiners, Board of (See Also [Title 246](#))
- [Title 118](#) Military Department (Emergency Management)
- [Title 120](#) Community Development, Office of (See Also [Title 365](#))
- [Title 130](#) Community, Trade, and Economic Development, Department of (Trade and Economic Development)
- [Title 131](#) Community and Technical Colleges, Board for
- [Title 132A](#) Peninsula College
- [Title 132B](#) Grays Harbor College
- [Title 132C](#) Olympic College
- [Title 132D](#) Skagit Valley College
- [Title 132E](#) Everett Community College
- [Title 132F](#) Seattle Community Colleges
- [Title 132G](#) Shoreline Community College

<http://apps.leg.wa.gov/wac/>

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Code of Federal Regulations (CFR): Main Page

Code of Federal Regulations: Main Page

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LEGISLATIVE EXECUTIVE JUDICIAL HELP ABOUT

A-Z RESOURCE LIST FIND A FEDERAL DEPOSITORY LIBRARY BUY PUBLICATIONS

Home Page > Executive Branch > Code of Federal Regulations

Code of Federal Regulations (CFR): Main Page

The Code of Federal Regulations (CFR) is the codification of the general and permanent rules published in the Federal Register by the executive departments and agencies of the Federal Government. It is divided into 50 titles that represent broad areas subject to Federal regulation. Each volume of the CFR is updated once each calendar year and is issued on a quarterly basis. [More](#).

Most Current Data (2007-2008)

- Quick Search: (ex: "20CFR404.140", prescriptions AND "drug enforcement administration")
 [[Search Tips](#)]
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1996 through current year
 Based on CFR update schedule

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- Find, review, and submit comments on Federal rules that are open for comment and published in the Federal Register using [Regulations.gov](#).
- Purchase individual CFR titles through the [U.S. Government Online Bookstore](#).
- Find issues of the CFR (including issues prior to 1996) at a local [Federal depository library](#).

A service of the U.S. Government Printing Office.

Last updated: January 23, 2007
 Page Name: <http://www.gpoaccess.gov/cfr/index.html>


Ben's Guide to U.S. Government

Adobe Acrobat Reader

Office of Superintendent of Public Instruction (OSPI)

Office of Superintendent of Public Instruction

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Office of Superintendent of Public Instruction
Dr. Terry Bergeson

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Snapshot Gallery




Resources for Students & Parents

Highlights

The **Washington State Legislature** adjourned April 22. The Legislature increased school funding and passed legislation to change the WASL high school graduation requirement. ([overview](#))


Gov. Chris Gregoire has now taken action on all bills passed by the Legislature this session – by signing them into law, issuing vetoes or partial vetoes. ([for information](#))

Please read “The WASL and the High School Diploma” ([pdf](#)); Chart w/color ([pdf](#)) to learn more about the changes made to the WASL graduation requirement and what it now takes to earn a high school diploma.



Information for families
WASL info

Includes FAQs, sample/practice test questions and how to review your child’s test and/or file a score appeal.




Roadmap to Graduation Requirements


A comprehensive Web site on the new graduation requirements. ([click here](#))

Request for Qualifications:
 School Improvement
 Contractors, School
 Performance Review (EA)

Events




34th Annual Superintendent's High School Art Show
 Winners Honored May 18th
 ([click here](#))



2007 Summer INSTITUTEs
 Spokane & Vancouver Locations

- **June 19-22** - Spokane
- **July 31-August 3** - Vancouver
- **August 7-10** - Auburn

For Information ([click here](#))
To Register ([click here](#))




Mentor Academies

TAP, the assistance program for first-year teachers, will be conducting the following summer mentor academies for teacher mentors and instructional coaches:

- **June 18-21** - Spokane
- **June 25-28; July 30-August 2** - Seattle


For information ([click here](#))



Reading First Institutes


- **July 30-August 1** - Yakima
- **August 6-8** - SeaTac

For information ([click here](#))




State Superintendent of Public Instruction


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- About Us
- Staff Directory
- Education Acronyms




On-line Grade Level Resources
 GALRS/GLRS




SCHOOL REPORT CARD
 Includes Directory Information




No Child LEFT BEHIND
 ESEA




Events Manager




Teaching & Learning Resources
 LINKS LEARNING



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K-20 VIDEOCONFERENCE



Washington Resource for Teachers and Students

OSPI Pupil Transportation

Pupil Transportation

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Office of Washington
Superintendent of Public Instruction
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[CWU Management Program](#)

