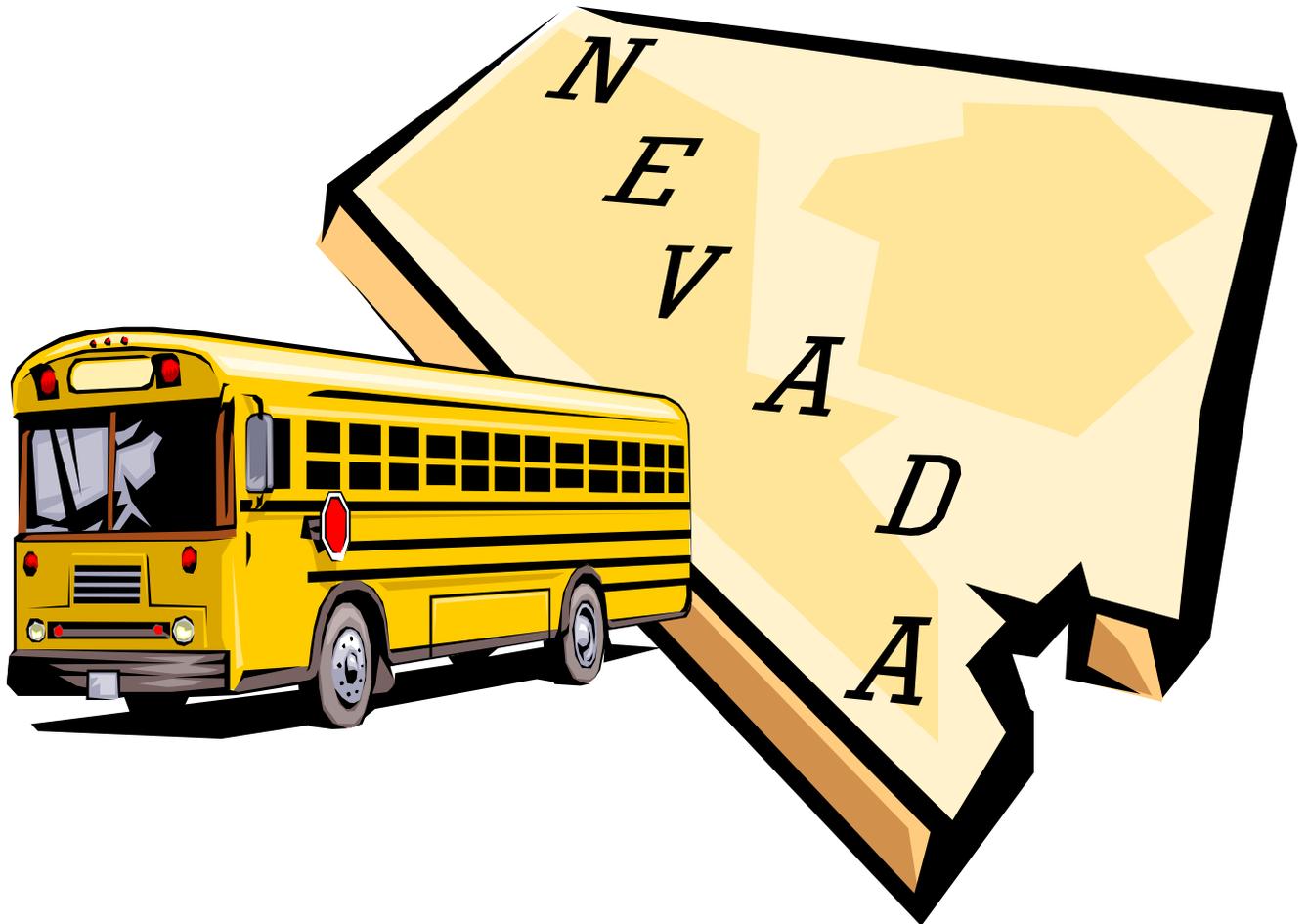




State of Nevada  
DEPARTMENT OF  
EDUCATION



**SCHOOL BUS DRIVER  
TRAINING MANUAL**  
Revised 2010

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The Nevada State Board of Education-Nevada State Board for Career and Technical Education is dedicated to fostering excellent educational opportunities provided to all learners by sustaining a coherent, aligned system of instruction and support in partnership with all educational communities.

### **PURPOSE**

The purpose of the Nevada School Bus Driver Training Manual is to provide a statewide training manual for all school bus drivers in Nevada. The manual was compiled in 1999, and approved during the June 1999 State Board of Education meeting. It has been revised and approved by the State Board of Education during the May 19, 2002, May 17, 2003, June 18, 2004, June 17, 2005, June 29, 2007, June 14 and 15, 2008, August 14, 2009, and August 12<sup>th</sup> and 13<sup>th</sup>, 2010.

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# GLOSSARY OF TERMS AND ACRONYMS

Listed below are a list of terms and acronyms that are used throughout this manual. These are listed here for easy reference.

<b>1-2-3</b>	1 = Applied Test, 2 = Emergency Warning Device, 3 = Pump down to check for pop out.
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>BAC</b>	Blood Alcohol Concentration
<b>BP</b>	Blood Pressure
<b>CDL</b>	Commercial Drivers License
<b>CMV</b>	Commercial Motor Vehicle
<b>CSRS's</b>	Child Safety Restraint Systems
<b>DOT</b>	Department of Transportation
<b>DNR</b>	Do Not Resuscitate
<b>ECP</b>	Exposure Control Plan
<b>EHA</b>	Education of the Handicapped Act
<b>ESY</b>	Extended School Year
<b>FAPE</b>	Free and Appropriate Education
<b>FERPA</b>	Family Educational Rights & Privacy Act
<b>FET</b>	F=Fuses, E=Emergency, T=Fuses
<b>FMCSA</b>	Federal Motor Carrier Safety Administration
<b>FMCSR</b>	Federal Motor Carrier Safety Regulations
<b>FMVSS</b>	Federal Motor Vehicle Safety Standards
<b>GVW</b>	Gross Vehicle Weight
<b>HBV</b>	Hepatitis B Virus
<b>HIV</b>	Human Immunodeficiency virus
<b>HOV</b>	High-Occupant Vehicles
<b>I-C-D</b>	I = Inflation, C = Condition, D = Tread Depth
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individual Education Plan
<b>IFSP</b>	Individual Family Support Plan
<b>LEA</b>	Local Education Authority
<b>LRE</b>	Least Restrictive Environment
<b>NHTSA</b>	National Highway Traffic Safety Administration
<b>NAC</b>	Nevada Administrative Code
<b>NRS</b>	Nevada Revised Statutes
<b>NSST</b>	National Standards for School Transportation
<b>NTSB</b>	National Traffic Safety Board
<b>OSHA</b>	Occupational Safety & Health Act
<b>PSI</b>	Pounds Per Square Inch
<b>WTORS</b>	Wheelchair Tiedown Occupant Restraint System

# Counties and Nevada School Districts



# COMPARTMENTALIZATION

As a school bus driver you will be asked “why do school buses not have seat belts, especially when they are required by law?” The first thing you need to remember is that no one in the pupil transportation business would intentionally ignore a potential safety hazard. Most of these people in this business are parents too.

1. At first glance the arguments for seat belts make sense:
  - a. If seat belts are so important in cars and vans, how can we eliminate them on school buses?
  - b. We give our children double messages when they have to buckle up in a car but not on a school bus?
  - c. Seat belts would guarantee safety in a bus rollover.
  - d. Seat belts would restore order on school buses.
  - e. Fatalities and injuries would be lowered or eliminated if every child were secured in a seat belt.

These are legitimate questions. If police are giving tickets to drivers of cars for not wearing seat belts, the rules should be the same for school buses.

The main reason seat belts are not required on school buses is that a school bus is not a car. Most cars place the passenger’s feet approximately 18 inches off the road surface; while the head is normally within 30 inches of the windshield in the front seat; and there are numerous protrusions on the dashboard. The design of the school bus body places the passenger’s feet approximately 30 inches above the road surface, which protects the occupant from direct side impact crashes.

The seat of a school bus is a passive safety system. This system is called “compartmentalization.” Compartmentalization requires strong, well-padded, evenly-spaced, forward-facing, energy-absorbing seating which does not require your child to do anything to be safe. In the event of a crash, the system provides for impact against the energy-absorbing seat in front of the occupant or the padded side panel.

The National Transportation Safety Board (NTSB), after investigating 43 serious accidents that in most of the accidents, seat belts would not have made any difference in injury outcome, and in some cases, would have caused fatalities or increased injury. NTSB reported that school bus deaths and serious injuries were due to the seating position being in direct line with the crash forces. It is unlikely that seat belts would have improved their injury outcome.

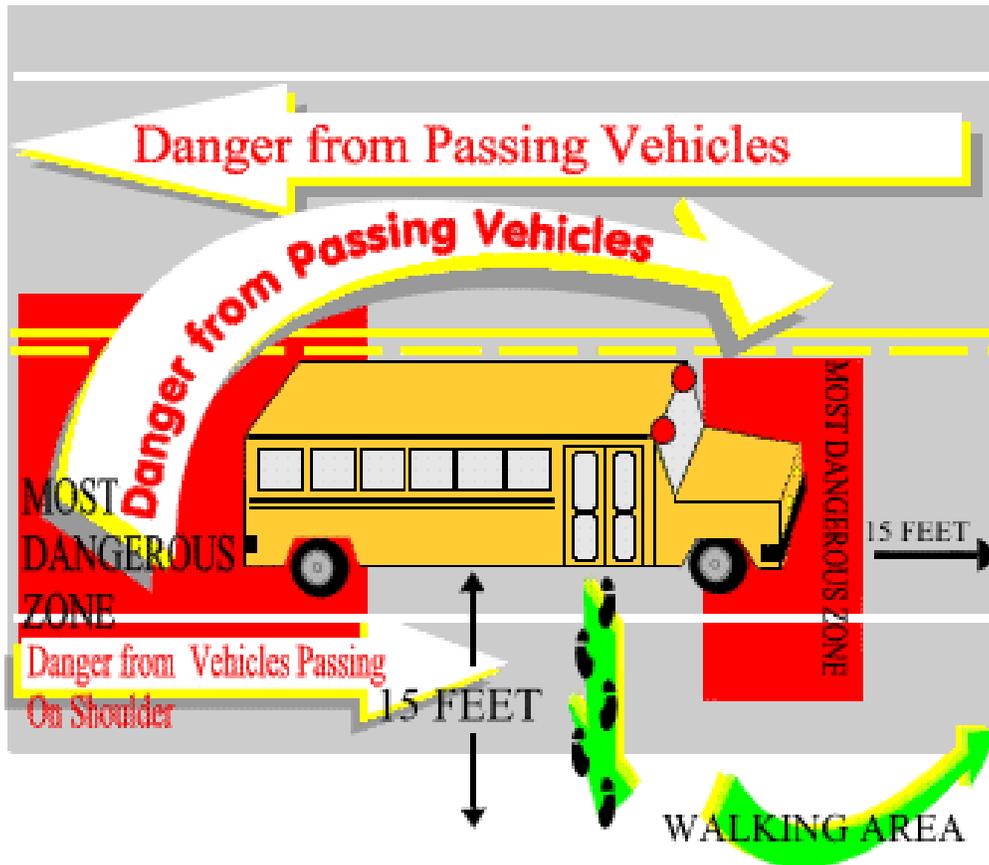
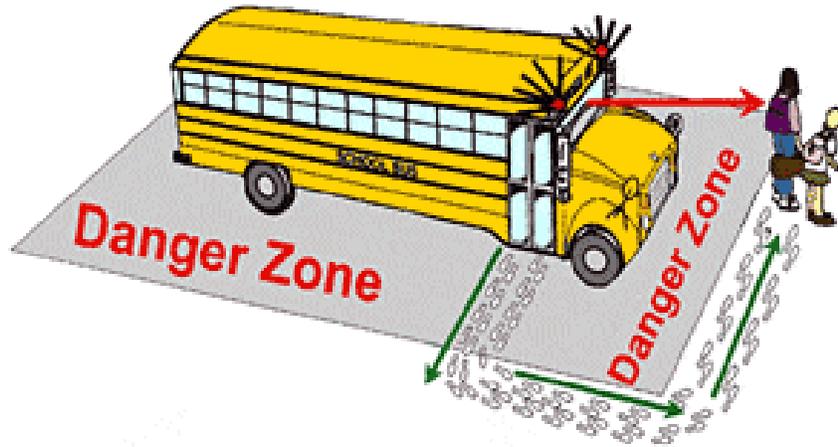
In addition, lap belts have proven to be dangerous for small children. Lap belts in school buses have two serious flaws. First, with younger children (3 to 12 years of age) there is the danger of “submarining” (sliding out of the lap belt when the school bus is involved in a rear-end collision) and sustaining significant internal injuries. The basic reason for this is the physiology of children, who are not yet fully developed. Lap belts were designed to fit over the pelvic area. In a crash, the belt could cause trauma to internal organs. The second flaw is that lap belts often result in severe head and neck injuries during a front-end collision.

(Unreported Miracles by Dr. Cal LeMon)

It is important to realize that lap belts only provide restraint around the hips of a seated individual. Lap/shoulder belts, on the other hand, provide restraint around the hips and across the upper torso of the child. The potential safety benefits of these two systems are very different. Lap belts, even when properly positioned and tightened, still allow full upper torso movement, which can result in head contact with surrounding surfaces. Unfortunately, there is little information on the positive and negative benefits of lap/shoulder belts in school buses.

What is most important to remember is that the most dangerous area of a school bus is the loading/unloading zone. More children are killed in this area than while riding on the bus. You will provide far more important information to parents and students if you educate them on the dangers outside of the school bus.

# DANGER ZONE



# SCHOOL BUS TYPES

## Type A



II-4

## Type B



II-5

## Type C



II-6

## Type D



II-7

# CHAPTER 1: REQUIREMENTS FOR BECOMING A SCHOOL BUS DRIVER



## DRIVER REQUIREMENTS

### Obtain a Nevada State Commercial Driver License (CDL)

School Bus Drivers must hold a valid CDL with a Passenger (P) and School Bus (S) endorsement. In order to do that you will be required to pass the Department of Motor Vehicles Knowledge and Skills tests.

1. The **CDL KNOWLEDGE TESTS** you will need are:
  - The general knowledge test;
  - The passenger transport test, taken by all bus driver applicants;
  - The air brakes test; **and**
  - The school bus test (CDL 1-1, <http://www.dmvnv.com/index.htm>)
2. The **CDL SKILLS TESTS** you will need are:
  - Pre-trip Vehicle Inspection;
  - Basic Vehicle Control; **and**
  - On-road Test

### Border States

Drivers' who reside outside of Nevada in a border state, must hold a valid Commercial Drivers License CDL with a passenger and school bus endorsement in that state. A border state employee is a person whose legal residence is outside of the State of Nevada and who commutes on a daily basis into Nevada for the purpose of employment at a place which is less than 35 miles from the state border. (NRS 482.012, <http://leg.state.nv.us/NRS/NRS-482.html>)

### Who is Qualified to Drive a School Bus

- Any person who is at least 21 years old;
- Must be able to read and speak the English language sufficiently to converse

with the general public, to understand highway traffic signs, respond to official inquiries, and to make entries on reports and records;

- Must be physically qualified to drive a school bus in accordance with FMCSA “Physical Qualifications and Examinations;”
- Must have a current, valid CDL license issued by Nevada or a border state;
- Must provide your employer with a list of all violations as required by FMCSA §391.27; and
- Must not have been disqualified to drive a school bus under FMCSA §391.15 “Disqualifications of Drivers”. (FMCSA §391.11, <http://www.fmcsa.dot.gov>)

### **Who is Disqualified from Driving a School Bus**

- Anyone convicted of driving a CMV under the influence with a .04 percent BAC;
- Anyone convicted of driving a non-CMV under the influence with a .08 percent BAC;
- Refusing to undergo required drug or alcohol testing, or testing positive;
- Anyone convicted of driving a CMV under the influence of an identified controlled substance, an amphetamine, a narcotic drug, formulation of an amphetamine or a derivative of a narcotic drug;
- Anyone convicted of transporting, possessing, or unlawful use of a identified controlled substance, amphetamines, narcotic drugs, formulations of an amphetamine, or derivatives of narcotic drugs while on duty;
- Anyone leaving the scene of an accident while operating a CMV;
- Anyone committing a felony involving the use of a CMV;
- Anyone who violates an out-of-service order; or (FMCSA §391.15, <http://www.fmcsa.dot.gov>)
- Anyone who is not medically certified as physically qualified to drive a CMV. (FMCSA §391.41, <http://www.fmcsa.dot.gov>)

## Out-of-Service Violations

You will be placed out-of-service for any of the following violations:

- Any driver who is not at least 21 years of age. (FMCSA §391.11(b)(1), <http://www.fmcsa.dot.gov>)
- Any driver who does possess a valid CDL, including, but not limited to improper class, expired, cancelled, revoked, disqualified, suspended or withdrawn. (FMCSA §392.3, <http://www.fmcsa.dot.gov>)
- Any driver with a learners permit who is not accompanied by the holder of a valid CDL.
- Any driver who is operating a school bus without the proper endorsements or in violation of restrictions. (FMCSA §383.23(a)(2), 391.11(b)(5), <http://www.fmcsa.dot.gov>)
- Any driver who does not possess the proper class of license for the vehicle being operated. (FMCSA §393.91(a), <http://www.fmcsa.dot.gov>)
- Any driver operating a school bus without corrective lenses or hearing aid as indicated on the driver's medical certificate. (FMCSA §391.11(b)(4), <http://www.fmcsa.dot.gov>)
- Any driver operating a school bus without possessing a valid medical certificate. (FMCSA §391.41(a), <http://www.fmcsa.dot.gov>)
- When a driver is so impaired by sickness that they should not continue the trip. (FMCSA §392.3, <http://www.fmcsa.dot.gov>)
- When a driver is so fatigued that they should not continue the trip. (FMCSA §392.3, <http://www.fmcsa.dot.gov>)
- When a driver is unable to communicate sufficiently to understand and respond to official inquiries and directions. (FMCSA §391.11(b)(2), <http://www.fmcsa.dot.gov>)
- Anyone in possession or under the influence of drugs or other controlled substances. (FMCSA §391.4(a), <http://www.fmcsa.dot.gov>)
- Anyone under the influence of intoxicating beverages or have any measurable concentration of alcohol while on duty. (FMCSA §293.5(a), <http://www.fmcsa.dot.gov>)

- Any driver who:
  1. Drives more than 10 hours following 10 consecutive hours off duty.
  2. Any driver who has been on duty for 15 hours.
  3. Any driver who has been on duty for more than 60 hours in 7 days.
  4. Has no record of duty status (log book) when required.
  5. Providing a false record of duty status (log book). (FMCSA §395.3, <http://www.fmcsa.dot.gov>)

## **Other Violations and Requirements**

- You can be fined up to \$5,000.00 and/or be put in jail for having more than one driver's license. All states are connected to one computerized system that shares information about CDL drivers;
- You must notify your employer within 30 days if convicted of any traffic violations (except parking) in any jurisdiction. You are required to do this no matter what type of vehicle you were driving;
- You must notify your employer immediately if your license is suspended, revoked, or cancelled; and
- You can be fined up to \$5,000 and/or be put you in jail for driving a CMV without a valid CDL.

## **Length of Disqualifications**

1. For a first offense conviction, a driver is disqualified for 1 year.
2. For a subsequent offense conviction, a driver is disqualified for 3 years.
3. For a first out-of-service violation, a driver is disqualified for not less than 90 days and no more than one year. For a second out-of-service violation, a driver is disqualified for not less than one year, and no more than five years. (FMCSA §391.15, <http://www.fmcsa.dot.gov>)
4. For a serious traffic violation-defined as excessive speeding (15 mph or more above the posted speed limit), reckless driving, improper or erratic lane changes, following too closely or any traffic offense committed in a CMV in connection with a fatal traffic accident. (CDL 1-3, <http://www.dmvnv.com/index.htm>)

- a. You will lose your CDL license for at least 60 days if you have committed two serious traffic violations within a three-year period involving a CMV; or
- b. For at least 120 days for three serious traffic violations within a three-year period. (CDL 1-3, <http://www.dmvnv.com/index.htm>)

5. You will lose your CDL for one year for your first offense conviction for operating a CMV with a BAC of .04% or more, or for operating a non-CMV with a BAC of .08% or more.

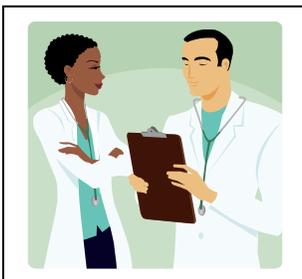
6. You will be disqualified for not less than 60 days for the first offense; 120 days for a second violation in a 3-year period and 1 year if during any 3-year period for a third or subsequent violation for any railroad-highway grade crossing violation. (CDL 1-3, <http://www.dmvnv.com/index.htm>)



## Physical Qualifications and Examinations

1. Anyone driving a school bus must be medically certified as physically qualified to do so and must carry their medical certificate at all times when on-duty.
2. Be able to provide your current medical certificate to DMV or your school district when requested.
3. You are considered physically qualified to drive a school bus if there is NO impairment of:

- A hand or finger which interferes with power grasping;
- A arm, foot, or leg which interferes with the ability to perform tasks associated with operating a CMV; or any significant limb defect or limitation;
- Diabetes which currently requires insulin for control. If mild diabetes is controlled by the use of oral hypoglycemic drugs and/or diet and exercise are considered qualified;
- Cardiovascular disease that is known to be accompanied by syncope, dyspnea, collapse, or congestive cardiac failure;
- Respiratory dysfunction;
- High blood pressure that is diagnosed as Stage 3 hypertension (BP equal to or greater than 180.110).



1. Drivers with Stage 1 hypertension (BP is



140/90 – 159/99) may be certified for one year.

2. Drivers with Stage 2 hypertension (BP is 160/100 – 179/109) may be certified for 3 months.

- Rheumatic, arthritic, orthopedic, muscular, neuromuscular, or vascular disease;
- Epilepsy or any other condition that could cause the loss of consciousness;
- Psychiatric disorders, including mental, nervous, organic or function mental disorder;
- Vision that does not allow 20/40 vision with corrective lenses along with the ability to recognize the colors or traffic signals and devices showing standard, red, green and amber; or
- Hearing loss or other ear diseases. (FMCSA §391.41, <http://www.fmcsa.dot.gov>)

### **Additional Nevada Requirements**

- Provide your past driving record;
- Certify that you DO NOT have a driver's license from more than one state;
- Provide a list of states that you have held a driver's license for the previous 10 years;
- Certify that your driver's license is not currently suspended, revoked or cancelled in any state nor subject to any actions;
- Surrender your current driver's license;
- Provide proof of your Social Security Number; **and**
- Before issuing your license, DMV will run a nationwide driving record check. (CDL 1-5, <http://www.dmvnv.com/index.htm>)
- Undergo pre-employment drug testing. (FMVSS §382.301, <http://www.fmcsa.dot.gov>)
- Be of good, reputable and sober character;

- Be competent and qualified by experience, attitude and disposition;
- Have **GOOD PERSONAL HYGIENE** and dress in an appropriate manner according to your school district policy;
- Be physically able to perform all duties required of a school bus driver, as required by your school district;
- Successfully complete a state approved training course which includes at least 20 hours of training while driving a school bus and at least 20 hours of classroom training in:
  1. The responsibilities of drivers;
  2. The requirements for drivers of school vehicles;
  3. The appropriate management and discipline of disruptive pupils who threaten the safety of other pupils or the driver while riding in a school bus or at the school bus stop;
  4. The laws affecting the operation of a school bus or vehicle belonging to a school district;
  5. Defensive driving;
  6. Emergency procedures; **and**
  7. First aid and CPR training

NOTE: School bus driver training must be conducted by a Nevada State Certified Trainer in accordance with NAC 392.430, <http://leg.state.nv.us/NAC/NAC-392.html>.

- Pass the State of Nevada School Bus Driver Written Examination each year; and (NAC 392.410, <http://leg.state.nv.us/NAC/NAC-392.html>)
- Complete a minimum of 10 hours of in-service training yearly.

## REQUIREMENTS TO RENEW YOUR CDL

It is your responsibility to renew your Nevada CDL license before the expiration date. In order to renew your CDL, you will need to:

- Provide a current DOT medical certificate;
- Pass the CDL General Knowledge Test and any other required tests if you have been convicted of 2 or more moving violations in a CMV, or if you

have had 2 or more moving violations in any vehicle within the previous four years. Skills testing may also be required as a result of moving violations; **and**

- Pay the required renewal fee. (CDL 1-6, <http://www.dmvnv.com/index.htm>)

## DRUG AND ALCOHOL TESTING

### Implied Consent

If you operate a CMV, you shall be deemed to have given your consent to drug and alcohol testing. (CDL 1-3, <http://www.dmvnv.com/index.htm>)

### Requirements for Drug and Alcohol Testing

All school bus drivers must submit to any of the following types of testing:

- Pre-Employment;
- Random;
- Post Accident;
- Reasonable Suspicion; **and**
- Follow-up. (FMVSS §382.652, <http://www.fmcsa.dot.gov>)

### Drug & Alcohol Use

- A driver shall not report for duty or remain on duty while having any drugs or alcohol in their system; **and**
- An employer shall not permit the driver to drive a school bus with any drugs or alcohol in their system. (FMVSS §382.201, <http://www.fmcsa.dot.gov>)

### On-Duty Use

- A driver shall not use drugs or alcohol while on duty; **and**
- A employer who has knowledge or a reasonable suspicion that a driver is using drugs or alcohol shall not permit the driver to drive a school bus. (FMVSS§ 382.205, <http://www.fmcsa.dot.gov>)

## Use Following an Accident

A driver who is required to take a post-accident drug or alcohol test shall not use alcohol for eight hours following the accident, or until undergoing a post-accident drug or alcohol test, whichever occurs first. (FMVSS §382.209, <http://www.fmcsa.dot.gov>)

## Refusal to Submit to a Required Alcohol or Controlled Substances Test



1. No driver shall refuse to submit to a post-accident, a random, a reasonable suspicion, or a follow-up drug or alcohol test.
2. An employer cannot permit a driver who refuses to submit to such tests to continue employment. (FMVSS §382.311, <http://www.fmcsa.dot.gov>)
3. Any CDL license employee who refuses to submit to required alcohol or controlled substance tests must be reported to the Nevada Department of Education, Diana Hollander, Program Officer at 702-486-6626.

## Instruction Permit

- An instruction permit is issued for a 1 year period. It is issued for the purpose of behind-the-wheel training.
- The holder of an instruction permit must have their current DOT medical certificate in their possession, and must be accompanied at all times by a driver who is: (CDL 1-6, <http://www.dmvnv.com/index.htm>)
  1. At least 25 years of age;
  2. Seated close to the driver; **and**
  3. Be accompanied by a Nevada Certified School Bus Driver Trainer.

## DRIVER RESPONSIBILITIES

- Renew your commercial drivers license when required;
- Renew your DOT physical when required;
- Be familiar with and abide by all federal, state and school district rules, policies and procedures;

- Report to work with a professional attitude, emotionally and physically prepared to transport students;
- Recognize the importance of establishing rapport with parents, supervisors, and school administrators when working to ensure proper student conduct;
- Establish a professional rapport with your students;
- Instruct students in proper behavior, consequences of improper behavior, general procedures and evacuation drills;
- Maintain order, safety, and secure the rights of others on the school bus;
- Exercise good judgment in passenger discipline, using appropriate verbal intervention. This includes, but is not limited to, the following:



1. Minimizing interior noise;
2. Controlling passenger movement;
3. Requiring an orderly entrance and exit;
4. Eliminating movement or potential movement of objects; **and**
5. Requiring silence at railroad crossings.

- Handle minor infractions with school district approved, on-board consequences and discussions;
- In instances of serious or recurring misconduct, follow school district policy. Submit written reports to your district supervisor or administrator according to your school district policy; **and**
- Represent the school district by presenting a positive image in dress, language, and manner.

**Each school district has the authority to develop policies and procedures that exceed state and federal requirements.**

## DRIVER DUTIES

- Refrain from the use of stimulants, sedatives and alcoholic beverages;
- Responsible for the safe operating condition and cleanliness of the bus;

- Only use the school bus to transport students on established routes and schedules approved by your school district;
- Never allow someone else to drive the school bus without the proper licenses and prior school district approval;
- Responsible for any traffic tickets and fines you receive while driving a school bus for a school district;
- Report any and all bus accidents or incidents that occur in the bus, regardless of damage;

**If your school bus is in an accident, STOP  
THE BUS IMMEDIATELY!**

- Perform all pre-trip, post-trip and anytime the bus has been left unattended inspections, and report any needed repairs;
- Assure that all students are able to cross the road safely;
- Keep accurate school bus inspection logs and submit all reports when required;
- Conduct the required emergency evacuation drills for regular and special education students twice yearly;
- Do not drop a student off anywhere other than their scheduled drop off point without prior approval from your school district;
- Be familiar with assigned routes and designated school bus stops;
- Maintain a clean bus, this includes all route activity and extra-curricular activities;  
**and**
- **Always have a positive attitude!**

**You are responsible for any  
traffic violations and all fines!  
SO DRIVE SAFELY!**

# CHAPTER 2: SCHOOL BUS INSPECTIONS



## WHY SHOULD I INSPECT MY SCHOOL BUS

- Safety of your students;
- Legally required by the State Board of Education and your school district;
- Prevent breakdowns and reduce driver frustration;
- Eliminate and reduce delays; **and**
- Prolong the life of the bus and reduce transportation costs.

## TYPES OF INSPECTIONS REQUIRED

- Pre-trip;
- Between-trip;
- Post-trip;
- CDL pre-trip; **and**
- Anytime the bus is left unattended;



## RESPONSIBILITY FOR PRE-TRIP INSPECTION

- Follow a planned, systematic approach to inspections;
- Use your district's approved checklist;
- Check the inside and outside of the bus;
- Listen to the engine;
- Check all the gauges; **and**
- Report all defects to the proper school district official

## MAJOR COMPONENTS OF THE PRE TRIP INSPECTION

- Approaching the school bus;
- Engine compartment;
- Outside walk-around;
- Driver compartment; **and**
- Inside check

### Approaching the School Bus

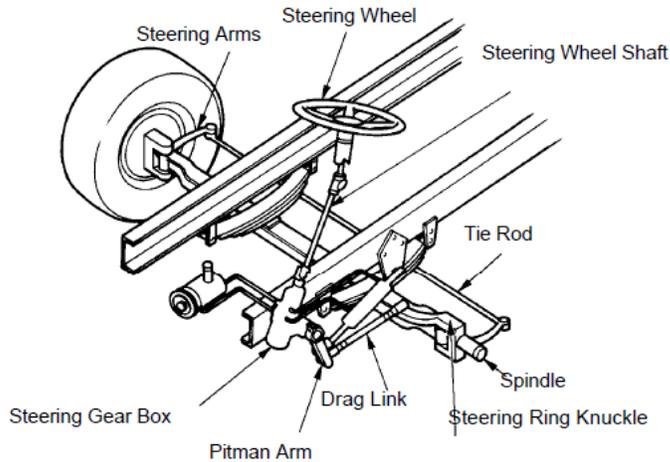
- Look for fluid leaks on the ground;
- Observe the bus's physical appearance; **and**
- Check for vandalism or tampering

### Engine Compartment (Engine Off)

- Check condition of hoses and look for leaks;
- Check oil, coolant and power steering fluid levels;
- Check engine compartment belts:
  1. Power steering belt;
  2. Water pump;
  3. Alternator belt; **and**
  4. Air compressor belt
- Clutch and gearshift (if applicable).

### Outside the Bus

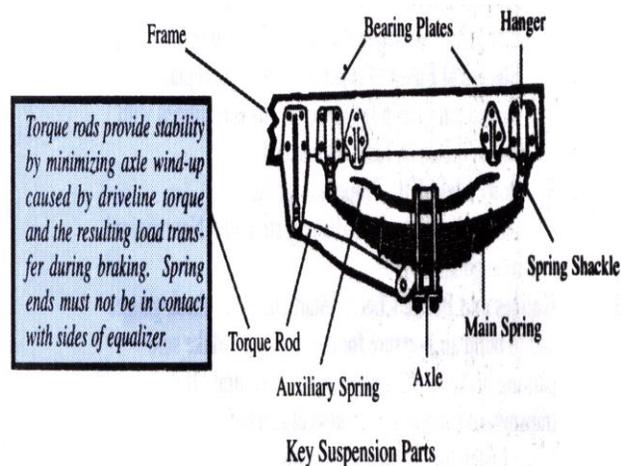
- Steering box and hoses are securely mounted and not leaking; and
- Steering linkage



## ⇐ Steering System Key Parts

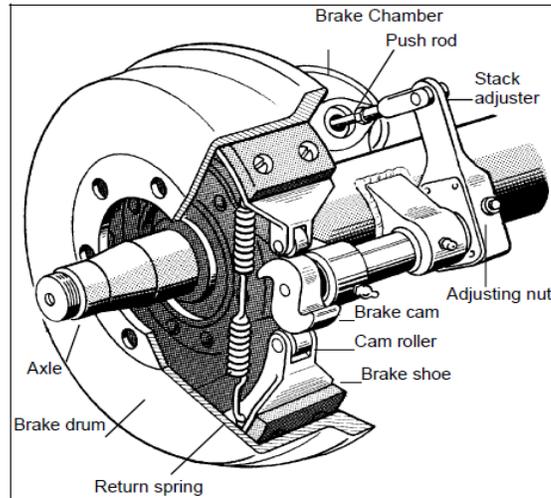
### ➤ Suspension systems including

1. Springs/air/torque arm/rod;
2. Mounts; **and**
3. Shock absorbers

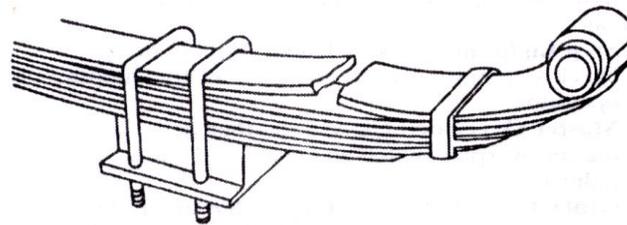


### ➤ Brakes

1. Slack adjusters;
2. Brake chambers;
3. Brake hoses and lines;
4. Brake drum; **and**
5. Brake linings



← S-Cam Air Brake



Safety Defect: Broken Leaf in Leaf Spring

➤ Wheels

1. Rims;
2. Tread depth and condition;
3. Hub oil and axle seals;
4. Lug nuts;
5. Spacers;
6. Splash guards;
7. ICD/Valve Stems; **and**
8. Properly inflated

➤ Doors and mirrors;

➤ Fuel tank;

➤ Battery and battery box;

- Doors and hinges;
- Drive shaft;
- Exhaust system;
- Frame, cross members and floor; and
- Lights and reflectors
  1. Clearance lights (red on rear and amber elsewhere);
  2. Headlights (high and low beams);
  3. Tail lights;
  4. Turn signals;
  5. Four-way flashers;
  6. Brake lights;
  7. Red reflectors (on rear) and amber reflectors (elsewhere);
  8. Strobe light, if equipped;
  9. Stop arm light; **and**
  10. Alternately flashing amber and red lights.

Note: Checks of brake, turn signal and four-way flasher functions must be done separately.

## **Driver Compartment**

- Driver seat area and seat belt;
- Gauges and warning lights;
- Belt cutter;
- Oil pressure;
- Temperature gauge;
- Ammeter/Voltmeter;

- Lighting indicators to include:
  1. Left turn signal;
  2. Right turn signal;
  3. Four-way flashers;
  4. High beam headlights;
  5. Alternately flashing amber light indicator;
  6. Alternately flashing red light indicator; **and**
  7. Strobe light indicator
- All interior lights, including wheelchair light;
- Horn;
- Heaters and defrosters;
- Mirrors and windshield;
- Steering play;
- Wipers and washers; **and**
- Warning devices for the parking, hydraulic and air brake systems.

### **Inside the Bus**

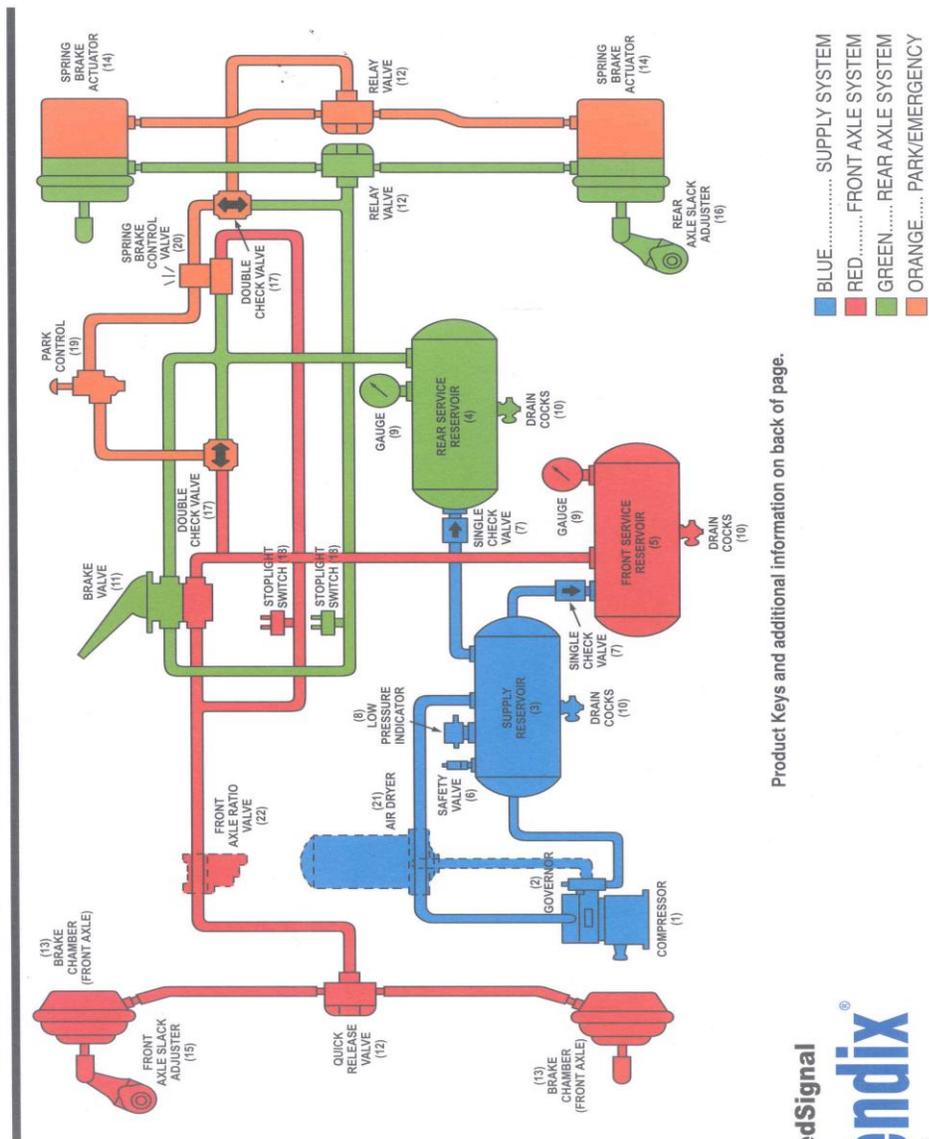
- Service door area;
- Fire extinguisher;
- Reflective Triangle;
- First-Aid kit;
- Body-fluid clean-up kit;
- Emergency exits; **and**
- Passenger seats

**After each trip,  
check for sleeping  
children who may  
have been left on  
the bus!**

# ANYTIME THE BUS IS LEFT UNATTENDED AND AFTER EACH RUN INSPECTIONS

- Check for vandalism or suspicious packages;
- Check for materials students may have left behind;
- Clean out the bus and obtain any necessary supplies and forms; **and**
- Secure the vehicle anytime you leave the driver seat.

## DRIVER TRAINING SCHOOL BUS AIR BRAKE SYSTEM



## **GLOSSARY OF TERMS**

**ACCELERATOR/BRAKE PEDAL** - Accelerator pedal is on the right and makes the vehicle go. Brake pedal is on the left and stops the vehicle. Check that it is connected and functional.

**AIR BRAKES** - Use compressed air to make the brakes work. Air brakes are a good and safe way of stopping large and heavy vehicles, but the brakes must be well maintained and used properly. With the engine running, build the air pressure to 100-125 psi. Shut the engine off and push in the parking brake, press on the foot brake and hold it for 1 minute. Check the air gauge to see if the air pressure drops not more than 3 psi in 1 minute. With the key in the on position, begin applying and releasing the foot brake. The low air warning device should activate before the air pressure drops below 60 psi. Continue to apply and release the foot brake, at approximately 40 psi, the parking brake should pop out (close).

**AIR COMPRESSOR BELT/GEAR** - Maintains air pressure in air brake system. Identify the belt that drives the air compressor. With the engine off, driver points to, touches, or presses belt to test that it is snug. Note that the belt is not frayed, has no visible cracks, loose fibers, or signs of wear. Push the belt with hand, and if it deflects more than 1/2 to 3/4 of an inch, slippage may occur and the belt should be tightened.

**Note:** Compressor may not be belt driven. Note that the compressor drive appears to be functioning, and is not leaking.

**AIR LEAKS/LEVEL** - Air brake and suspension systems. Be sure that the vehicle is sitting level (front and rear), and if air-equipped, check for audible air leaks from air brake system or suspension system air bags.

**ALTERNATOR BELT** - Drives the alternator. Identify the belt that drives the alternator. With the engine off, point to, touch, or press the belt to see that it is snug. Note that the belt is not frayed, has no visible cracks, loose fibers, or signs of wear. Push the belt with your hand and if it deflects more than 1/2 TO 3/4 of an inch, slippage may occur and the belt should be tightened.