[Driver Instructor](#)

Regional Coordinators

Carrier Profile Report

State Quote Specifications

WSDOT weather (link)

On-Line Database

[School Buses](#)

[School Bus Drivers](#)

[Mileage Report](#)

Operations Allocations

For more information about Pupil Transportation:

360.725-6120

Overview

The pupil transportation office provides essential services in support of pupil transportation in Washington state. In addition to overseeing the allocation of operations funding and the school bus depreciation and replacement systems, the office authorizes all school bus drivers, manages the state bidding process for school buses, provides a training program for school bus driver instructors and provides additional services for the school districts, school bus drivers, parents and citizens of the state. We work with the Washington State Patrol to ensure safe school buses through the school bus inspection program. The safe transportation of the students of Washington is our primary concern.

Pupil Transportation Facts

There are about 10,300 school bus drivers in Washington State, driving 9,300 school buses. Each day almost 500,000 students ride the yellow school bus, a total of about 500,000 miles. Enough miles to drive to the moon and back, each day!

The school bus drivers of Washington state undergo an extensive training program prior to getting behind the wheel of a school bus and refresher training every year. This training helps to ensure that riding a school bus is the safest way to get to school.



<http://www.k12.wa.us/transportation/>

5/24/2007

Washington Association for Pupil Transportation (WAPT)

WELCOME to the Washington Association for Pupil Transportation

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WASHINGTON ASSOCIATION FOR PUPIL TRANSPORTATION

"TO PROMOTE AND FOSTER THE HIGHEST DEGREE OF
SAFETY AND EFFICIENCY IN THE TRANSPORTATION
OF SCHOOL CHILDREN."

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- [Mechanic's Bulletin Board](#)

*For more information about
this site, contact:*

WAPT webmaster

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Conference Info Update!

WAPT

PO Box 30687, Spokane WA 99223

23,508

<http://www.wapt4u.org/>

5/24/2007

National Association for Pupil Transportation (NAPT)

National Association for Pupil Transportation

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NAPT
NATIONAL ASSOCIATION FOR PUPIL TRANSPORTATION

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Business Partners in the Spotlight

Haldex **SoundOff Signal**

Did you know that NAPT has 100 Business Partner members?

Click on the link below to view:
[Our 2006-2007 Business Partners](#)

[Legal Notice](#)

Notable Events

Virginia Association for Pupil Transportation & Department of Education Pupil Transportation Conference
June 18-21, 2007

America's Best Inspector and Technician Competition
August 2-3, 2007
Caterpillar Engine Plant - Peoria, IL

[Technician Guidelines](#)

Join NAPT

State Association Members

Calendar of Events

Industry News

Industry Links

NAPT News

School Bus Advocacy Center

AMERICAN SCHOOL BUS COUNCIL

SCHOOL BUS WATCH

"Morning in America"

View/Order our School Bus Security Video

Support a School Bus Driver Stamp

USA GO

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

5/24/2007

National Association of State Directors of Pupil Transportation Services (NASDPTS)

NASDPTS - National Association of State Directors of Pupil Transportation Services

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National Association of State Directors of
Pupil Transportation Services

Member Only

The National Association of State Directors of Pupil Transportation Services was established in 1968. The membership represents all 50 states and several U.S. territories. The purpose of the association is to provide leadership, assistance and motivation to the Nation's school transportation and industry. The association aims to provide safe, efficient, economical, and high-quality transportation to school children on their trips to and from school and school-related activities.

News Center
NASDPTS-NTSD Webcast
April 16
2007
featuring
U.S. Member
Deborah Hester
View Webcast
Real Player required

More About Us
The National Association of State Directors of Pupil Transportation Services was established in 1968. The membership represents all 50 states and several U.S. territories.

Board of Directors
A board of eight professionals lead the association.

State Directors

Links
A variety of resources that direct you to the school transportation industry.

Membership Information
The Association has four categories of membership which reflect the diverse cross section of individuals and organizations in the safe transportation of school children.

Contact Us
John Bates, Executive Director
P.O. Box 9946
Stanford Springs, Ga. 30077
Phone: 931/871-1781
Email: info@nasdpts.org

Providing leadership, assistance, and motivation to the Nation's school transportation industry.