**Note:** Alternator may not be belt driven. Note that the alternator is functioning and mounted securely.

**AMPMETER/VOLTMETER** - Indicates if alternator is properly functioning. Driver checks that the gauge shows that the alternator or generator is charging or the warning light is off. Needle will jump and flutter, then indicate charge. (CDL examiners 4-10) Voltmeter needs to be within normal operating range.

**ANTI-LOCK BRAKE SYSTEMS (ABS)** - Prevents brakes from locking up. When starting your engine, you should hear “popping noises” this is an automatic checking system on each tire. If you do not hear any popping noises, the ABS could be defective. If the ABS is defective, braking will default back to the regular braking system.

**AXLE SEALS** - Seals for axle/wheel assembly lubrication. Make sure there are no cracks or distortions in wheel/axle mounting, and there are no signs of leaking lubricants. If the axle has a sight glass, driver checks that oil level is adequate.

**BATTERY/BOX** - The battery and box or cage that holds the battery in place. Wherever located, see that the batteries are secure, connections are tight, and cell caps are present. Battery connections should not show signs of excessive corrosion. Battery box and cover (or door) must be secure.

**BRAKE DRUM and LININGS** - Brake shoes and linings rub on the inside of the drum to slow the vehicle down. Check for cracks, dents, or holes. Also check for loose or missing bolts. Brake linings (where visible) are no thinner than ¼ inch. Check brake drum and linings for contaminants such as grease, oil, etc.

**BRAKES HOSES and LINES** - Carries air or hydraulic fluid to wheel brake assembly. Check that the hoses/lines can supply air or hydraulic fluid to brakes. Check for cracked, worn or frayed hoses, and that all couplings are secure and not leaking.

**CLUTCH/GEARSHIFT** - Disengages engine from drive train so vehicle won't move and reduces load on starting motor. Depress clutch before turning on the starter. Keep it depressed until the engine reaches idling speed. On an automatic transmission, place the gear selector in the park or neutral position. On a standard transmission, place gearshift in neutral. Start engine, and then release the clutch slowly.

**COOLANT/LEVEL** - Cools the engine. Look at sight glass of reservoir, or if the engine is not hot, remove the radiator cap and look to see the level (see note). Adequate level will show in sight glass or be visible in the radiator when the cap is removed.

**Note:** If the engine is hot, do not remove the radiator cap.

**CROSSING ARM** - Extends out in front of the bus off the right side of the bumper to prevent students from crossing directly in front of the bus. Check to make sure that it activates with red loading lights, and retracts back to bumper fully. Driver may not, at any time, tie arm to bus preventing it from extending out. The crossing arm must always be operational or bus is Out-of-Service, except for special needs buses which are used solely to transport special needs students who are manually loaded/unloaded.

**DOORS and HINGES** - Driver and passenger entry, exit doors, rear doors and side doors. Check that doors are not damaged and that they open, close and latch properly from the inside. Check door window for damage and excessive dirt. Hinges should be secure with seals intact. Check that all emergency exits are clearly labeled and working correctly.

**DRIVE SHAFT** - Transmits power from the transmission to the drive axle. Make sure shaft is not damaged and couplings are secure and free of foreign objects. U-brackets for safety appear to be secure.

**DRIVERS SEAT and SEAT BELT** - Must be secured to floor and driver seat belt is not frayed, securely mounted, adjusts and latches properly.

**EMERGENCY EXIT(S)** - Bus doors, roof hatches, or push-out windows used for emergency evacuation. Make sure that all emergency exits are not damaged, operate smoothly, and close securely. Check that all emergency exit-warning devices are working and are properly identified. Check that the flip seat at any emergency exit can remain in the upright position when not in use, has

no obstructions and the safety mechanism is operational.

**EXHAUST SYSTEM** - External piping for conducting combustion gases from engine. Check system for damage and signs of leaks such as rust or carbon soot. System should be connected tightly and mounted securely.

**EMERGENCY EQUIPMENT** - Each school bus must be equipped with the required emergency equipment. Check for three red reflective triangles, fire extinguisher, first-aid kit, body-fluid clean up kit and spare fuses (if used). All emergency equipment must be readily accessible to the driver and clearly labeled.

**FIRE EXTINGUISHER** - First extinguisher must be fully charged, properly rated, sealed, pin in place and a current certification tag. The fire extinguisher must be readily accessible to the driver.

**FRAME** - Structural members for supporting vehicle body over the wheels. Driver checks for no cracks or bends in frame members; no loose, cracked, bent, broken or missing cross members. Cracks are most likely to appear midway between points of attachment to vehicle assemblies; for example, near axles or around the engine area. Check that floors are not damaged.

**FUEL TANK** - Tank that holds fuel. Check that tank(s) are securely mounted with mounting straps, caps are tight, and there are no leaks from tank(s) or lines. Signs of spillage from overfilling a fuel tank are not to be treated as a fuel leak. Fuel tank guard, if equipped, is securely mounted.

**GLOW PLUG/INDICATOR LIGHT** - The key should be turned to the “on” position and the driver should wait until the glow plug indicator goes out before starting the engine.

**HEATER and DEFROSTER** - Heats cab or passenger compartment and prevents frost or condensation from forming on windshield. Test that heater and defrosters work.

**HORN** - Air and/or electrical horns for warning other drivers or pedestrians. Check that horn works.

**HUB OIL SEAL** - Seals in lubrication for wheel hub oil. Driver checks to see that wheel hub oil seal on the front axle is not leaking, and if sight glass is present, that the oil level is adequate.

**HYDRAULIC BRAKES** - To check hydraulic brakes (on buses without air brakes), pump brake pedal 3 times, hold down for 5 seconds. Brake pedal should not move (depress) during this time. If equipped with a hydraulic brake reserve (back-up system), with the key off, press the brake pedal and listen for the sound of the reserve system electric motor. Check that the warning buzzer or light is off.

**LEAKS/HOSES** - Fluid leaks from the engine. Look for puddles or dripping fluids on the ground under the engine or the underside of the engine and transmission. Inspect engine hoses for condition and leaks.

**LIGHTING INDICATORS** - Dashboard indicator lights for signals, flashers, headlight high beams, red and amber student warning lights, and lift in use light. Check that dash indicators to make sure both left and right hand turn signals, 4-way flashers, headlight high beams, and that fog/driving lights illuminate when corresponding lights are turned on.

**LIGHTS and REFLECTORS** - Check that all outside lights and reflective equipment is clean and functional and lenses are not cracked, broken or missing. This includes clearance lights (red on rear and amber elsewhere), headlights (both high and low beams), tail lights, turn signals, four-way flashers, brake lights, red reflectors (on rear) and amber reflectors (elsewhere), strobe light, if equipped, stop arm light and alternately flashing amber and red lights. Checks of brake, turn signal and four-way flasher functions must be done separately.

**LUG NUTS** - Holds wheel assembly on axle. Driver checks that all lug nuts are present; checks that lug nuts are not loose (look for rust trails around nuts); no cracks radiating from lug bolt holes, or distortion of the bolt holes.

**MIRRORS-(ALL)** - Side mirrors and passenger entry/exit mirrors. Check for proper adjustment during in-cab inspection. Check that all internal and external mirrors and mirror brackets are not damaged, cracked, broken and are mounted securely with no loose fittings. Check to assure that visibility is not impaired due to dirty mirrors.

**OIL LEVEL DIP STICK** - Dipstick used to measure the oil level for engine lubrication. Check oil level before starting the engine. Be able to indicate where dipstick is located. Check that oil level is above the refill mark, in a safe operating range.

**OIL PRESSURE GAUGE** - Ensures that engine oil pressure is adequate. Checks that the oil pressure is building to normal. The gauge shows increasing/decreasing oil pressure or warning light goes off. Engine oil temperature gauge (if present) should begin a gradual rise to normal operating range.

**PARKING BRAKE/MAXI BRAKE** - Keeps vehicle from rolling when parked. Check that the parking brake will hold the vehicle by GENTLY trying to pull forward with the parking brake on.

**PASSENGER ENTRY** - Bus door used for normal entry or exit. Check that the entry door is not damaged, operates smoothly, and closes securely. Check that handrails are secure and the step light is working. Check that entry steps are clear with the treads not loose or worn excessively.

**PASSENGER SEATS** - Passenger vehicle seats and frames. Check that there is no broken seat frames and that the frames are firmly attached to floor. Seat cushions must be attached securely to the seat frame and cannot be damaged.

**POWER STEERING FLUID** - Hydraulic fluid for assisting steering wheel action to front wheels. With the engine stopped, check the dipstick and see where the fluid level is, relative to the refill mark. Level must be above refill mark.

**POWER STEERING BELT or GEAR** - Identify belt that drives power steering unit. With engine off, driver points to, touches, or presses belt to test that it is snug. Note that the belt is not frayed, no visible cracks, loose fibers, or signs of wear. Push belt with hand, and if it deflects more than 1/2 to 3/4 of an inch, slippage is probably excessive. Drivers should know and mention if pump is belt driven or gear driven.

**RETARDERS** - Retarders help slow a vehicle, reducing the need to use your brakes. They reduce brake wear and give you another way to slow down. There are many types of retarders (exhaust, engine, hydraulic and electric on the transmission). Some retarders can be turned on or off by the

drivers. On some the retarding power can be adjusted. When turned “on,” retarders apply their braking power to the drive wheels only.

**RIMS** - Tires are mounted on rims or bare metal. Check for damaged or bent rims. Rims cannot have any non-manufactured welded. Check for rust trails that may indicate rim is loose on hub.

**SHOCK ABSORBERS** - Gas or hydraulic device that cushions vehicle ride and stabilizes vehicle. See that shock absorbers are secure and that there are no leaks. Be prepared to inspect the same suspension components inspection on every axle.

**SLACK ADJUSTER** - Provides a means for adjusting slack in the brake linkage. Check for broken, loose, or missing parts. The angle between push rod and adjuster 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 brake rod should not move more than approximately 1 inch.

**SPACERS** - Axle collar between dual wheels to keep wheels evenly separated. If equipped, check that spacers are not bent, damaged, or rusted through. Check that spacers are evenly centered, with the dual wheels and tires evenly separated.

**Note:** If vehicle is not equipped with spacers, driver must mention this and check between the disc (Budd) wheels for even spacing, damage, and foreign objects.

**SPLASH GUARDS** - Devices used to prevent road materials from being thrown by vehicle tires. Check that splashguards or mud flaps are not damaged and are mounted securely.

**SPRING/AIR/TORQUE** - Leaf or coil springs for damping wheel vibration forces created by rolling over the road surface. Steel bar, torque arm assembly, or air bag that acts as a spring in place of leaf or coil springs. Look for missing, shifted, cracked, or broken leaf springs. Look for broken or distorted coil springs. If vehicle is equipped with torsion bars, torque arms, or other types of suspension components, checks that they are not damaged and are mounted securely. Check air ride suspension for damage and leaks.

**SPRING MOUNT** - All brackets, bolts, and bushings used for attaching the spring and/or air bag to axle and to vehicle frame. Check that spring attachments (brackets, bolts, bushings) are in place. Check for cracked or broken spring hangers. Check for broken, missing, or loose bolts (including U-bolts). Check for missing or damaged bushings. Check for broken, loose, or missing axle mounting parts.

**STEERING BOX and HOSES** - Container (and hoses) for mechanism that transforms the steering column action into wheel turning action. Check that the steering box is securely mounted and not leaking. Look for any missing nuts, bolts, and cotter pins. Check for power steering fluid leaks or damage to power steering hoses.

**STEERING LINKAGE** - Transmits steering action from steering box to wheel. Check that connecting drag link, pitman arm, tie rod, and upper and lower steer arms from the steering box to the wheel are not worn or cracked. Check that joints and socket are not worn or loose. Check for loose or missing nuts, bolts, or cotter pins.

**STEERING PLAY** - Procedure to check for excessive looseness in the steering linkage. For **non-**

**power steering**, turn steering wheel back and forth and see that there should not be more than 5-10 degrees of free play (approximately two inches at the rim of a 20-inch steering wheel). For **power steering**, with engine running, turn steering wheel back and forth and sees that there should not be more than 5-10 degrees of free play (approximately two inches at the rim of a 20-inch steering wheel)

**STOP ARM(S)** - Stop arm and flashing alternative lights on stop arm when student lights are activated. Check the stop arm to see that it is mounted securely to the frame of the vehicle. Check for loose fittings and damage. Check that the stop arm extends fully when operated. Check that stop arm lights are operational.

**TEMPERATURE GAUGE** – Measures coolant temperature in the engine cooling system. Make sure the temperature gauge is working. Temperature should begin to climb to the normal operating range or temperature light should be off.

**TIRES** - Road wheel tires. The following items must be inspected on every tire: No recaps allowed on front tires. Bias and radial tires cannot be combined. Tread cannot be less than 4/32” when measured on any 2 adjacent major tread grooves at any location on the tire.

**Tread depth:** Check for a minimum tread depth (4/32” or 1/8" on steering axle tires , and 2/32” (1/16" on all other tires).

**Tire condition:** Check that tread is evenly worn and look for cuts or other damage to tread or sidewalls. Also, make sure that valve caps and stem are not missing, broken, or damaged.

**Tire inflation:** Check for proper inflation by using a tire gauge or by striking tires with a mallet or other similar device.

**WATER PUMP and BELT** - Belt for driving engine water pump. Identify the belt that drives the water pump. With the engine off, point to, touch, or press the belt to test that it is snug. Note that the belt is not frayed, no visible cracks, loose fibers, or signs of wear. Push the belt with hand, and if it deflects more than 3/4 of an inch, slippage is likely and belt needs tightened. Drivers should know and mention if pump is belt driven or gear driven. Water pump appears to be functioning and not leaking.

**WHEELCHAIR LIFT and TIE DOWNS** - Wheelchair lifts used for loading and unloading students. Look for leaking, damaged, or missing parts and explain how it should be checked for correct operation. Check that doors and hinges are not damaged and that they open, close, and latch properly. Check that wheelchair ties are secure. Wheelchair lift must be fully retracted and latched securely.

**WINDSHIELD** - Check the windshield to make sure it is clear, clean and has no illegal stickers, obstructions, or damage to the glass. Any vehicle whose windshield has multiple cracks that obstruct the drivers view.

**WIPERS/WASHERS** - Windshield wipers and washers. Check that wiper arms and blades are secure, not damaged, and operate smoothly. If equipped, check for windshield washer fluid and that windshield washers operate correctly.

# CHAPTER 3: DRIVING THE BUS

## BASIC KNOWLEDGE AND REQUIRED SKILLS



1. School bus drivers must have **basic knowledge** in:
  - School bus inspection and reporting of defects;
  - Safe vehicle operation;
  - The effects of fatigue, poor vision, hearing and general health;
  - The effects of alcohol and drug use;
  - Proper use of safety systems, including lights, horns, side and rear-view mirrors, proper mirror adjustment, fire extinguishers and the use of these systems in an emergency;
  - Shifting, backing, visual search, communication, speed management, space management, night operation, extreme driving conditions, hazardous conditions, depth perception, emergency maneuvers, skid control; **and**
  - Air brake systems. (FMCSA 383.111, <http://www.fmcsa.dot.gov>)
2. School bus drivers must also have the following **required skills**:
  - Basic vehicle control skills (ability to start, stop and move the vehicle safely);
  - Safe driving skills (ability to use signals, speed control for weather and traffic conditions, and correctly change lanes or turn);
  - Air brake skills (ability to locate and identify air brake operating controls and verify that the air brake system is working correctly);
  - Be able to pass a skills test on-street conditions or under a combination of on-street and off-street conditions. (FMCSA 383.113, <http://www.fmcsa.dot.gov>)
  - Proper procedures for loading and unloading students;
  - Proper use of emergency exits and how to respond in emergency situations;

- Proper procedures at railroad crossings; **and**
- Proper braking procedures.

**Driving a school bus is a tremendous  
responsibility!**

## ON DUTY AND DRIVING TIME

It is important for you to know the laws for “on duty time.” Nevada law limits the number of hours you can drive a school bus before you are required to be “off duty.”. This is called “hours-of-service” or “on-duty time.” You cannot drive a school bus in excess of 10-hours in any 15- hour period without resting for 10-hours. (NRS 392.360) The following rules apply to your total “on duty” time.

- All time spent at a facility waiting to be dispatched;
- All time inspecting, servicing or conditioning any school bus;
- All time spent driving a school bus;
- All time spent on the school bus, other than driving time;
- All time needed for loading and unloading, supervising or assisting the loading and unloading of students, and any time waiting for students;
- All the time used for repairing, obtaining assistance, or waiting for assistance to repair a disabled vehicle;
- All the time spent being tested for drugs or alcohol;
- Performing any other work as a common, contracted or private motor carrier; **and**
- Performing any work for a non motor carrier. (FMVSS 395.2, <http://www.fmcsa.dot.gov>)

In calculating hours-of-service, split shifts can no longer be used and off-duty time can no longer stop the clock. This means that once the driver comes on duty, the 15-hour clock starts and the driver will be required to be off-duty for 10-hours before the clock can start again. In addition school bus drivers will be required to take 34 consecutive hours off-duty if they have been on-duty for 60 hours in any 7 day period.

**You are required to include all duties performed for which you were compensated by any employer.**

## **BASIC DRIVING LAWS**



### **Right-of-Way**

When approaching an intersection, Nevada law requires that you shall yield the right-of-way when:

1. A vehicle is already in the intersection;
2. Yield to the vehicle on the right when two vehicles approach the intersection at the same time;
3. Yield at any intersection with a stop sign, yield or merge sign;
4. Yield when entering a highway from an alley, private road or driveway;
5. Yield the right-of-way when making a left turn, to any vehicle approaching from the opposite direction; **or**
6. Yield the right-of-way to any emergency vehicle that is using their flashing lights. Upon the approach of the emergency vehicle, the vehicle shall immediately move as close as possible to the right-hand curb and stop their vehicle. You are to remain in that position until after the emergency vehicle has passed.

**The school bus driver NEVER has the right-of-way!**

### **Basic Speed Law**

Nevada's basic speed law makes it against the law to drive any vehicle at a rate of speed that:

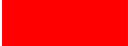
- Is greater than reasonable and proper, having due regard for traffic;
- Could endanger life, limb or property of any person, having due regard for traffic, highway conditions, weather and width of the highway; **or**
- Is greater than the posted speed limit. (NRS 484B.60, <http://leg.state.nv.us/NRS/NRS-484B.html>)

## Speed Limits for School Buses

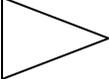
All school buses shall not exceed the maximum posted speed limit. However, Nevada law states that you CAN NOT drive a loaded school bus above 55 mph. (NRS 484B.360, <http://leg.state.nv.us/NRS/NRS-484B.html>)

Check your school district policy on speed limits while driving a school bus that does not have students on the bus.

## Traffic Signs - Colors

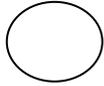
	<b>GREEN</b> – Guide, directional information
	<b>RED</b> – Stop, yield, do not enter, or wrong way
	<b>BLUE</b> – Motorist services guidance. Also used to identify parking spaces for drivers with disabilities
	<b>ORANGE</b> – Construction and maintenance warning
	<b>BROWN</b> – Public recreation areas and scenic guidance
	<b>YELLOW</b> – General warning
	<b>WHITE</b> – Regulatory
	<b>BLACK</b> - Regulatory

## Traffic Signs - Standard Shapes

	<b>OCTAGON</b> - Exclusively for stop signs
	<b>HORIZONTAL RECTANGLE</b> - Generally for guide signs
	<b>TRIANGLE</b> – Exclusively for yield signs
	<b>PENNANT</b> – Advance warning or no passing zones
	<b>DIAMOND</b> – Exclusively to warn of existing or possible hazards
	<b>VERTICAL RECTANGLE</b> – Generally for regulatory signs



**PENTAGON** – School advance warning and school crossing signs



**ROUND** – Railroad advance warning signs



**CROSSBUCK** – Railroad crossing

## Traffic Signals

Approach each traffic signal (traffic light) expecting that it could change color at any moment. Always obey the color of the traffic signal.



1. **Red light:** Stop completely and wait. Refer to your school district policy regarding turning on a red light.
2. **Yellow light:** Prepare to stop for the red light that will follow.
3. **Green light:** Make sure cross traffic has stopped before proceeding across the intersection.
4. **Flashing yellow light:** Slowly proceed with caution.
5. **Flashing red light:** Stop completely, check for approaching traffic and proceed with caution when it is safe to move. (same as stop sign)

## Regulatory Signs



You cannot make a complete turn to go in the opposite direction where this sign is displayed.



You must not make a right turn at this intersection.



50 miles per hour is the top speed you can travel in this area. Rain or other conditions may require you to go slower.

You cannot go straight ahead. You must turn either right or left.



You are going the wrong way on an expressway exit ramp. Do not drive past this sign. Turn around immediately.



This sign lists the maximum recommended safe speed for an entrance or exit on an expressway. Slow down to no more than whatever speed is shown.



You may not turn right during the red light. You must wait for the signal to turn green.



A diamond-shaped marking shows that a lane is reserved for certain purposes or certain vehicles. The lanes usually are reserved for buses or car-pool vehicles during rush hour traffic. Other diamond signs are used to designate bicycle lanes.



The center lane is shared for left turns in both directions of travel. You may not travel a significant distance in this lane.



A divided highway is ahead. Stay on the right side of the divider.



Parking only for vehicles displaying an official permit and transporting a person with disabilities.



You must not pass any other vehicles going in the same direction as you.



When you have passed this sign, you are reminded to pass other vehicles with care.



Traffic in left lane must turn left at the intersection ahead. Stopping permitted only for emergencies.



You are approaching an area where a reduced speed zone has been established.



At the intersection ahead, traffic in the left lane must turn left and traffic in adjoining lane may turn left or continue straight ahead.



This marks a one-way roadway with traffic coming toward you. You must not enter the one-way roadway at this point.



You must not turn either to the right or to the left at the intersection.



If you park, you must always park off the pavement of the highway.



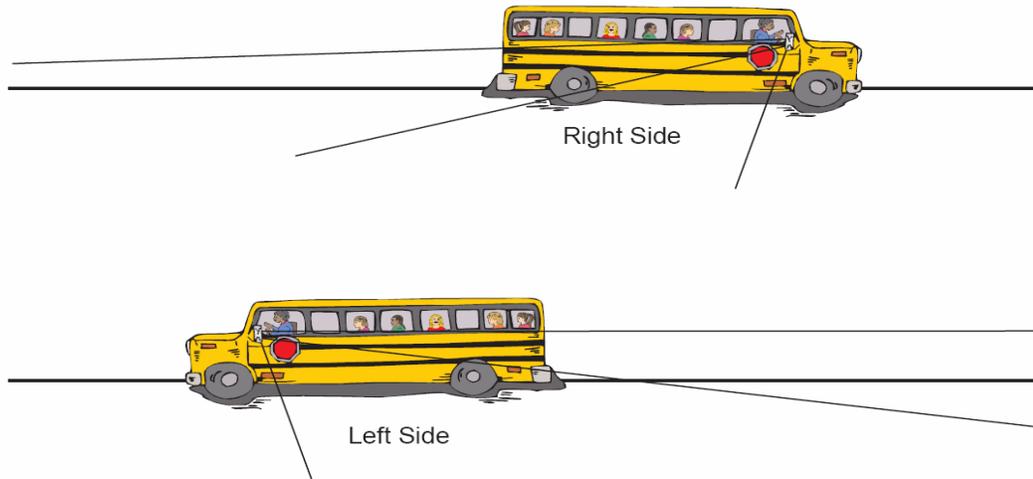
When entering a right turn lane, motorists may conflict with bicycles. Always yield.

## TRAFFIC OFFICERS

A uniformed officer always has the authority over traffic signs and signals. You must follow the officer's directions regardless of the traffic devices. When an officer is directing traffic, there is usually a specific problem or hazard. Also be aware of other drivers who might not comply with the officer's instructions.

## MIRROR USAGE

One of the most important safe driving skills is proper mirror adjustment. Most accidents are the result of improper mirror usage.



### Types of Mirrors on School Buses

1. **Overhead Rear View Mirror:** This mirror is mounted directly above the windshield on the driver's side. It is used to monitor student activity inside the bus.

The rear view mirror has limited visibility directly in the back of the bus at the floor and directly behind the bus from the rear bumper to 150 feet behind the bus.

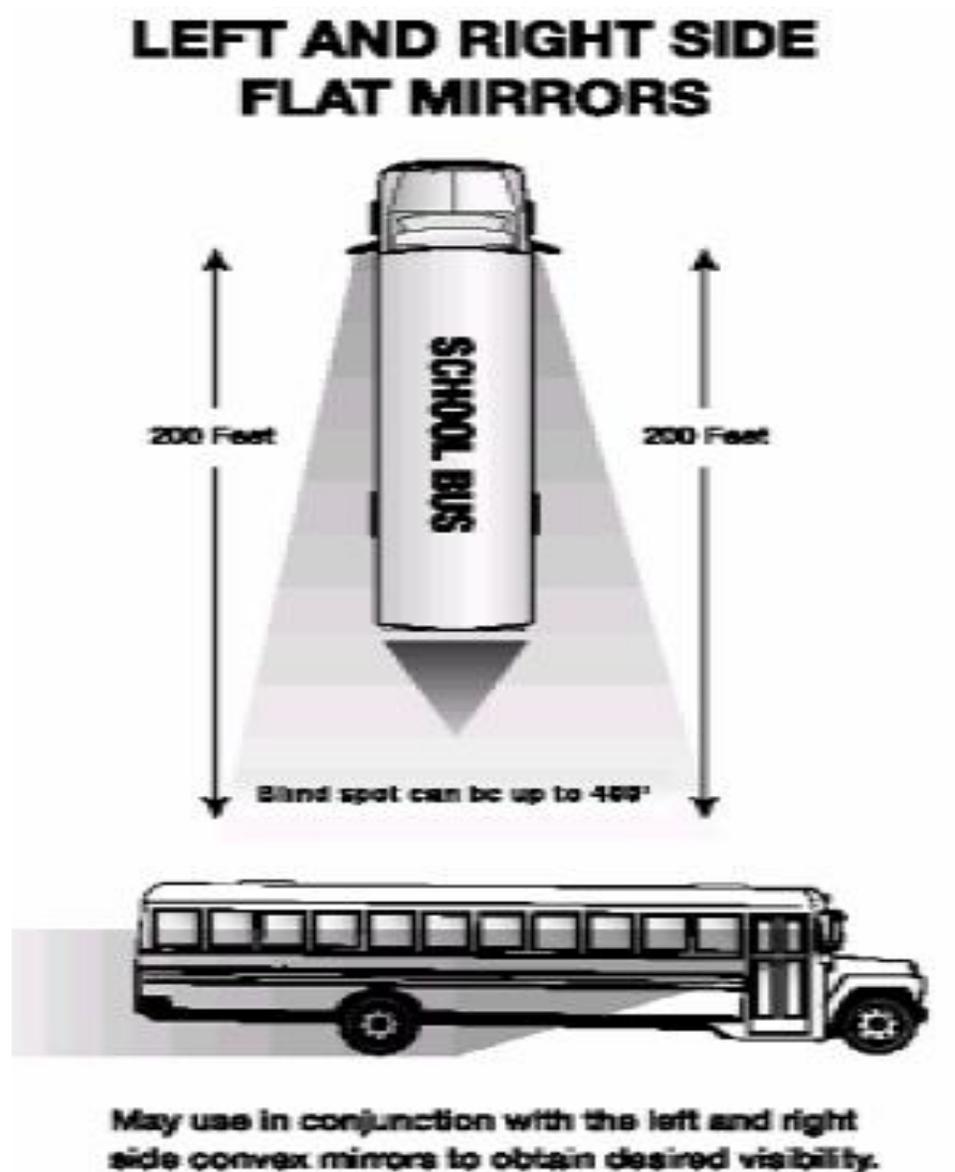
2. **Crossover or Crossview Mirrors:** These mirrors are mounted on the left and right front corners of the bus. They are used to see the area directly in front of the bus from the ground level to at least 6 to 9 feet from the front bumper.

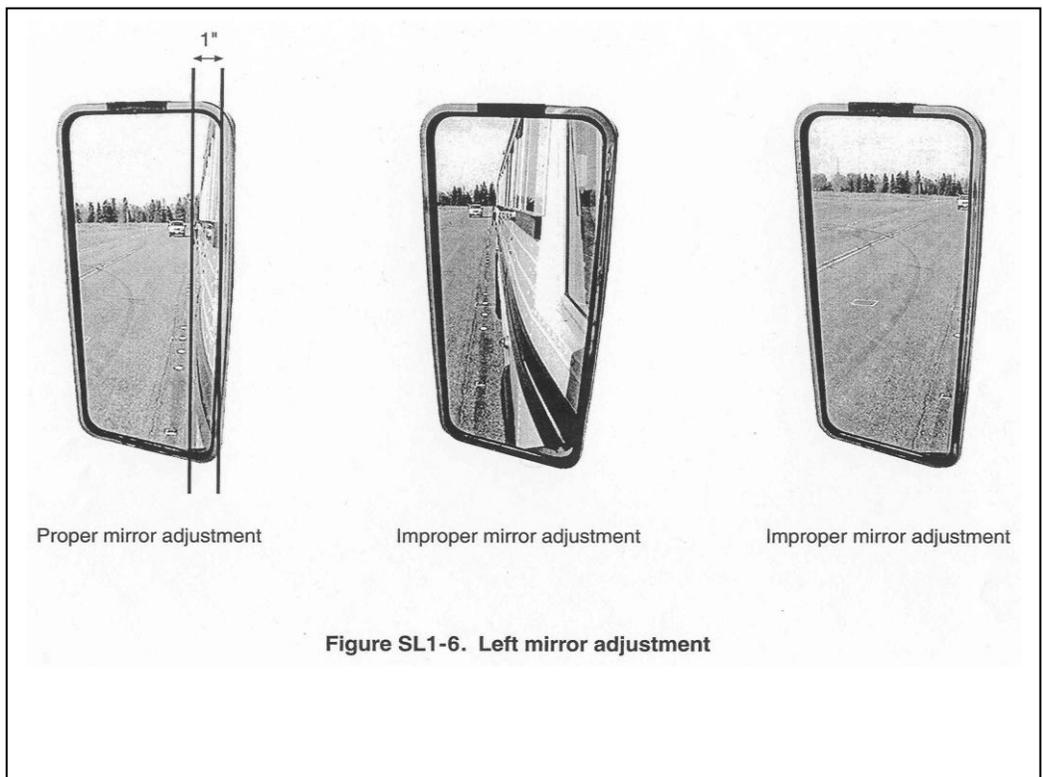
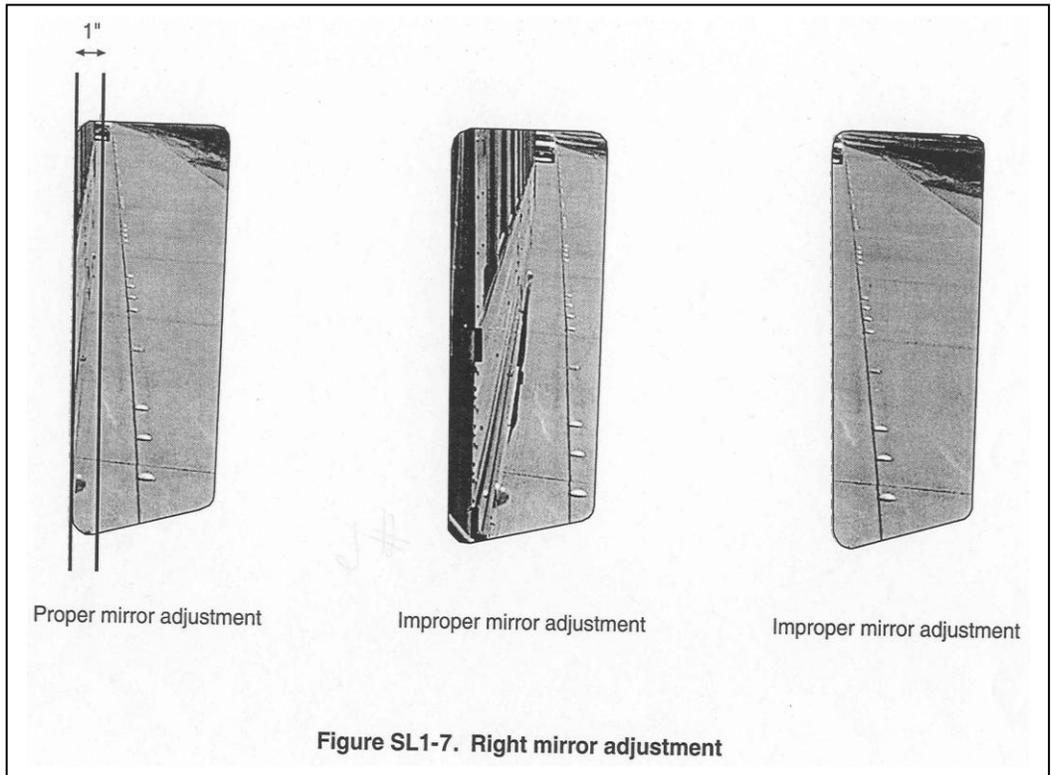
Crossover or crossview mirrors do not accurately reflect size or distance.



3. **Standard (flat) Mirrors:** These mirrors are mounted at the left and right front corner of the bus. They are used to monitor traffic, clearances and students on the **sides and to the rear** of the bus. They are to view the area in back of the bus **200 feet to the rear, 12 feet perpendicular to the right, and 6 feet perpendicular to the left** in order to monitor traffic entering the rear blind spot area in back of the bus.

Standard (flat mirrors) blind spot is immediately below and in front of each mirror. Another blind spot with this mirror is the area directly in back of the rear bumper that extends 50 to 150 feet to the rear of the bus.





4. **Bottom Convex mirrors:** These mirrors are often mounted on dual brackets with side standard (flat) mirrors. It is used to monitor the left and right sides of the bus at a wide angle. They view the area 12 feet to the side of the bus at a point 32 feet from the front bumper to the rear wheels. It provides a view of traffic, clearances and students at the side of the bus.

Bottom convex mirrors give a distorted view that does not accurately reflect size or distance.



**May use in conjunction with the left and right  
Side standard (flat) mirrors to obtain desired visibility.**

### **Five-Count Mirror System**

When checking your mirrors, you need to use the five-count mirror check. This system of checking your mirrors needs to become automatic. When conducting a five-count mirror check, start and end on the traffic side.

- **Count 1** - Starting on the traffic side, check the left flat mirror;
- **Count 2** - Check the overhead rear view mirror;
- **Count 3** – Check the right flat mirror;
- **Count 4** – Check the overhead rear view mirror; **and**
- **Count 5** – Check the left flat mirror.

Include the front cross-view mirrors anytime students are anywhere near the bus.

**When checking mirrors, it is important to move your body (rock back and forth) to help you see in your blind spots.**

## **Developing Good Mirror Use**

- Before starting out from any stop, be sure to check all mirrors, using the five-count mirror check. Make sure to check for traffic, pupils, (on and off the bus), pedestrians and bicycles - anything! Know what's happening around you before you move;
- Mirrors are essential to use before and during all turns. Check traffic and back swing clearance before turning; **and**
- As a school bus driver you will find that you will be using mirrors more than in your car. The easiest way to learn good mirror use is to set a pattern so it will become a habit.

## **DRIVING THE BUS**

### **Backing up the Bus**

**Never back the school bus unless it is absolutely necessary.** Some school districts do not allow you to back-up a school bus under any circumstances. **Check your school district policy.** If you must back the bus up, the following must be done:

- Turn off all noisy equipment and have students be quiet;
- When possible, have another employee or driver monitor the rear of the bus to make sure there is no one behind the bus;
- Honk your horn so that others know you are backing up the bus;
- Check your mirrors using the five-count mirror check; **and**
- Slowly back up the bus.

### **Communicating your Presence**

1. **When Passing:** Whenever you are about to pass a vehicle, pedestrian, or bicyclist, assume they do not see you. They could suddenly move in front of you. Make sure they know your intentions.

2. **When It's Hard to See:** At dawn, dusk, rain or snow, you need to make yourself easier to see. If you are having a hard time seeing other cars, other drivers are having a hard time seeing you. Turn on your headlights to help others see you.

## Driving Around a Curve

Drivers must adjust their speed for curves in the road. If you take a curve too fast, two things can happen. The tires can lose their traction and continue straight ahead, so you skid off the road. Or, the tires may keep their traction and the vehicle rolls over.

Slow to a safe speed **before** you enter a curve. Braking in a curve is dangerous because it is easier to lock the wheels and cause a skid. Slow down as needed. Never exceed the posted speed limit for the curve. Be in a gear that will let you accelerate slightly in the curve. This will help you keep control. (CDL 2-26, <http://www.dmvnv.com/index.htm>)

## Intersections

1. When approaching an intersection, you must:
  - Check traffic in all directions;
  - Decelerate gently;
  - Brake smoothly, and, if necessary, change gears;
  - Come to a complete stop (no coasting) behind any stop signs, signals, sidewalks, or stop lines;
  - Maintain a safe space cushion behind any vehicle in front of you; **and**
  - Do not let your school bus roll forward or backward.
2. When driving through an intersection, you must:
  - Check traffic in all directions;
  - Decelerate and yield to any pedestrians and traffic in the intersection;
  - Do not change lanes or shift gears while going through the intersection; **and**
  - Keep both your hands on the steering wheel.

## Roundabouts (Rotary Traffic Island)

Any vehicle passing around a rotary traffic island shall be driven only to the right of the island. (NRS 484B.220, <http://leg.state.nv.us/NRS/NRS-484B.html>)

## High Occupancy Vehicle (HOV) Lanes and On-Ramp Meters

School buses **CANNOT** travel in HOV lanes.

At a metered on ramp, the driver shall:

- Drive your vehicle all the way to the white line painted on the pavement next to the ramp signal. Be alert, the signal will change more rapidly than a signal at an intersection;
- When the signal turns green, one vehicle per lane may drive along the ramp and merge safely onto the freeway;
- Some freeway entrance ramps have more than one travel lane and each lane is controlled by its own signal. Use both lanes if indicated and abide by the signal controlling your lane of travel; **and**
- If there is an HOV lane on the freeway on-ramp, you can use the lane to enter traffic without stopping.  
(NRS 484b.323 <http://leg.state.nv.us/NRS/NRS-484B.html>);

**Changing lanes while traveling through an intersection is prohibited.**

## Lane Changes

Changing lanes with a school bus is much harder and requires more space. When making a **lane change**, you must:

- Make sure there is enough room to change lanes. Check traffic using your five count mirror check;
- Activate your turn signal at least 100 feet in a business or residential areas and at least 300 feet in any other area (NRS 484B.413, <http://leg.state.nv.us/NRS/NRS-484B.html>);
- Check mirrors once again by using the five-count mirror check. When checking mirrors, remember to rock your head and body back and forth to make sure no one has moved into your blind spot;

- Make the lane change, keeping both hands on the steering wheel. Do not turn off your turn signal until the lane change is complete; **and**
- Turn off your turn signal.

## Multi-Lane Travel

When driving in multi-lane traffic, school buses should travel in the right lane when possible, unless otherwise posted or your school district specifies differently.

## Passing

School buses are big and slow. You should not pass other vehicles unless absolutely necessary. If you must pass another vehicle remember to:



- Use the five-count mirror check;
- Activate your turn signal at least 100 feet in a business or residential area and at least 300 feet in any other area prior to changing lanes; (NRS 484B.413, <http://leg.state.nv.us/NRS/NRS-484B.html>)
- Check your mirrors again, using the five-count mirror check;
- Change lanes carefully; **and**
- Turn off your turn signal

**Remember, you CANNOT EXCEED THE MAXIMUM 55 MPH WHEN THERE ARE STUDENTS ON BOARD.** (NRS 484B.360, <http://leg.state.nv.us/NRS/NRS-484B.html>)

## Seeing Ahead

To be a safe driver you need to know what's going on all around you. Not looking far enough ahead is a major cause of accidents.

- Remember to look 12 to 15 seconds ahead. This means looking ahead the distance you will travel in 12 to 15 seconds. At highway speeds, it can take about one block to stop your vehicle;
- Look for vehicles entering the highway, changing lanes or turning. Look ahead and watch for brake lights from slowing vehicles;
- Pay attention to road conditions, traffic signals and signs, construction zones and other hazards that could potentially become dangerous; **and**

- Watch traffic lights, if a light has been green for a long time, it will probably change before you get there. Start slowing down and be prepared to stop. (CDL 2-19. <http://www.dmvnv.com/index.htm>)

## Steering the Bus

To steer your bus, hold the steering wheel firmly with both hands at the “ten and two o’clock” or the “nine and three” positions with your thumbs on the outside of the steering wheel. Your hands should be on the opposite sides of the steering wheel to prevent the bus from pulling away. Steer smoothly, turning the wheel with a “hand-over-hand” or “push-pull” method, always keeping your thumbs on the outside of the wheel.