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National Highway Traffic Safety Administration (NHTSA)

Home | National Highway Traffic Safety Administration(NHTSA) | U.S. Department of T... Page 1 of 2



Click for NHTSA Contact Info
(or call) 1-888-327-4236

- Home
- Traffic Safety
- Vehicles & Equipment
- Research
- Laws/Regulations



Welcome to the National Highway Traffic Safety Administration
Our mission: Save lives, prevent injuries, reduce vehicle-related crashes

- Vehicle Safety Research
- NCSA
- About NHTSA
- In the News
- Calendar



- ▄ **National Center for Statistics and Analysis (NCSA) Home Page**
- ▄ Driver Alcohol Involvement in Fatal Crashes by Age Group, Vehicle Type
- ▄ Alcohol-Related Fatalities in 2004, With State-by-State Listing

Search NHTSA



Latest News

- ▄ **Nighttime Seat Belt Violators To Be Targeted During National "Click It Or Ticket" Crackdown (5/16/07)**
- ▄ **Fall Hazard Prompts NHTSA, CPSC and Evenflo to Announce Recall of Embrace Infant Car Seat/ Carriers (5/10/07)**
- ▄ **Bush Administration Establishes Program to Reduce Foreign Oil Dependency, Greenhouse Gases (4/10/07)**
- ▄ **James F. Ports, Jr. Named Deputy Administrator for NHTSA (3/30/07)**

More >>



Safety Initiatives



- ▄ **Recalls Search From Office of Defects Investigation (ODI)**
- ▄ Consumer Advisory on Risks of 15-Passenger Vans
- ▄ 2005 Tire Safety Ratings for 2,400-Plus Lines



- ▄ **Research and Development Program Home Page**
- ▄ Crashes Are Top Cause of Deaths in U.S. for the Age Group 4-34
- ▄ Analysis of Speeding-Related Fatal Traffic Crashes

Quick Links:



"Click It or Ticket" Campaign Headquarters

Click It or Ticket (CIOT) is the most successful seat belt enforcement campaign ever, helping create the highest national seat belt usage rate of 82 percent. Coast to coast, day or night, the message is simple - Click It or Ticket.

- ▄ **5/16/07: Nighttime Violators To Be Targeted During National Crackdown**
- ▄ **May 21-June 3 National Mobilization Home Site**
- ▄ Complete Campaign Planner
- ▄ Law Enforcement Action Kit
- ▄ Abrochado o Multado 2007 -- Spanish-Language Material

What's New, Latest Updates and Features on Our Site

- ▄ **5/24/07: N.J. Gov. Corzine Public Service Announcement on Seat Belts**
- ▄ DOT Secretary Peters Announces A Substantial Life-Saving Technology For All New Passenger Vehicles
- ▄ Global Road Safety Week Campaign Planner
- ▄ DOT Secretary Peters Urges Manufacturers to Provide Free or Inexpensive Helmets or Safety Training With Each New Motorcycle Sold
- ▄ Corporate Average Fuel Economy (CAFE) Program Information
- ▄ New Car Assessment Program Suggested Approaches for Future Program Enhancements
- ▄ Vehicle Backover Avoidance Technology Study



How to Keep Your Child Passengers Safe on the Road

- ▄ **Fall Hazard Prompts NHTSA, CPSC and Evenflo to Announce Recall of Embrace Infant Car Seat/ Carriers**
- ▄ Administrator Nason Issues Call to Make Child Safety Seats Easier to Install
- ▄ LATCH Child Safety Seat System Confusing Says NHTSA Study
- ▄ >> Details of LATCH study (large .pdf)
- ▄ 2007 Child Safety Seat Ease of Use Ratings
- ▄ Agreement on Brake Transmission Shift Interlock
- ▄ Preventing Backovers in America's Driveways
- ▄ Comprehensive Child Passenger Safety Information
- ▄ Locate a Child Safety Seat Inspection Station by State
- ▄ File a Child-Seat Complaint or Report a Defect Online
- ▄ Child Passenger Safety English-Spanish Translation of Terms
- ▄ Visit the **Click It or Ticket** Site for Additional Information
- ▄ Visit **BoosterSeat.gov** for Additional Information

Crash Test and Rollover Ratings at Safercar.gov

National Transportation Safety Board (NTSB)

National Transportation Safety Board

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The screenshot shows the NTSB website homepage. At the top, there is a navigation bar with the NTSB logo, the text "National Transportation Safety Board", the tagline "An independent U.S. Federal Government agency", and a search bar with the text "Search Our Site" and the URL "www.nts.gov".