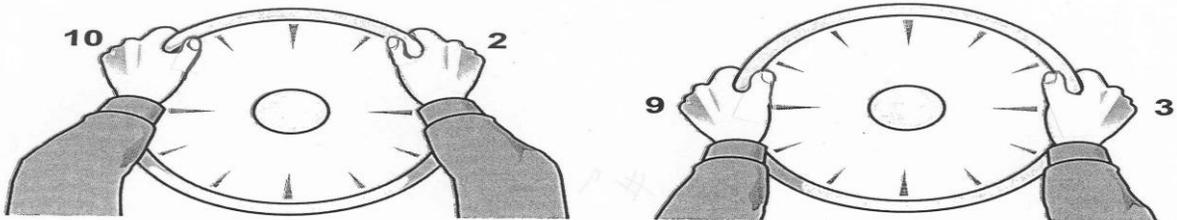


Figure SL1-1. Recommended hand positions on the steering wheel

**Do not palm the steering wheel!**

## Stopping the Bus

A school bus is much heavier than other vehicles, and it requires the driver to begin braking earlier in order to stop smoothly. For a smooth stop:

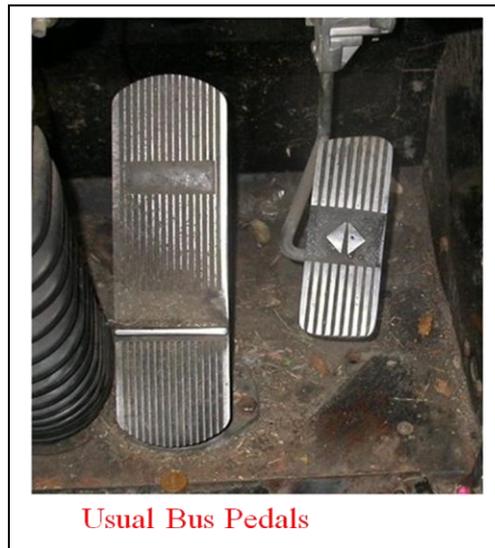
- Get the big picture and begin slowing down far in advance of the stop;
- “Feather” the brake by slightly reducing pressure on the brake pedal. This action will release a small amount of brake pressure right before the stop is complete, making a smoother stop.
- Never stop suddenly unless absolutely necessary to avoid a collision. Students could be thrown around the bus; **and**
- Always maintain a safe following distance. The following distance should be long enough for you to be able to safely and smoothly stop the bus under any

condition.

## Brake Misapplication

The National Transportation Safety Board reported there were five accidents, four with school buses that were due to brake misapplication. In all instances the drivers reported that they had their foot on the brake pedal.

In these accidents, there common factor to brake misapplication was that the drivers were not driving their regular buses. There were no other contributing factors, such as fatigue, brake or vehicle malfunction. In addition, there was no roadway evidence of braking. (NTSB 2009 Report to NASDPTS)

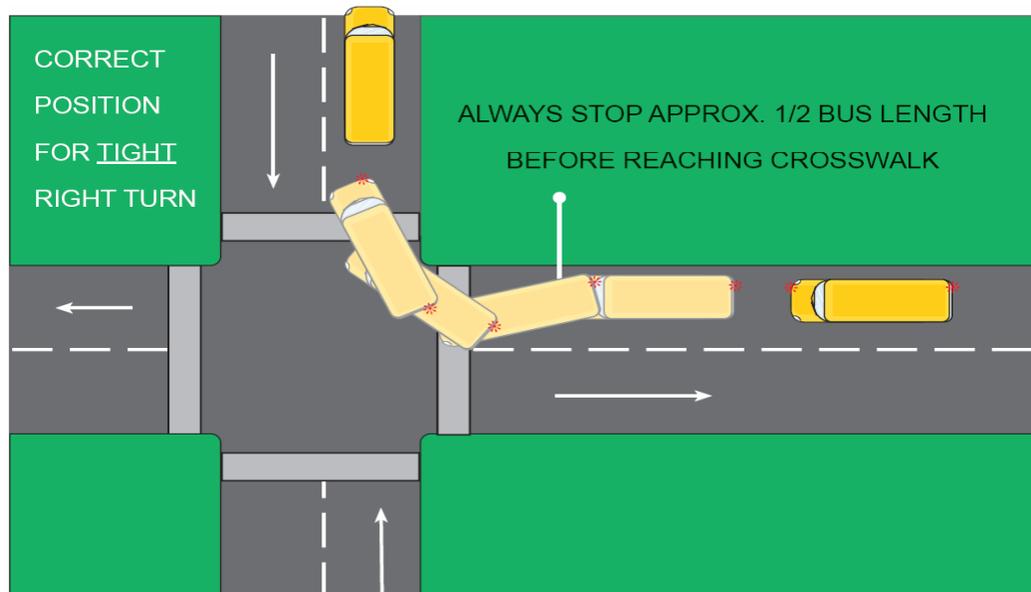
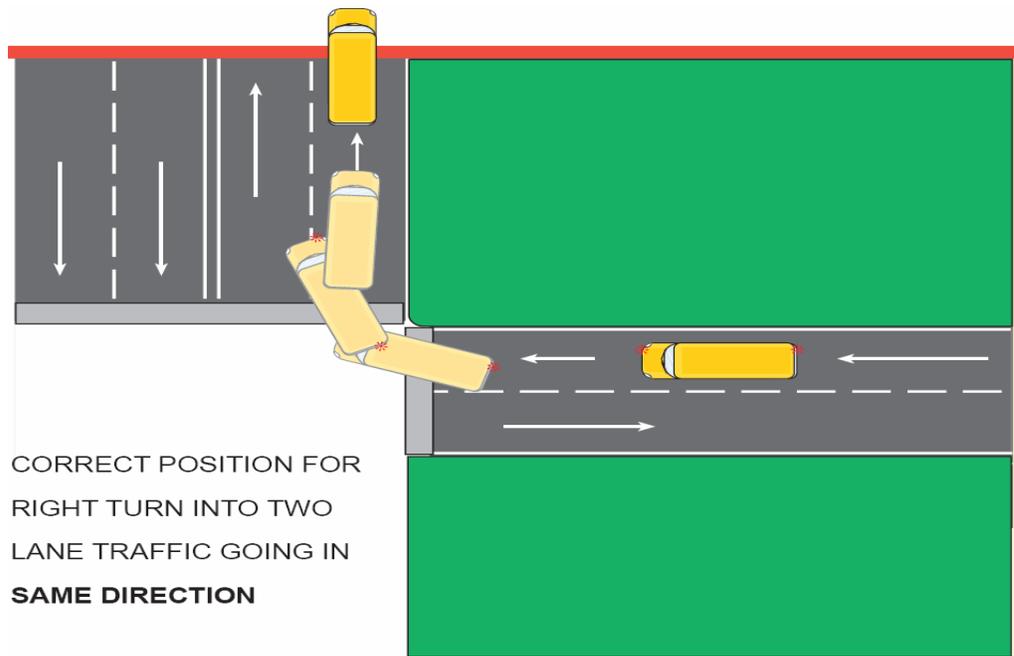


## Making Right Turns

Making right turns can be difficult because large vehicles can hit other vehicles or objects during turns. To make a right turn:

- Activate your turn signal well in advance of the turn. Make sure your intentions are known far in advance;
- Turn slowly;
- If your school bus cannot make the right turn without swinging into another lane, turn wide as you complete the turn. Keep the rear of your bus close to the curb. This will stop other drivers from passing you on the right;
- Do not turn wide to the left as you start the turn. A following driver may think you are turning left and try to pass you on the right;
- Do not cross into the oncoming lane when making a right turn; **and**

- Never back up the bus if you are unable to make a right turn. Notify your supervisor.

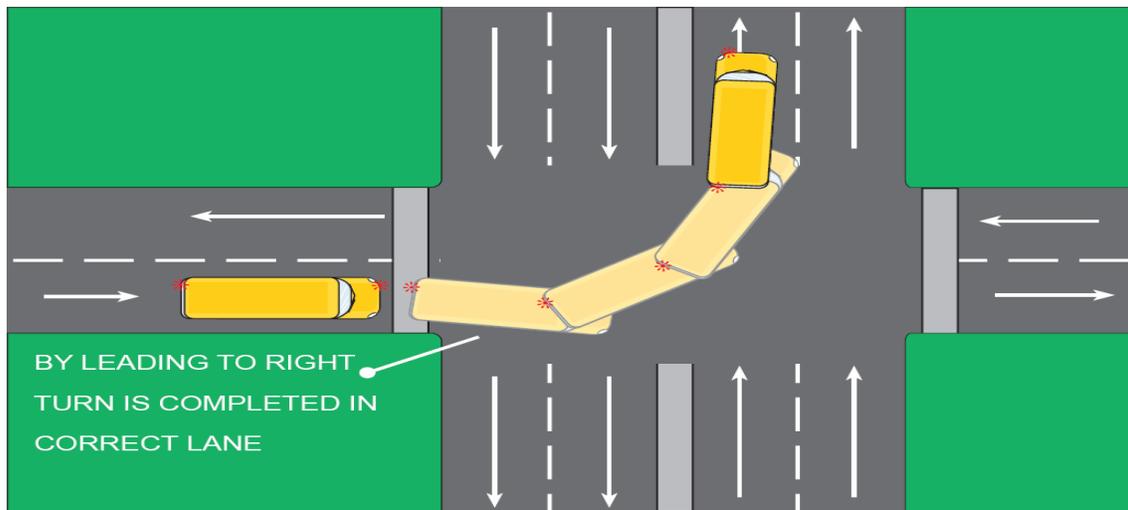
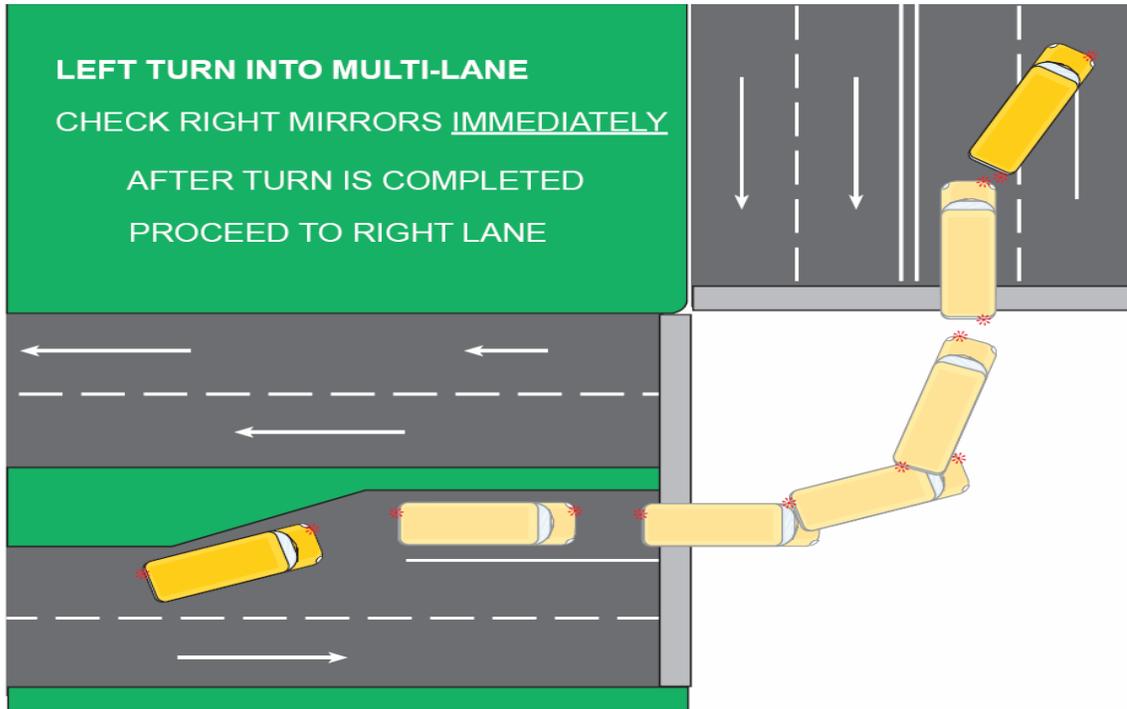


## Making Left Turns

When making a left turn, make sure you have reached the center of the intersection before you start the left turn. If you turn too soon, the left side of your vehicle may hit another.

If there are multiple turning lanes, always take the outside turn lane. Do not start in the inside

lane because you may have to swing right to make the turn. Drivers on your left are easier to see. (CDL 2-30, <http://www.dmvnv.com/index.htm>)



## Turning the Bus Around

If you must turn the bus around, you need to have at least 500 feet of unobstructed visibility in both directions and plenty of room to turn the bus around without backing up. There are three different ways to turn a bus around:

1. **Forward turn-around:** The safest way to turn around is a forward turn around. Select an area that is large enough to turn around without backing up the bus. Slowly move the bus forward in a wide circle to turn around.
2. **Right side-road turn-around:** The second safest way to turn the bus around is to use a side road on the driver's right side. To do a right side-road turn-around, select a safe, intersecting side road on the right. Drive far enough past the side road to clearly see it behind and to the right of the bus. To turn around, cautiously back the bus onto the side road and then turn into the correct lane of travel.
3. **Left side-road turn-around:** Sometimes you might have no choice for turning the bus around except to use a side road on the left. To perform the left side-road turn-around, make a standard left turn onto a safe, intersecting side road, and then cautiously back onto the main road to turn the bus around. If you must perform this maneuver, move cautiously: Backing onto a main road can be very dangerous.
4. **For safety, remember these important rules for turning the school bus around:**
  - Turn around only at places designated by your district transportation department;
  - Always keep the bus in the proper lane of travel;
  - Observe all the precautions for backing. If you must turn the bus around by backing at a passenger stop, make sure all the passengers are on the bus while you are backing; **and**
  - **If you are loading passengers at the turnaround point, load them onto the bus before you back up. If unloading students, you unload them after the turn around point.**
5. **U-turns** are not permitted.
6. Inform your school district transportation personnel of any turn-around problems you might notice on your route.

**SCHOOL BUSES ARE NOT  
ALLOWED TO MAKE  
U-TURNS!**

## MANAGING SPACE

### Space Ahead

You need enough space ahead in order to stop safely. Following too closely is a major cause of accidents.

In order to have enough space ahead, you need at least one second for each 10 feet of vehicle length at speeds below 40 mph. At greater speeds, you must add one second for safety. (CDL 2-27, <http://www.dmvnv.com/index.htm>)

To see how much space you have, wait until the vehicle ahead passes a shadow on the road, a pavement marking, or some other clear landmark. Then count off the seconds like this: “1001, 1002, 1003” and so on until you have reached the same spot. Compare your count with the rule of 1 second for every 10 feet of length. If you are driving a 40-foot vehicle and only counted up to two seconds, you are too close. Drop back a little and count again until you have 4 seconds of following distance (or 5 seconds, if you are going over 40 mph). After some practice, you will know how far back you should be. Remember that if the road is slippery, you need more space to stop. (CDL 2-28, <http://www.dmvnv.com/index.htm>)

### Space Behind

You cannot stop others from following you too closely. But there are things you can do to make things safer.

1. **Stay to the Right:** School buses are heavy, slow moving vehicles that are often tailgated. You can prevent other vehicles from tailgating your bus by traveling in the right lane.
2. **Dealing with Tailgaters:** It is hard to see if a vehicle is tailgating you. Drivers tend to tailgate when:
  - You are traveling slowly; **or**
  - Driving in Bad Weather.
3. **If you are being tailgated, there are some things you can do to prevent an accident:**
  - Do not make quick changes;
  - Increase your safe following distance;
  - Do not speed up; **and**
  - Avoid tricks that can aggravate other drivers. (CDL 2-28,

## Space Cushion

The term **Space Cushion** refers to the clear area you should have around your vehicle. A space cushion is having an escape route if you need to take evasive action. If you cannot maintain your space cushion in one direction, you should be aware of it and leave yourself an out in another direction. Remember to:

- View blind areas, and constantly use mirrors to monitor traffic; **and**
- Position your vehicle so that you have the greatest amount of space possible between you and any potential hazards.

## Space Overhead

Hitting overhead objects is a danger because school buses are large. You need to make sure you always have enough overhead clearance.

- Never assume that the heights posted at bridges and overpasses are correct. Re-paving or packed snow may have reduced the clearance;
- If you are not sure you have enough safe space to pass under an object, take another route and notify your supervisor. Warnings are not always posted;
- Some roads are uneven and may cause a vehicle to tilt;
- Watch out for objects at the side of road like signs, tree branches, electrical wiring or bridge supports. Always drive closer to the center of the road; **and**
- If you have to back into an area, get out and check for overhanging objects. (CDL 2-29, <http://www.dmvnv.com/index.htm>)

## Space to the Sides

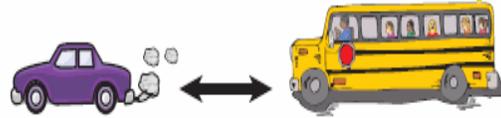
School buses are wide and take up most of a lane. In order to manage what little space you have, you will need to:

- Stay centered in your lane;
- When traveling next to others you need to be extra cautious because:
  1. Another driver may change lanes suddenly;
  2. You may be trapped when you need to change lanes;
  3. You will not be able to leave yourself an out; **or**

4. Strong winds can make it difficult to maintain your lane. When driving in strong winds, make sure to keep a firm grasp on the steering wheel. (CDL 2-28, <http://www.dmvnv.com/index.htm>)

## SAFE FOLLOWING DISTANCE

### Safe Following Distance



Following too close is the major cause of accidents. Road, weather, and light conditions affect a safe following distance. When driving a school bus you must:

- Maintain a safe following distance;
- Obey Nevada's Basic speed law;
- Allow 10 seconds when following other vehicles;
- Allow 5 seconds between vehicles; **and**
- Check if you are at a safe distance by using the 1001 timed interval.

**Following too close is the major cause of accidents.**

### Nevada's Basic Speed Law

Makes it unlawful for any person to drive a vehicle at a rate of speed greater than is reasonable or proper, having due regard for the traffic, surface and width of the highway, the weather and other highway conditions. (NRS NRS 484B.600, <http://leg.state.nv.us/NRS/NRS-484B.html>)

### Stopping Distances

There are four things that add up to total stopping distance:

- + Perception Distance
- + Reaction Distance
- + Brake Lag Distance (for vehicles with air brakes)
- + Braking Distance
- = Total Stopping Distance



1. **Perception Distance:** This is the distance your vehicle travels from the time

your eyes see a hazard until your brain recognizes it. The perception time for an alert driver is 3/4 second. At 55 mph, you will travel 60 feet in 3/4 of a second.

2. **Reaction Distance:** This is the distance traveled from the time your brain tells your foot to move from the accelerator until your foot is actually pushing the brake pedal. The average driver has a reaction time of 3/4 second. This accounts for an additional 60 feet traveled at 55 mph.
3. **Brake Lag Distance:** For vehicles with air brakes, there is approximately a 1/2 second delay in brake response time from the moment when you press the brake pedal to the point when the brakes engage. This delay is caused by the amount of time required for the air to flow through the brake lines. During the average 1/2 second brake lag delay, the vehicle moving at 55 miles per hour will travel an additional 32 feet.
4. **Braking Distance:** This is the distance it takes to stop your vehicle once the brakes are applied. At 55 mph on dry pavement with good brakes it can take a heavy vehicle about 170 feet to stop, about 4 1/2 seconds.
5. **Total Stopping Distance:** Is the total distance it takes to stop your vehicle. At 55 mph it will take about six seconds to stop and your vehicle will travel about the distance of a football field. (60 + 60+ 170=290 feet)
6. **The Effect of Speed on Stopping Distance:** Whenever you double your speed, it takes about four times as much distance to stop and your school bus will have four times the destructive power if it crashes. High speeds increase the stopping distance greatly. By slowing down a little, you can gain a lot in reduced braking distance. (CDL Driver's Manual 2-25, <http://www.dmvnv.com/index.htm>)

The Effect of Vehicle Weight on Stopping Distance: The heavier the vehicle, the more work the brakes must do to stop it and the more heat they absorb.

## **TWO-WAY COMMUNICATION DEVICES AND CELL PHONES**

Talking on cell phones is dangerously distracting. If an emergency occurs and the phone needs to be utilized, the driver must pull over. Two-way communication devices are to be used for business purposes only. Prolonged or personal conversations are prohibited.

Using your cell phone or any other electronic portable device, with or without an earpiece, while driving the school bus is **PROHIBITED**.

All portable electronic devices must be turned off when refueling a school bus.

## **AM/FM RADIOS AND CASSETTE/CD PLAYERS ON THE BUS**

The use of AM/FM radios in a school bus should be minimal. If used, the volume must be kept low enough so that you can hear all that is going on around you. Some school districts have lists of approved radio stations, while some school districts do not permit the use of these devices at all. Be sure to check your school district policy.

When in use, the music shall be for the comfort and calming of your students. The music must be kept at a minimum volume and not be offensive to your students. Refer to your school district policy.

# CHAPTER 4: HAZARDOUS CONDITIONS & DEFENSIVE DRIVING

## HAZARDOUS DRIVING CONDITIONS



### Driving in Fog

The best advice for driving in fog, is to pull off the road until visibility is better. If you must drive in fog, be sure to:

- Obey all warning signs;
- Drive slowly;
- Turn on your low beam lights and be prepared for emergency stops;
- **DO NOT USE** your 4-way flashers; **and**
- USE the strobe light, if your bus is equipped with one.