The main content area is divided into several sections:

- About the NTSB:** Includes a link to the NTSB seal and a list of links: "Safety is Our Destination", "History and Mission", "Board Members", "Organization Chart", "Strategic Plan [PDF, 700K]", "Office Locations", "Conference Center", and "Training Center Reservation".
- News & Events:** Features three news items:
 - "Miami and New York Accidents To Be Discussed at NTSB Meeting"
 - "Update on Investigation Into Atlanta Motorcoach Accident"
 - "Excavation Damage Cited In Gas Explosion At New Jersey Apartment Building"
- Transportation Safety:** A vertical menu of transportation modes:
 - Aviation
 - Highway
 - Marine
 - Pipeline & Hazardous Materials
 - Railroad
 - Transportation Disaster Assistance
 - NTSB MOST WANTED: Transportation Safety Improvements
- Data & Information Products:** A list of products and services:
 - Accident Reports
 - Annual Review of Aircraft Accident Data
 - Aviation Accident Database
 - Legal Matters
 - Opinions & Orders
 - Publications
 - Safety Recommendation Letters
 - » Email Subscription Service
 - Safety Studies and Special Reports
 - More Topics...
- Information Sources & Contacts:** A list of contact and inquiry options:
 - Public Inquiries
 - Public Affairs
 - Freedom of Information Act (FOIA)
 - NTSB Offices
 - Acquisition Division
 - Chief Financial Officer
 - General Counsel
 - Human Resources
 - Law Judges
 - NTSB Training Center
 - Safety Recommendations & Advocacy
 - Safety Studies
 - Transportation Disaster Assistance
 - Other Contacts and Sources
 - More Topics...
- The NTSB Celebrates its 40th Year:** A section with a circular logo celebrating the 40th anniversary.

At the bottom of the page, there is a footer with navigation links: "Contact Us", "Job Opportunities", "Related Sites", "Site Map", "Privacy Statement", "Español", and "Français". Below these links are the USA.gov logo, the NTSB address and phone number, and a "Help" icon.

<http://www.nts.gov/>

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Federal Motor Carrier Safety Administration (FMCSA)

U.S. Department of Transportation Keyword Links | Contact Us | Español

Federal Motor Carrier Safety Administration

Home **Rules & Regulations** Registration & Licensing Forms Safety & Security Facts & Research Cross Border About FMCSA

Home > Rules & Regulations Search All FMCSA Sites

Overview

Federal Regulations

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Rulemakings and Notices

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- Notices

Topics of Interest

- Hours of Service (HOS)
- Hazardous Materials
- Medical Program
- NAFTA Rules
- Drug & Alcohol Testing

Rules & Regulations

Print e-Subscribe

Search All Regulations for

Examples: *Medical Form, 391.53, 391*

Federal Regulations	Topics of Interest	Useful References
<ul style="list-style-type: none"> # All Regulations & Guidance <ul style="list-style-type: none"> ⊖ Driver Regulations ⊖ Vehicle Regulations ⊖ Company Regulations ⊖ FMCSA Hazmat Regulations ⊖ Regulatory Guidance 	<ul style="list-style-type: none"> # Hours of Service (HOS) # Hazardous Materials (HM) # Medical Program # NAFTA Rules # Drug and Alcohol Testing <p style="border-top: 1px solid black; margin-top: 5px; font-size: small;">Compliance Aids</p> <ul style="list-style-type: none"> # How to Comply with Safety Regulations (ETA Package) # How to Comply with Federal Hazmat Regulations # Guidance for the Use of Binding Arbitration 	<p>Driver</p> <ul style="list-style-type: none"> # Alcohol and Drug Rules # HOS Logbook Examples # Entering the United States as a Commercial Truck Driver (Cabotage Rules) <p>Vehicle</p> <ul style="list-style-type: none"> # Cargo Securement # Vehicle Markings <p>Company</p> <ul style="list-style-type: none"> # DOT Procedures for Drug and Alcohol Testing # "Unfit Carrier" Procedures <ul style="list-style-type: none"> ⊖ Español # HOS Logbook Examples # Small Passenger-carrying Vehicles

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