### Driving at Night

Driving at night is hazardous. You cannot see hazards as soon as you can in daylight, so there is less time to respond. The problems of night driving include:

- **Vision:** People cannot see as clearly at night. Your eyes need time to adjust in dim light;
- **Glare:** Drivers can be blinded by bright light. Glare from your headlights can cause problems for drivers coming towards you. Dim your lights within 500 feet of an oncoming car;
- **Avoid glare from oncoming vehicles:** Do not look directly at lights of oncoming vehicles. Look slightly to the right of the a right lane or edge marking. If other drivers do not dim their bright lights, do not try to “get back at them” by putting your own high beams on; **and**
- **Use high beams when you can:** Some drivers make the mistake of always using low beams. This cuts down on their ability to see ahead. Use high beams when it is safe and legal to do so (at least 500 feet from an approaching vehicle).

## Driving in Cold Weather



Make sure your vehicle is ready before driving in cold weather. When performing pre and post trip inspections on your school bus, you will need to pay extra attention to the following items:



- The **coolant level** must be full to protect against freezing;
- Make sure the **defrosting and heating equipment** are working properly;
- The **windshield wiper blades** must be in good condition and work sufficiently enough to clean the windshield;
- Your **tires** must be in good working order, have enough tread and be properly inflated;
- **Tire chains** may be required in cold weather. Make sure you have the correct number of chains, extra cross-links and know how to put them on correctly. The chains need to be in good condition;
- All lights and reflectors must be clean and in proper working order;
- **Windows and mirrors** must be free of ice and snow;
- **Handholds and steps** must be free of ice and snow to prevent slipping;
- **Radiator shutters** and **winterfront** is free of ice and the winterfront is not closed too tightly. If the shutter freezes shut or the winterfront is closed too much, the engine may overheat and stop; **and**
- **The exhaust system** must not have loose connections that could permit dangerous carbon monoxide gas from entering the bus. (CDL 2-35, <http://www.dmvnv.com/index.htm>)

## Driving in Hot Weather



When driving in hot weather:

- Check the **tire condition** every 2 hours or 100 miles. Air pressure increases with temperature. Do not let air out or the pressure will be too low when the tires cool off. If a tire is too hot to touch, remain stopped until the tire cools off;
- Check **engine oil** to make sure that it is at the proper level;
- Check **engine coolant** to make sure that the engine cooling system has enough antifreeze. Checking the sight glass to check coolant level.

Remember to check the water temperature gauge; **and**

- Check **engine belts and hoses** to make sure they are in good working condition.

## Other Hazards

There are other hazards that school bus drivers need to be aware of:

1. People who can't see you because their vision is blocked;
2. Pedestrians and drivers who are using their cell phones;
3. Children who are playing;
4. People who are distracted because they are shopping, talking or not paying attention;
5. Highway workers;
6. Accidents and the passing vehicles who tend to slow down or stop to stare;
7. Animals who may run into the street or highway;
8. Drivers who are confused, lost, in a hurry or who are not paying attention;
9. Delivery trucks who have stopped in the road;
10. Disabled vehicles who are in the road being repaired;
11. Pavement drop offs on the side of the road that may cause your vehicle to run off the road;
12. Ice cream trucks;
13. Objects that may have fallen onto the road; **or**
14. On and off ramps.



## SLIPPERY SURFACES AND TRACTION LOSS

### Slippery Surfaces

When the road is slippery, you need to drive slower because it is easy to lose traction. Be especially careful around:

- Shaded areas;

- Bridges;
- Melting ice;
- Black ice; **or**
- Just after it begins to rain;

## **Causes of Traction Loss**

Traction loss occurs when tires lose their rolling grip on the road surface, resulting in partial or total loss of vehicle control. The main causes of traction loss are:

- Over or excessive steering;
- Over or excessive braking;
- Over acceleration;
- Driving too fast for conditions; **or**
- Hydroplaning

## **Skid Control and Recovery**

If your school bus has lost traction and begins to skid, you will need to:

- Keep both hands firmly on the steering wheel;
- Stop braking to allow your rear tires to start rolling again;
- Turn quickly in the direction you want the vehicle to go;
- Counter steer as your vehicle turns back on course. If you do not turn the steering wheel quickly in the other direction, you will skid in the opposite direction; **and**
- Keep your eyes in the direction you want to go;

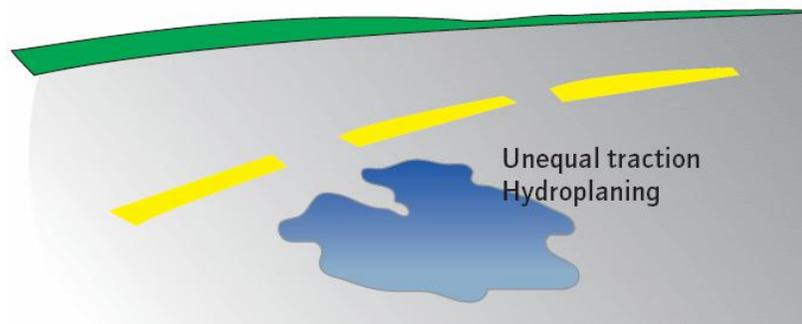
**When driving on slippery surfaces,  
NEVER USE CRUISE CONTROL!**



**Over Accelerating  
Over Braking**



**Steering and Speed**



## **How to Minimize Traction Loss**

- Keep brakes and tires in good working order;
- Increase sight distance and react to hazards well in advance;
- Match speed conditions; **and**
- Avoid over accelerating, over braking, and over steering;

## **Steering to Avoid a Crash**

School buses are top heavy and can easily turn over. If you are using your mirrors correctly and seeing the big picture, you will know where to steer if you must do so to avoid a collision.

- Look for a clear shoulder on the right. If you must use the left hand lane, be sure it is clear before entering the lane;

## If you have to steer to avoid an accident, DON'T BRAKE!

- Make sure to keep both hands firmly on the steering wheel;
- If you must steer to avoid a crash, you need to:
  1. Not apply the brakes while turning;
  2. Not turn any more than needed to clear whatever is in your way; **and**
  3. Be ready to counter steer, turning the wheels in the other direction.

## SPEED AND TRAFFIC FLOW

Nevada law states that when driving in heavy traffic, you should drive at the speed of traffic without going over the speed limit. (CDL 2-26, <http://www.dmvnv.com/index.htm>)

## MOUNTAIN DRIVING

When driving in mountains you need to:

- Stay centered in the lane;
- Be smooth in turns. Jerking and changes in speed indicates that you are driving too fast;
- Make sure the transmission is in the proper gear for the type of mountain road you are driving on; **and**
- Notice the road ahead.

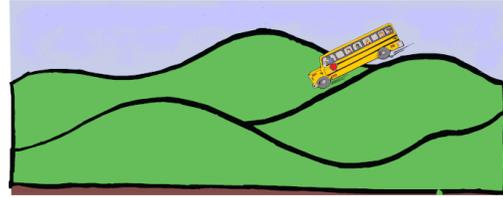
**Remember, you cannot exceed 55  
mph with students on board!**

## SPEED ON DOWNGRADES

When driving down a hill, your vehicle's speed will increase because of gravity. In order to control your bus while going down a hill, use the braking effect of the engine and place the transmission in a lower gear. Your most important objective is to select and maintain a speed that is not too fast for the:

- Length of grade;
- Steepness of grade;

- Road conditions; **and**
- Weather.



Look for warning signs indicating the length and steepness of the grade. You must use the braking effect of the engine to control your speed on downgrades. The braking affect of the engine is greatest when the transmission is in the lowest gears. Shift the transmission to a lower gear before starting down the grade and use the proper braking method. (CDL 2-26, <http://www.dmvnv.com/index.htm>)

## SNUB BRAKING

When driving downhill, snub braking is an effective braking technique. You need to select a “safe speed”, which is a speed that does not exceed the speed limit, is not too fast for the weight of the vehicle, length and steepness of the grade, weather and road conditions. Once you reach your safe speed, brake down gently to 5 mph below your safe speed. Brake for a firm 3-4 seconds followed by a gradual cooling. Continue this procedure while driving downhill to maintain your “safe speed”. (CDL examiners manual pg 6-19).

## DEFENSIVE DRIVING

### Steering to Avoid a Crash

Here are some basic rules if you have to steer to avoid a crash:

- **Keep both hands on the steering wheel:** To turn quickly you must have a firm grip on the steering wheel with both hands. The best way to have both hands on the wheel in the event of an emergency is to keep them there all the time;
- **Know how to turn quickly and safely:** A quick turn can be made safely, if it is done the right way. Here are some points that safe drivers use:
  1. Do not apply the brake while you are turning. It is very easy to lock your wheels while turning. If that happens, you may skid out of control;
  2. Do not turn any more than needed to clear whatever is in your way. The more sharply you turn, the greater the chances of a skid or rollover; **and**
  3. Be prepared to “counter steer”, that is, to turn the wheels back in the other direction, once you have passed whatever was in your path. (CDL 2-45, <http://www.dmvnv.com/index.htm>)
- **Know where to steer:** If an oncoming driver has drifted into your lane,

moving to the right is best. If that driver realizes what has happened, the natural response will be to return to his or her own lane;

➤ If something is blocking your path, the best direction to steer will depend on the situation:

1. If you have been using your mirrors, you'll know which lane is empty and can be safely used;
2. If the shoulder is clear, going right may be best. No one is likely to be driving on the shoulder but someone may be passing you on the left. You will know if you have been using your mirrors; **or**
3. If you are blocked on both sides, a move to the right may be best. At least you won't force anyone into an opposing traffic lane and a possible head-on collision.

➤ **Leaving the road:** In some emergencies, you may have to drive off the road. It may be less risky than facing a collision with another vehicle.

Most shoulders are strong enough to support the weight of a large vehicle and, therefore, may offer an available escape route. Here are some guidelines to follow if you do leave the road:

1. **Avoid braking:** If possible, avoid using the brakes until your speed has dropped to about 20 mph. Then brake very gently to avoid skidding on a loose surface;
2. **Keep one set of wheels on the pavement if possible:** This will help maintain control; **and**
3. **Stay on the Shoulder:** If the shoulder is clear, stay on it until your vehicle has come to a stop.

➤ **Returning to the road:** If you are forced to return to the road before you can stop, do the following:

1. Hold the wheel tightly and turn enough to get right back on the road safely. Try to edge gradually back on the road. If you do, your tires might grab unexpectedly and you could lose control; **and**
2. When both front tires are on the paved surface, "counter steer" immediately. The two turns should be made as a single "steer-counter steer" move. (CDL 2-46, <http://www.dmvnv.com/index.htm>)

## Stopping Quickly

If someone suddenly pulls out in front of you, your natural response is to hit the brakes. This is a good response if there's enough distance to stop and you use the brakes correctly.

You should brake in a way that will keep your vehicle in a straight line and allow you to turn if it becomes necessary. You can use either the "controlled braking" or the "stab braking" method.

1. **Controlled Braking:** Apply the brakes as hard as you can without locking the wheels. Keep steering wheel movements very small while doing this. If the wheels lock, release the brakes. Re-apply the brakes as soon as you can.
2. **Stab Braking:**
  - Apply your brakes all the way;
  - Release the brakes when wheels lock up; **and**
  - Once the wheels start rolling, apply the brakes fully again. It can take up to 1 second for the wheels to start rolling after you release the brakes. If you re-apply the brakes before the wheels start rolling, the vehicle won't straighten out.
3. **Do not jam the brakes:** Emergency braking does not mean pushing down on the brake pedal as hard as you can. That will only keep the wheels locked up and cause a skid. If the wheels are skidding, you cannot control the vehicle. (CDL 2-47, <http://www.dmvnv.com/index.htm>)

## Brake Failure

Brakes kept in good condition rarely fail. Most hydraulic brake failures occur for one of two reasons: Loss of hydraulic pressure and brake fade on long hills. If you lose Air/ Hydraulic Pressure:

- Pump the brakes (**for hydraulic brakes only**);
- Use the parking brake;
- Find an escape route, steering to avoid a crash; **and**
- Find the nearest escape ramp. (CDL 2-48, <http://www.dmvnv.com/index.htm>)

## Tire Failure

1. It is important that you recognize tire failure quickly because you only have a few seconds to react. If your front tire has a blowout, your bus will pull in

the direction of the flat. If your rear tire blows out, the bus will swerve violently. The major signs of tire failure are:



- **Sound:** The loud “bang” of a blowout is an easily recognized sign. Because it can take a few seconds for your vehicle to react, you might think it is some other vehicle. But any time you hear a tire blow, you must assume it is yours and prepare to stop;
- **Vibration:** If the vehicle thumps or vibrates heavily, it may be a sign that one of the tires has gone flat. With a rear tire, that may be the only sign you get; **or**
- **Feel:** If the steering feels “heavy,” it is probably a sign that one of the front tires has failed. Sometimes, failure of a rear tire will cause the vehicle to slide back and forth or “fishtail.” However, dual rear tires usually prevent this.

2. If you believe that one of your tires has had a blowout, you need to:

- Hold the steering wheel firmly;
- Release the accelerator;
- Stay Off the Brake;
- Once you have regained control, use steady braking, making sure to not lock up the wheels;
- Move off the roadway as far as possible and secure the bus; **and**
- Notify your dispatcher and evacuate the bus if necessary.

**If you have tire failure, do not brake until after  
you have gained control of the bus!**

## RAILROAD CROSSINGS

In 1972, when Operation Lifesaver began, there were approximately 12,000 collisions between trains and motor vehicles annually. By 2006, the most recent year for which final statistics are available, the number of collisions has been reduced by over 76% to 2,897. From 1994 through 2004, there were 31 highway-rail grade crossing collisions involving school buses in the U.S. Those incidents resulted in 111 injuries and 13 fatalities. (Operation Lifesaver)



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We're making communities safer. [» HELP US DO MORE](#)

## Precious Cargo

Operation Lifesaver ([www.operationlifesaver.org](http://www.operationlifesaver.org)) addresses the number of problems and procedures for highway/rail crossings. School Bus Drivers need to pay attention to :

1. Hazards of highway/rail grade crossings;
2. The causes of highway/rail grade crossing accidents;
3. How to reduce highway/rail grade crossing accidents;
4. Laws involving highway/rail grade crossings;
5. Situations that cause unsafe conditions at railroad tracks;
6. Stalling on the tracks; **and**
7. The danger of double tracks.

## Disqualification for Railroad-Highway Crossing Violations

A driver will be disqualified for not less than 60 days if the driver is convicted of a first violation of a railroad highway grade crossing violation, 120 days if during any three year period for a second violation and one year if during any three year period for a third or subsequent railroad highway grade crossing violations in separate incidents. (CDL 1-3, <http://www.dmvnv.com/index.htm>)

**All school buses MUST STOP AT ALL  
RAILROAD CROSSINGS,  
except exempt crossings!**

## Types of Railroad Signs and Signals

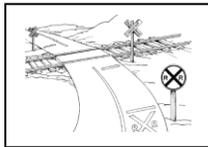
1. **Passive Signs IN ADVANCE of Railroad (Uncontrolled) Crossings:** These are non-electric signs that warn the driver the road ahead crosses the railroad tracks:



- Yellow circular advance warning sign warns drivers that the road crosses railroad tracks ahead. It reminds the driver to slow down, look and listen for a train before crossing;



- Pavement markings on paved roads near the yellow Circular Advance Warning sign also alert drivers that the road crossing railroad tracks ahead; **or**



- A stop line painted across the lane on paved roads identifies the safe place to stop and look for an approaching train. On gravel roads there are no Pavement Markings or Stop Lines, and the driver must stop no closer than 15 feet. The yellow Diamond-Shaped Parallel Track sign identifies highway-rail intersections that appear immediately after making either a right or a left turn.



2. **Passive signs AT railroad (Protected) crossings:** The crossbuck sign is the most common sign at highway-highway-railroad crossings. It has two crossed white boards with the words RAILROAD CROSSING. If there are more than one track, a sign below the crossbuck indicates the number of tracks present. After one train has passed, look and listen for another train coming from either direction before crossing. Be extra careful at “passive” crossings (marked only with a crossbuck). **ALWAYS EXPECT A TRAIN.**



3. **Active devices AT railroad crossings:** Flashing Red Lights-with or without bells-warns of an approaching train. When the red lights are flashing, a train is approaching.

4. **Exempt:** The exempt crossing sign placed below the crossbuck informs drivers of school buses that a stop is not required, except when a train is coming or occupying the crossing.

**NEVER attempt to race a train to a crossing.  
It is easy to misjudge a train's speed and distance,  
making it appear to be moving more slowly than it  
actually is.**

## PROCEDURES FOR CROSSING RAILROAD TRACKS

### Approaching the Crossing

- **Scan your surroundings** and check for traffic in all directions;
- **Slow down** by shifting to a lower gear (manual transmission) and test your brakes;
- Activate your turn signal 300 feet prior to changing lanes, if a lane change is required; (NRS 484B.413, <http://leg.state.nv.us/NRS/NRS-484B.html>)
- **Activate your four-way hazard lights** approximately 200 feet before the crossing; ([www.operationlifesaver.org](http://www.operationlifesaver.org))
- **Scan your surroundings again and check for traffic behind you.** Make sure your intentions are known; **and**
- **Choose an escape route** in the event of a brake failure or problems behind you.

### At the Crossing

- **Bring the bus to a full and complete stop** no less than 15 feet and no more than 50 feet from the nearest rail, where you have the best view of the tracks;
- **Look beyond the tracks** to see if there is traffic congestion, a signal or STOP sign. Is the containment area large enough to allow the bus to completely clear the crossing when stopped. Are you absolutely sure!
- **Turn off all noisy equipment** (fans, 2 way radios, am/fm radios), and have the students be quiet;
- **Open the service door and driver's window;**
- **Observe the crossing.** Make sure there is sufficient space beyond the farthest rail for the bus to completely clear the crossing. There may be an intersection, stopped traffic, or any other potential obstruction after the crossing;
- **LOOK and LISTEN in both directions** for an approaching train;
- **Check the crossing signals again** before proceeding; **and**

- Do not proceed across the tracks until you have made sure that no train is approaching. You should be able to see the tracks at least 1000 feet in either direction.

## Crossing the Track

- Close the door. Continue to **look** and listen for an approaching train;
- **Cross the tracks in a low gear** as quickly as possible. Do not change gears or stop while crossing;
- **At a multiple-track crossing, stop ONLY before the first set of tracks.** When you are sure no train is approaching on any track, proceed across all of the tracks until you have completely cleared them; **and**
- Turn off your hazard lights, deactivate the noise shutoff switch, and activate the master switch.

## Railroad Crossing Gates or Barriers

Drivers shall not drive a vehicle through, around or under a crossing gate or barrier at a railroad crossing while it is being closed or opened.

## Special Situations at Railroad Crossings

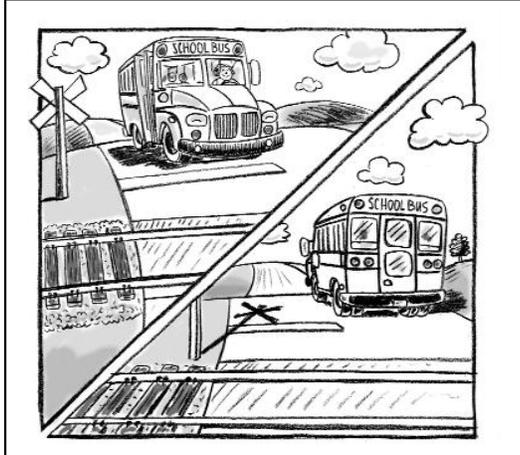
- **Bus stalls on tracks:** If your school bus stalls or is trapped on the tracks, evacuate the bus immediately. Move everyone at least 100 feet from the bus at an angle, which is both away from the tracks and towards the train;
- **Evacuating a bus:** If your school bus stalls or is trapped on the tracks, evacuate immediately. Have your students get off the bus, moving far away from the tracks at the angle, in the direction of the approaching train;
- **Police officer or flagger at the crossing:** If a police officer or flagger is at the crossing, obey their directions. If you believe the signal is malfunctioning, contact your dispatcher;
- **Report dangerous railroad crossings:** Report all dangerous or malfunctioning railroad crossings to your district dispatcher;
- **Obstructed view of tracks:** Do not cross the tracks unless you can see far enough down the track to know for certain that no trains are coming. Be especially careful of “passive” crossings. Even if there are active railroad signals that indicate the tracks are clear, you must look and listen to be sure it is safe;

- **Containment or storage areas:** If the bus won't fit, don't commit! Know the length of your bus and the size of the containment area at highway-rail crossings on the school bus route, as well as any crossing you encounter in the course of a school activity trip. When approaching a crossing with a signal or stop sign on the opposite side, make sure there is enough room to completely clear the railroad tracks before crossing. (CDL 10-9, <http://www.dmvnv.com/index.htm>)
- **Weather conditions:** During wet, stormy or foggy weather, before placing part of the bus on the tracks, the driver must know for sure that the crossing can be made safely. Any use of flares, etc., in addition to warning signals or devices maintained at such railroad crossings, must be taken as an additional warning of danger;
- **Management of passengers:** When any school bus must stop to cross any railroad track, all passengers must be silent until the crossing is complete. The driver in whatever manner deemed suitable shall give a signal for silence;
- **Never drive onto a track until you can drive all the way across; and**
- **Never stop the bus on the track for any reason.**



LOOK LISTEN

**Look + Listen = Live**



**One more safe crossing!**

Brought to you by Operation Lifesaver

**...One more safe crossing.**

**Watch out!**

**School buses stop at rail-road crossings.**

**Be prepared to STOP.**

**WATCH OUT!**

**SCHOOL BUSES  
STOP AT  
RAILROAD  
CROSSINGS!**

**BE PREPARED  
TO  
STOP!**

Brought to you by Operation  
Lifesaver

## THE SMITH SYSTEM



**Aim high in steering!**

**Keep your eyes moving!**

**Get the big picture!**

**Make sure others see you!**

**Leave yourself an out!**

# CHAPTER 5: LOADING AND UNLOADING ZONE

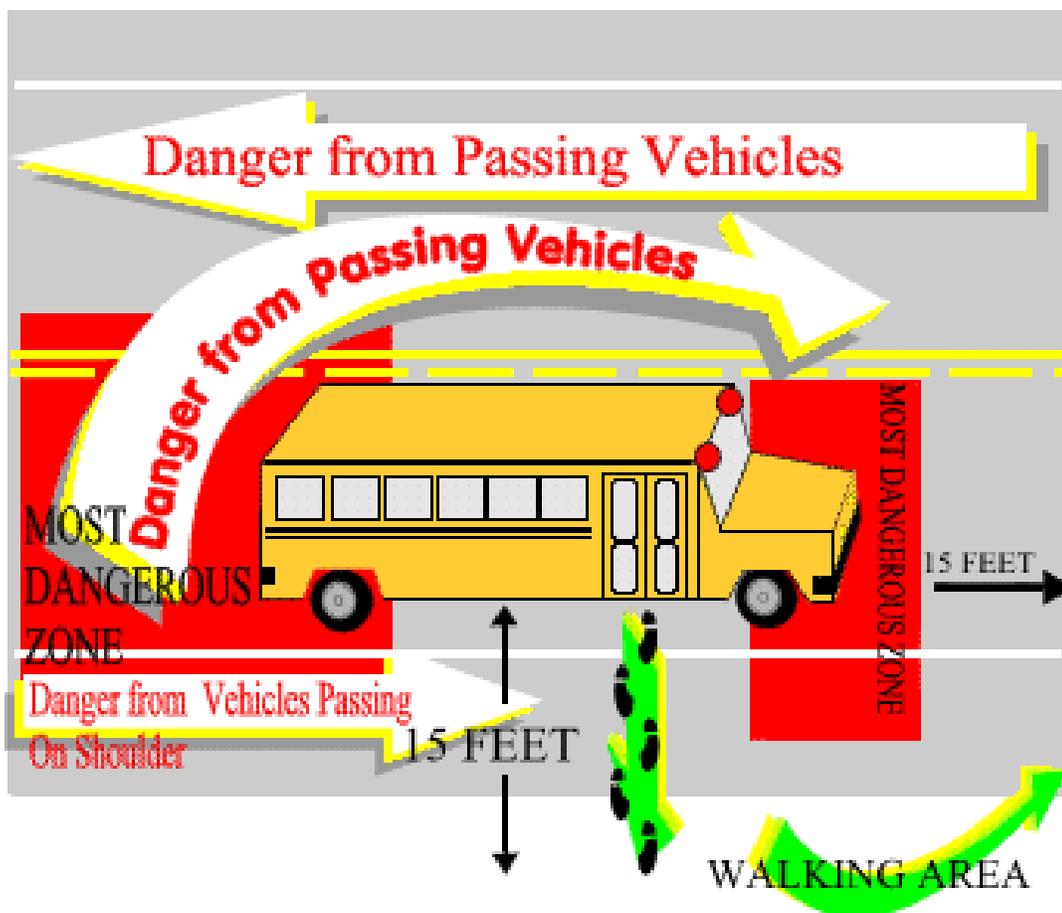


## DANGER ZONES

The loading and unloading zone around the school bus is the most dangerous spot for children. Fatalities continue to occur at and around the bus stop.

The area surrounding the school bus is known as the DANGER ZONE/DEATH ZONE because it is the area where children are at greatest risk of being hit by a motor vehicle, or accidentally run over by the bus driver.

As a school bus driver, it is your responsibility to educate your students of the dangers surrounding the bus and where it is safe for them to walk. You will have to constantly remind your students, especially the young and handicapped children.



## THE LOADING AND UNLOADING ZONE

In 2008, there were 17 fatalities in the loading and unloading zone. Of the 17 fatalities, 7 of them were stop arm violations and the other 10 were run over by the bus driver. (2008 National Loading & Unloading Survey)

### Reports of Fatalities by State for 2008



**Of the 17 students killed in the loading and unloading zone in 2008, 5 were female and 12 were males! (2008-2009 National School Bus Loading & Unloading Survey)**

### Illegal Passing of the School Bus

School buses have a lighting system to warn motorists that the school bus is getting ready to stop to load or unload children. Illegal passing of a stopped school bus is one of the biggest problems school bus drivers encounter.



## When Passing Vehicles are Required to Stop

Any driver of a vehicle, when meeting, from either direction, a school bus whose system of flashing lights and crossing arm have been activated shall bring his vehicle to an immediate stop and shall not proceed until the school bus has turned off the system of flashing lights and crossing arm.

A vehicle on a divided highway need not stop when meeting a school bus on the opposite side of the road.

A vehicle need not stop upon meeting or passing a school bus where traffic is controlled by a traffic officer. (NRS 484B.353, <http://leg.state.nv.us/NRS/NRS-484B.html>)

## Definition of a Divided Highway

A divided highway is a highway divided by a physical barrier or dividing section, constructed so as to impede the traffic traveling in opposite directions. (NRS 484A.070, <http://leg.state.nv.us/NRS/NRS-484B.html>)

## Penalties for Stop Arm Violations

Anyone found guilty of a stop arm violation, you will be convicted of a misdemeanor. For the first offense you will be fined between \$250.00 and \$500.00, for a second offense you will be fined \$250.00 to \$500.0 and your license will be suspended for 6 months. For a third offense, you will be fined not more than \$1000.00 and your license will be suspended for one year. (NRS 484.357, <http://leg.state.nv.us/NRS/NRS-484B.html>)

## Report by a Driver of a School of Stop Arm Violations

The driver of a school bus who observes a stop arm violation may prepare a report of the violation. The report must be signed by the driver and include:

- The date, time and approximate location of the violation;
- The number and state of issuance of the license plate of the vehicle; and
- An identification of the vehicle by type and color. (NRS 484.358, <http://leg.state.nv.us/NRS/NRS-484B.html>)

**Reducing of illegal passing of stopped school buses is easier said than done. The solution requires involvement of law enforcement, school transportation officials, school bus drivers, prosecutors and judges to assure the law is enforced. (NHTSA's Best Practices Guide to Reducing Illegal Passing of School Buses)**

## SYSTEM OF LIGHTS, STOP ARMS AND CROSSING CONTROL ARM

Every school bus must be equipped with a system of alternating flashing amber lights, alternating flashing red lights, stop arms and a crossing control arm.

### Use of Alternating Flashing Amber/Yellow Lights

- Are used to warn drivers that the school bus is planning to stop;
- There are two in the front and two in the rear, visible up to 500 feet;
- Is activated 300 feet in advance of the stop by the driver; or
- Is deactivated by the driver once the bus is stopped and the door is opened and the alternating flashing red lights, stop arms and crossing control arm are activated.

### Use of Alternating Flashing Red Lights, Stop Arms and Crossing Control Arm

- The use of the flashing red lights, stop arms and crossing control arm are to be activated once the bus has come to a complete stop;
- The flashing red lights, crossing arm and stop arms are only to be used for loading and unloading students and at times of emergency; and
- The use of the crossing control arm **is not** required when the **school bus is solely** used to transport students with special needs who are individually loaded and unloaded and are not required to walk in front of the bus. (NRS 392.410, <http://leg.state.nv.us/NRS/NRS-392.html>)

## SCHOOL ZONES AND SCHOOL CROSSING ZONES



### School Zones

A school zone is a section of street or streets, which are adjacent to school property. (NRS 484B.063, <http://leg.state.nv.us/NRS/NRS-484B.html>)

### School Crossing Zones

A school-crossing zones are the section of streets **not** adjacent to school property that pupils cross while following a designated walking route to school. (NRS 484A.230, <http://leg.state.nv.us/NRS/NRS-484B.html>)

A person shall not drive a motor vehicle at a speed in excess of 15 mph in an area designated as a school zone except:



- On a day when school is not in session;
- During the period from a half hour after school is out to a half hour before school is to start; **or**
- If the zone is designated by an operational speed limit beacon, and the yellow lights **are not** flashing in the manner which indicates that the speed limit is in effect. (NRS 484B.363, <http://leg.state.nv.us/NRS/NRS-484B.html>)

## LOADING PROCEDURES



### Approaching the Stop

1. Approach the stop at a slow rate. Observe the stop, looking for hazards far in advance;
2. Activate your turn signal at least 100 feet in residential areas and 300 feet prior to changing lanes, if a lane change is required; (NRS 484B.413, <http://leg.state.nv.us/NRS/NRS-484B.html>)
3. Once the lane change is made, activate alternating flashing amber/yellow lights at least 300 feet from the stop. This warns traffic that you are approaching a stop;
4. Start five-count mirror check, starting and ending on traffic side;
5. Stop the bus at least 15 feet before the students;
6. Once stopped, **open the door** activating your alternating flashing red lights, stop arms and crossing control arm;
7. **Set the brake and place transmission in neutral;** cover service brake with foot; **and**
8. Check mirrors once again, using five-count mirror check, starting and ending on the traffic side;

### Loading Procedures



1. Make sure all passing vehicles have stopped;
2. Make sure all students are lined up. Make eye contact and count the students;

3. **Check mirrors**, using five-count mirror check, starting and ending on the traffic side. Pay special attention to moving traffic and hazards;
4. When safe, **signal the students to begin loading**. Have students board the bus slowly, in single file, using the handrail. The dome light should be on when loading in the dark;
5. When all the students are on the bus, seated and facing forward, place transmission in gear, release parking brake, do the five-count mirror check starting and ending on the traffic side and close the door before moving the bus;
6. Use the five-count mirror check, starting and ending with on the traffic side; **and**
7. Reenter traffic when safe and continue on your route.

## Unloading Procedures

**When in doubt, check it out!**

1. Approach the stop at a slow rate. Observe the stop, looking for hazards far in advance;
2. Unloading students is far more dangerous than loading them;
3. Remember when approaching the stop, follow the “Approaching the Stop” procedures listed above;
4. Set the brake and place transmission in neutral; cover service brake with foot;
5. Once stopped, open the door, activating the alternating flashing red lights, stop arms and crossing control arm;
6. Signal the students when it is safe to stand up and exit the bus;
7. Check mirrors, using the five-count mirror check, starting and ending on the traffic side to assure all traffic has stopped;
8. Have students exit in an orderly fashion, counting them as they exit the bus;
9. Have the students move at least 15 feet away from the side of the bus and remain in the drivers viewing area, count students again;
10. Check mirrors again, using five-count mirror check, starting and ending on the traffic side;
11. When safe, signal students who must cross the street that it is safe to do so by pointing to them (two fingers extended, thumb down);

12. Count students again to ensure all are accounted for and are at a safe distance away from the bus and out of the danger zone. If you cannot locate a student, you will need to secure the bus and physically check it out;
13. Place transmission in gear, release the parking break, close the door, deactivating the alternating flashing red lights, stop arms and crossing control arm; **and**
14. Use the five-count mirror check, starting and ending on the traffic side. Reenter traffic when safe.

**A driver's supervision doesn't just  
start when students are on the bus!**

### **Hazards of Loading and Unloading**

- Students who have **dropped or forgotten objects** can disappear from the driver's sight. Students need to be taught that it is very dangerous and they need to stay away from the danger zone. Instruct students that if they have dropped or forgotten something, they need to get the driver's attention and inform them of the situation;
- The **school bus handrail** is a hazard. Watch closely for children who may get items hooked on the handrail as they exit the bus. Students have been dragged by the school bus when items have been caught in the handrail; **and**
- **Schools and school zones** are hazards because children and parents are around and not watching out for the school bus. Train students not to push or shove when getting on and off the bus. Teach them about the danger zone and why it can be dangerous for students;

**Train your students that they are NEVER  
permitted to cross behind the bus.**

### **Preventing Incidents in the Loading and Unloading Zone.**

- Tune out distractions;
- Secure the bus;
- Count students;
- Standardize signals;

- Be consistent;
- Constantly teach and remind students about the danger zone and safe crossing procedures;
- Teach students to “check before they step” and “I see you, you see me” concept;
- Watch for dropped items;
- Make sure your mirrors are properly adjusted, clean and that you are using them correctly;
- Always go SLOW when approaching and leaving stops; **and**
- Notify supervisors of unsafe stops.

## **NO STUDENT LEFT BEHIND - LITERALLY**

Students being left on the school bus has become a national epidemic. Even though there are methods and severe penalties for bus drivers who leave students on the school bus, there are still students being left on school buses.

**One out of every 100 school bus drivers will leave a child on board the bus.**

### **Why Students are Left on the Bus**

Even good drivers can leave students on the bus. Some of the reasons that contribute to such incidents are:

- Sudden and stressful situations can push our intentions from our active mind into our subconscious;
- “Inattentional blindness,” when a driver remembers to do a check of the bus and simply does not see the child;
- Not having your mind on your job at all times;
- Driver fatigue;
- Complacency “I checked the bus before and no one has ever been there”; or

- Drivers can be so focused on a task that they entirely miss something unusual, like a sleeping child. (STN “It’s Not Just About Driving”, May 2009)

## **Consequences for School Bus Drivers Who Leave Children on the Bus**



- Leaving a child on the bus can cause psychological trauma to children;
- Children left on school buses can be injured while escaping from the bus;
- Children can be injured or die due to extreme hot and cold weather;
- Veteran drivers who have been terminated or reassigned after leaving a student on the school bus;
- Child neglect charges;
- Catastrophic change in the life of bus drivers who leave students on the bus; and
- Public and personal humiliation.

## **Steps for Preventing Leaving Students behind**

- Constant driver training along with keeping drivers conscious of the dangers of complacency and importance of being vigilant;
- Post reminders in the bus yard to check for students after each trip;
- Have a way to verify that the driver has walked the bus and checked for students. These methods can be as simple as “Empty Bus” placard that must be placed in the back of the bus after the last run to video surveillance and electronic monitors;
- Keeping count of all students that board the bus and make sure the same number have exited the bus;
- Drivers should teach children to use the horn and two-radio system, including how to turn it on, and how to use the emergency exits so that they can get help if they are left on the bus;
- Understand sudden and stressful situations, and avoid changes in patterns;
- Avoid being complacent with the attitude that “it won’t happen to me”. Everyday good parents leave their kids in vehicles by accident; and

- Be diligent when checking for students, not just a walk to the back of the bus, but checking under seats or areas where children can hide.

**After your last stop,  
proceed to a safe area**

**and**

**COMPLETELY CHECK The BUS  
FOR STUDENTS!**

**Once you get back to the bus yard, walk  
the bus again checking for sleeping  
students.**

**Remember to check under the seats!**

**REMEMBER, IF YOU LEAVE A STUDENT  
ON THE BUS, YOU CAN BE  
TERMINATED AND CRIMINALLY  
CHARGED WITH CHILD NEGLECT!**

# CHAPTER 6: STUDENT MANAGEMENT

Student misbehavior on school buses is one of the biggest problems confronting school bus drivers. It is important to remember to:



- Keep a positive attitude when dealing with students;
- Be sympathetic in understanding pupils' problems, moods, and individual differences;
- Learn the art of effective communication; and
- Follow approved school district policies to deal with misbehavior on the school bus.

## THE THREE R'S

- **RULES** – Clear, defined expectations about behavior;
- **REASON** – Situations must be dealt with in a reasonable manner; **and**
- **RAPPORT** – Build a positive relationship with the students.



## TODAY'S YOUNG PEOPLE

- Young people grow rapidly socially, emotionally, physically, and intellectually; and
- Young people may exhibit these behaviors:
  1. Impulsiveness;
  2. Physical activity;

3. Intuitiveness; **and**
4. Independence

## GENERAL STAGES OF DEVELOPMENT

1. **BIRTH – AGE 4:** The first four years of life are a “sensory period” when basic needs are provided.
2. **AGES 4 – 6:** Children are developing relationships in which they need to feel a part of the family unit.
3. **AGES 6 – 11:** During these years, the child will reach out and explore.
4. **AGES 9 -15:** Children are very concerned with looks, clothing, and style.
5. **AGES 16 – 18:** These young adults are trying to declare independence from the peer group and establish their own unique identity.

## BEHAVIORAL CONTROLS

### DESIRES

- Fair and consistent treatment;
- Admiration;
- Winning;
- Acceptance;
- Respect; **and**
- Courtesy

### FEARS

- Rejection;
- Being excluded;
- Public ridicule; **and**
- Physical abuse



## DRIVES

- Many young people need to be viewed as leaders;
- Young people like to have fun;
- Young people like things that stimulate the body or senses; **and**
- Young people many go to great lengths to gain security.

## WHEN DEALING WITH PEOPLE, REMEMBER:

- All people are special;
- Social behavior is learned;
- Students have feelings;
- Students can reason; **and**
- Sarcasm is not an effective student management tool

## POSITIVE DRIVER ACTIONS

- Be confident and in control;
- Be warm and helpful to the students;
- Smile and greet your students;
- Look and listen for clues to student problems;
- Present students with choices; **and**
- Be firm but never overstep moral or legal limits.



## HOW TO MAINTAIN STUDENT DISCIPLINE

- Never give an order you do not intend to enforce;
- Give a positive command. For instance say “do this” rather than “don’t do that;”
- Give the child time to react;
- Have a reason for asking a child for a specific action and, when possible, take time to explain the reason. Most rules can be tied to safety. If possible, give the logic tied

to the safety behind the rule;

- Be honest in what you say and do. A child's faith in you is a great help;
- Be fair; it isn't punishment but injustice that makes a child rebel;
- Be friendly and always show an interest in what students are doing;
- Acknowledge good qualities and actions;
- Be constructive, not repressive, in all dealings with children;
- A sense of humor is a must;
- Never strike a child;
- Do not judge misconduct by how it annoys you;
- Do not take personal feelings and prejudice out on children;
- Do not lose your temper or argue with a student;
- Look for good qualities; all children have them;
- Do not nag, bluff and make fun of students;
- Set a good example; **and**
- Use your maturity to see problems and situations before a problem occurs. This is the secret to leadership.

## **SCHOOL BUS DRIVER RESPONSIBILITY**

- Be familiar with and abide by all rules, policies and procedures;
- Be familiar with assigned routes and designated school bus stops;
- Recognize the importance of establishing rapport with students, parents, teacher, supervisors, and school administrators;
- Conduct yourself in a **professional**, dignified and respectable manner;
- Never become closely acquainted with students. Maintain a friendly, but firm adult/student relationship. Never put your hands on, grab, slap or shake a student;

- Instruct students on proper behavior, consequences of improper behavior, general policies regarding riding the bus, and emergency evacuation drills;
- Maintain order, safety and the rights of students by:
  1. Minimizing interior noise;
  2. Controlling passenger movement;
  3. Requiring an orderly entrance and exit;
  4. Eliminating movement or potential movement of objects;
  5. Requiring silence at railroad crossings; **and**
  6. Prohibiting transportation of unauthorized materials;
  7. Handle minor infractions with school district approved procedures;
  8. Represent your school district in a positive way by **DRESS, HYGIENE, LANGUAGE AND MANNER;**
  9. Be considerate and patient with all children, especially the young or special needs student;
  10. Keep the bus clean at all times, including route and extra-curricular trips;
  11. It is highly recommended that you keep a daily log of events; **and**
  12. Be aware of your school district's policy.

**Maintain your sense of humor!**



## **STUDENT RESPONSIBILITIES**

Students also share in the responsibility of behavior on the school bus. Students need to:

- Know the rules and know they are responsible for their actions;
- Be respectful of the rights of other students;
- Be aware that transportation is a privilege not a right and can be denied to students who act inappropriately;
- Be aware of the dangers involved in the loading & unloading zone, including the dangers involved with loose clothing, clothing accessories and personal items that can drop under the bus;

- Go directly to their seats and remain seated until instructed to stand and unload the school bus;
- Refrain from loud conversation, unnecessary noise and boisterous conduct;
- Profanity, eating, drinking, tobacco use, glass containers, weapons, drugs, alcohol, or any other items that could distract the driver are prohibited;
- Keep all body parts inside the school bus;
- Athletic footwear equipped with metal cleats or spikes **cannot** be worn on the school bus;
- Students need to face forward and keep their feet on the floor in front of their seats in order for compartmentalization to work;
- Never tamper with or block emergency exits;
- Keep their hands off other children and their possessions. Hitting, pushing, spitting, biting and rough behavior will not be tolerated;
- **Keep the aisle clear at all times.** Books, lunch boxes, instruments and book bags must be placed under the seat, on the students lap or on the seat next to them;
- Tampering or destruction of school property is prohibited and that students can be prosecuted; **and**
- Remain absolutely silent while the school bus is stopped at railroad crossings.

**Afternoon runs are generally more demanding than morning runs! You will need to have to be more tolerant with students than in the morning.**

## PARENT AND GUARDIAN RESPONSIBILITIES

- Understand and support district rules and policies, regulations and school bus safety;
- Assist children in understanding safety rules and encourage them to abide by them;
- Recognize their responsibilities for the actions of their children; **and**
- Support safe riding practices and reasonable discipline efforts.



## QUIET TIME

The practice of “Quiet Time” is a great way to start off your route. “Quiet Time” is usually observed for a short period of time in the morning before arriving at school, and in the afternoon while pulling away from the school. The driver usually determines the length of “Quiet Time.” There are other reasons “Quiet Time” can be observed:

- In an emergency situation. Drivers may call “Quiet Time” so that students can hear important instructions; **and**
- During loading of the school bus “Quite Time” helps to ensure that the trip starts off in a calm manner.

## VIDEO MONITORING SYSTEMS

Many school districts now use video monitoring systems in order to protect students and drivers. It should not replace the discipline policy, the authority of the driver, or the responsibility of school officials. It is simply a tool to aid the driver and district administrators. If there is a video monitoring system in your school bus, you must:

- Provide ongoing notification that students and drivers are subject to being videotaped on the school bus;
- Provide notification to parents that all students are subject to videotaping by the school district;
- Cameras should be scheduled on a rotation basis so as not to select only certain buses. Based on the number of incidents, misconduct or the seriousness of these reports, video monitoring of a bus route may be done more frequently. The transportation supervisor may decide if more frequent monitoring is needed; **and**
- When action is taken as a result of information obtained from videotape, the driver, supervisor, school administrator, student, and parents will be contacted. A meeting regarding the incident may be necessary. The videotape can be used as evidence in that meeting.

## GANG AWARENESS

Gangs have become commonplace in most cities. Kids are entering gangs as early as elementary school. A gang consists of 2 or more people who commit crimes for the gang, in the name of the gang, and for the benefit of the gang.

The school bus and school bus stop can be dangerous areas. Several gang members can be in the same space with each other. As a driver, it is your job to assure that every student who rides the school bus arrives at their destination safely. So it is important that you have some basic information about gangs.

## Why Kids Join Gangs

The primary reason kids join gangs is “peer fear.” Kids are afraid, they join a gang to have “back-up” in case someone is after them. They join to gain what they believe will be respect. They join because they believe the lifestyle is glamorous. They join because they are longing for attention and love.

Some kids will claim affiliation to a gang in their neighborhood but not at school, and others will claim affiliation at school but not in their neighborhood. Kids gravitate towards the group of kids that appeal to them most, as did generations past. The social groups are turf gangs, taggers, skaters, stoners, smokers, rebels, tagbangers, crews, gothics, white supremacist, skinheads, occult, drinkers, straight edge, and other kids who do not join any of the above. All kids want to identify with someone or something.

## Taggers

Taggers are kids that go around writing graffiti on walls. Their “artwork” is very distinctive with bubble style letters and lots of color. The “piece” is usually very artistic and can cover entire walls. Taggers may dress like gangsters, but they do not commit the same type of crimes as street gangs. They generally are not violent and do not fight rival taggers. They tend to be middle or upper class students. They’re “artwork” will usually have “Sur 13” or “Sur XIII” somewhere with the graffiti. There will usually be a “Mickey Mouse style roll call” with the names of the fellow gang members as part of the graffiti.

## Gang Colors

You would need to be an expert on gangs in order to identify one by dress. Since most people have intricate knowledge of gangs and what they wear, assumptions are often made regarding how a gang member dresses. For instance, most people believe all kids who wear baggy or “sagging” pants are gang members, or kids wearing Oakland Raiders or Chicago Bulls jackets. The truth is, baggy pants and oversized shirts are the fad now. The same holds true for kids wearing “brown pride” style shirts, or shirts that have “Northside,” “Westside,” “Southside” or “Eastside” on them. None of this is truly gang affiliated clothing. Most people believe any kid who wears a hairnet or a female nylon stocking on his head is a gang member.

## What Do Gang Members Wear

Nearly all kids know what a true gang member wears. They know how a real gang member wears their clothes. Kids who are not in gangs know how far to go before another gangster labels them as a gang member.

Although the examples listed below are good indicators of a gang member, be careful not to stereotype:

- Gang members will wear a cloth-type belt with the initial of the gang they are in on the belt buckle;

- Some gangs shave their heads;
- Gang members wear “locs” (50’s style sunglasses) with the initials of their gang on the lenses of the glasses. They then will put white-out on the lens part that was carved. The writing may be the name of their gang, initials of the gang, “Sur 13” or “Sur XIII,” or their monikor (street name);
- Gang members tattoo themselves with the same;
- Gangs have three non-verbal forms of communication; hand signs, graffiti and tattoos.
- Gang members will graffiti their notebooks, school papers, etc.;
- Nearly all gangs have a monikor (street name) they go by;
- Gang members will generally flash hand signs to rival gang members;
- Gang members exclusively wear the colors of their gang. Their entire wardrobe consists of the colors of the gang. i.e.; wear nail polish reflecting the color of their gang on their pinky finger, wear shoe laces the color of their gang on their tennis shoes or shave small lines in only one of their eyebrows;
- Female gangsters will wear beads corresponding with the color the gang uses to identify itself with. They may also wear the exclusive colors of their gang day after day. Their entire wardrobe consists of the colors of the gang;
- Hispanic gangsters wear predominately black colors with the other color of their set. Black gangsters generally wear either red, blue, or green depending on if they are showing affiliation to the West Coast influences. The red showing affiliation to a “blood” set, and blue showing allegiance to a “crip” set. Just about every color imaginable is symbolic to a particular gang.
- What is important to remember is that one or two of the mentioned items DOES NOT mean that the person is in a gang.

## **Gangs and the Bus Driver**

Gang members generally do not bother kids who are not in gangs. Gang members are usually more interested in fighting rival gangsters. They usually associate only with fellow gang members. So it is important to set and enforce rules on the school bus and at the school bus stop. Gang members need to know that the school and school bus stop are neutral zones and that gang violence will not be tolerated.

When speaking to a suspected gang member, do not disrespect the gang, their family members or friends. Speak one on one with the student and do not belittle them. Treat them with the same respect all students deserve.

Make sure that you report all incidents that appear to be suspicious to the proper school district official. Listen to the kids on your bus, they often know what is going to happen long before the school district official or police are made aware of a problem. Many school districts also have 24 hour tip lines that students should be aware of if they are afraid to come to you.

## **TRANSPORTATION OF HOMELESS CHILDREN**

### **The McKinney-Vento Act**

The McKinney-Vento Act is the federal regulation that addresses homeless children. This regulation requires school districts provide transportation to students experiencing homelessness. Transportation must be provided to and from their school of origin if a parent or guardian or in the case of an unaccompanied youth;

**Drivers need to be sensitive to homeless children and keep their living conditions confidential.**

### **Who is Considered Homeless**

- Children who lack a fixed, regular, and adequate nighttime residence;
- Children who share housing with others due to loss of housing, economic hardship, or similar reason (65% of identified homeless students in 2007-2008);
- Children living in motels, hotels, trailer parks, camping grounds due to lack of adequate alternative housing (7% of identified homeless students lived in motels in 2007-2008);
- Living in emergency or transitional shelters (22% of identified homeless students in 2007-2008);
- Awaiting foster care placement;
- Living in a public or private place not designed for humans to live;
- Living in cars, parks, abandoned buildings, bus or train stations; **or**

- Migratory children living in any of the above circumstances.

## **How Many Children Experience Homelessness**

- 10% of all children live in poverty over the course of a year;
- 7% of all fifth graders have lived in a shelter or car;
- 1.6 – 1.7 million youth run away each year;
- Over 40% of all children who are homeless are under the age of 5;
- Nationwide, 794,617 homeless students enrolled in public schools in the 2007-08 school year, a 17% increase over the previous year.

## **What We Know About Youth who Experience Homelessness**

- Students who switch schools frequently score on average 20 points lower on standardized tests;
- Schools with a high number of homeless students have test scores 20 points lower overall than schools who do not have high homeless numbers;
- Homeless students suffer psychologically, socially, and academically from mobility. These students are less likely to participate in extracurricular activities and more likely to act out or get into trouble;
- Mobility during high school greatly diminishes the likelihood of graduation. A study found that students who changed high schools even once were less than half as likely as stable students to graduate;
- It takes children an average of 4-6 months to recover academically after changing schools;
- Homeless students lack access to programs, transportation, school supplies and clothing;
- Homeless students are in poor health, fatigued, malnourished and hungry.

(National Association for the Education of Homeless Children and Youth)

**The number one barrier to the education of homeless children was transportation to and from the school of origin.**

## **School Bus Drivers and Homeless Students**

School bus drivers must be very sensitive to homeless students. A student's living situation must be kept confidential and school bus drivers need to be kind and assist these students through this difficult time in their lives with as little disruption as possible. (2010 NCST)

# CHAPTER 7: EXTRA-CURRICULAR ACTIVITY AND FIELD TRIPS



## REGULATIONS FOR DRIVE TIME

Nevada law states that a driver shall not operate a vehicle for more than 10 hours in a 15-hour period. After operating a school bus for 10-hours and having been on duty for 15-hours, the driver is required to be off-duty for 10 consecutive hours before reporting back on-duty. (NRS 392.360, <http://leg.state.nv.us/NRS/NRS-392.html>)

When calculating hours-of-service, the clock begins when you first report to duty and ends 15- hours later. In that 15-hour period, if you have driven a total of 10 hours, you are required to take 10 consecutive hours off. Split shifts can no longer be used and off-duty time can no longer stop the clock.

You can also be on-duty for 60 hours in any 7 day period. Once you have been on-duty for 60 hours, you will be required to take 34 consecutive hours off-duty before reporting back to duty.

In addition, you are required to report all duties performed for which you are compensated for as on duty-time and must be reported to your current employer. (FMCSA 395.2.9, <http://www.fmcsa.dot.gov>)

## ON-DUTY AND DRIVING TIME

On-duty time is all the time a driver begins to work or is required to be in readiness to work, until the time you are relieved from work.

1. On duty time shall include:
  - All time at a facility or on any public property, waiting to be dispatched;
  - All time inspecting equipment, servicing or conditioning any commercial motor vehicle;
  - All driving time. Defined as all time spent driving a commercial motor vehicle;
  - All time, other than driving, in or upon any commercial motor vehicle;

- All time needed for loading and unloading, supervising or assisting the loading and unloading of students, and any time waiting in readiness to operate the commercial motor vehicle;
  - All the time used for repairing, obtaining assistance, or remaining in attendance upon a disabled commercial motor vehicle;
  - All the time spent providing a breath sample or urine specimen, including travel time to and from the collection site, in order to comply with a random or post-accident testing; **and**
  - Performing any other work in the capacity of, or in the employ or service of, a common, contracted or private motor carrier.
2. A school bus driver must be off duty for 10 consecutive hours after operating a school bus for 10-hours in a 15-hour day. Driving time is all the time you were operating a school bus in the 15-hour on-duty time. (NRS 392.410, <http://leg.state.nv.us/NRS/NRS-392.html>)
  3. You are allowed 2 additional hours of driving and on-duty time in order to complete a run or to reach a safe place if you encounter adverse weather and driving conditions. However, these conditions were not obvious at the time the trip was dispatched. (FMCSA 395.1, <http://www.fmcsa.dot.gov>)

## DRILLS TO PRACTICE EVACUATION

Nevada Law requires that you conduct an emergency evacuation drill at the beginning of each extra-curricular or field trip by school bus.

When conducting the emergency evacuation drills you must instruct chaperones, parents and students on:

- The responsibility of passengers on a school bus, including where and how to use the emergency exit doors and windows during an evacuation;
- Procedures to safely enter and exit a school bus;
- Appropriate behavior and conduct while on a school bus; and
- The location of emergency equipment on a school bus. (NRS 392.375, <http://leg.state.nv.us/NRS/NRS-392.html>)



## PLANNING THE TRIP

1. **Route to be followed:** Plan routes in detail so your school district knows the route

- you plan to take and the estimated arrival time. Check on weather conditions;
2. **Location:** Make sure to know the location where you are going and the location where you are picking up students;
  3. **Be familiar with the bus** you are taking. Do a thorough pre-trip inspection before Leaving;
  4. **Chaperone(s):** Know who your chaperones will be. Explain the safety and discipline rules on the bus. Make sure your chaperones participate in the emergency evacuation drill prior to departure and make sure they know procedures in the event of an emergency. **The bus driver has the final authority on the bus;**
  5. **Passengers:** You will need a list of names, addresses, date of birth and phone numbers, provided by your school, of everyone you are transporting. In case of accident, the police will require this information;
  6. **Extra equipment:** Know what type of equipment you will be required to carry. You will need to be sure that you have proper storage space for extra equipment. **In no event shall aisles, doors, steps, or emergency exits be blocked;**
  7. **Plan rest stops:** During your trip you should attempt to stop every 2 hours to refuel, allow your students to use the restroom or to eat. Every time your passengers leave the bus, arrange a time and place for re-boarding. Make sure to account for all passengers prior to departure.
  8. **If you leave the bus unattended** for any length of time, it is important to pre-trip inspect your bus. Make sure to **check for vandalism**. Check for cut tires, sharp objects under the tires, severed brake lines, spark plug wires crossing, broken light bulbs, etc.;
  9. **Stop at all inspection stations:** You are required to stop at all inspection stations even though your school bus is inspected by the Nevada Highway Patrol twice a year. Be prepared to show that you conducted your pre-trip inspection;
  10. Consider tolls, parking fees or other minor related expenses and who will pay for them.
  11. Keep a log showing your “off-duty”, “driving” and “on-duty not driving time.” Check your school district for an approved log sheet.
  12. **Check yourself:** Make sure to check yourself throughout the trip to make sure you are in safe operating condition.

**Remember, the bus driver has the final  
authority and responsibility on the school bus!**

## BEING PREPARED FOR AN EMERGENCY

Being prepared is the best way to handle an emergency. You will need to:

- Have a list of emergency phone numbers and emergency contact information;
- Have insurance and vehicle registration in case of an accident;
- Have a blank seating chart;
- Medical information on students;
- Evacuation procedures; **and**
- Location of first-aid kit, body-fluid kit, fire extinguisher, emergency exits and strap cutter, including emergency shut-off switches in the event of a vehicle emergency;

**Never fuel a bus with passengers on board.  
Make sure students are at least 100 feet from  
the bus. Make sure to turn off all electronic  
communication devices.**

## EXTRA RISKS WITH ACTIVITY TRIPS

Field and activity trips pose a greater risk to student safety than to and from school transportation because:

- Drivers are often unfamiliar with the route and the bus;
- Driving speeds are usually higher;
- Trips often take place at night where visibility is less;
- There is a greater risk of fatigue;
- Students may not be regular riders and may be unfamiliar with the bus and the rules for students; **and**
- Students and chaperones can be distracted by the excitement of the event or competition they are attending.

# CHAPTER 8: EMERGENCY EQUIPMENT, EMERGENCY PROCEDURES AND FIRST AID



## EMERGENCY EQUIPMENT

Every school bus in Nevada is required to carry the following emergency equipment.

### Alternating Flashing Red Lights

Every school bus operated for the transportation of pupils to and from school ~~buses~~ must be equipped with a system of alternating flashing red lights that the driver shall operate when the bus is stopped to load/unload pupils, and in times of emergency or accident. (NRS 392.410, <http://leg.state.nv.us/NRS/NRS-392.html>)

### First-Aid Kit

Each school bus must have a removable, sealed and moisture-proof first-aid kit in a readily accessible place in the driver compartment. It shall be properly mounted, secured and identified as a first-aid kit. The location for the first-aid kit shall be marked, visible and accessible to the driver.

Minimum contents include:

- 2- 1 inch x 2½ yards adhesive tape rolls
- 24- Sterile gauze pads 3x3 inches
- 50- 3/4x3 inches adhesive bandages
- 8- 2 inch bandage compress
- 10- 3 inch bandage compress
- 2- 2 inch x 6 feet sterile gauze roller bandages
- 2- Non-sterile triangular bandages minimum 39x 35x 54 inches with safety pins
- 2- Sterile gauze pads 36x36 inches
- 3- Sterile eye pads
- 1- rounded-end scissors
- 1- Pair medical grade gloves
- 1- Mouth-to-mouth airway.



**First-aid and body fluid clean-up kits cannot be blocked!**

**Note:** Your school district will provide you with a box of regular bandages to use for those minor injuries. This prevents unnecessary opening of the first aid kit. (Nevada School bus Standards, [http://www.doe.nv.gov/Resources\\_PT.htm](http://www.doe.nv.gov/Resources_PT.htm))

## **Body Fluid Clean-Up Kit**

Each school bus shall have a removable, sealed and moisture-proof body fluid clean-up kit accessible to the driver. The location for the body fluid clean-up kit shall be marked, visible and accessible to the driver.

Minimum contents include:

- 1- Packet of a solution that is used to solidify bodily fluids
- 1- Antiseptic wipes or antiseptic liquid
- 1- Antimicrobial wipe
- 2- Disposal germicidal wipe
- 1- Pair of medical grade gloves
- 1- Safety shield;
- 1- \*Red bag that is marked “biohazard;” and
- 1- Scrapper/scooper.

\* **Note:** As used in this section, “biohazard” means a biological agent that may be hazardous to the person or the environment. (Nevada School Bus Standards, [http://www.doe.nv.gov/Resources\\_PT.htm](http://www.doe.nv.gov/Resources_PT.htm))

**Once the first-aid kit and body-fluid kit  
have been opened and the seal broken,  
you will have to have the kits restocked  
and resealed by the responsible school  
district official.**

## **Emergency Warning Devices**

Each school bus shall contain at least three (3) reflectorized triangle road-warning devices mounted in an accessible place. These devices must meet requirements in FMVSS 125. (Nevada School Bus Standards, [http://www.doe.nv.gov/Resources\\_PT.htm](http://www.doe.nv.gov/Resources_PT.htm))

## Types of Fire Extinguishers



**Class A** extinguishers put out fires in ordinary combustible materials such as cloth, wood, rubber, paper, and many plastics.



**Class B** extinguishers are used on fires involving flammable liquids, such as grease, gasoline, oil, and oil-based paints.



**Class C** extinguishers are suitable for use on fires involving appliances, tools, or other equipment that is electrically energized or plugged in.



**Class D** extinguishers are designed for use on flammable metals and are often specific for the type of metal in question. These are typically found only in factories working with these metals.



**Class K** fire extinguishers are intended for use on fires that involve vegetable oils, animal oils, or fats in cooking appliances. These extinguishers are generally found in commercial kitchens, such as those found in restaurants, cafeterias, and caterers. Class K extinguishers are now finding their way into the residential market for use in kitchens.



## Fire Extinguishers on the School Bus



- Each bus shall have at least one 5 or 6 pound UL-approved pressurized, dry chemical fire extinguisher;
- The extinguisher shall be mounted in a bracket located in the driver's compartment;
- The certification tag must be current and the pressure gauge shall be easily read without moving the extinguisher from its secured position; **and**
- The fire extinguisher shall have a total rating of 2A10BC or greater. The operating mechanism shall be sealed with a type of seal that will not interfere with the use of the fire extinguisher. (Nevada School Bus Standards,



## **Belt Cutters**

Each school bus which transports students in a wheelchair or other assistive restraint devices that utilize belts, shall contain at least one belt cutter secured in a location within reach of the driver while belted into his/her driver's seat.

## **Spare Fuses**

When required, at least 1 spare fuse or other loaded protective devices, if the devices used are not of a reset type of each kind and size used.

## **Storage of Emergency Equipment**

1. Emergency equipment may be mounted in an enclosed compartment provided the compartment is labeled with at least 1 inch lettering.
2. Each piece of emergency equipment must be clearly identified, readily accessible and not blocked.

## **EMERGENCY PROCEDURES**

### **When NOT to use a Fire Extinguisher**

- If the fire is spreading beyond the spot where it started;
- If you can't fight the fire with your back to an escape exit; **or**
- If the fire can block your only escape.

### **When a Fire Extinguisher can be used**

- Once you have evacuated all students to a safe place;
- The fire is small and contained to a single object; **or**
- You are safe from the toxic smoke produced by the fire.

## How to Use a Fire Extinguisher -The Pass Principle



Pull the pin from the extinguisher;



Aim the nozzle of the extinguisher at the base of the fire;



Squeeze the extinguisher at the base of the fire;

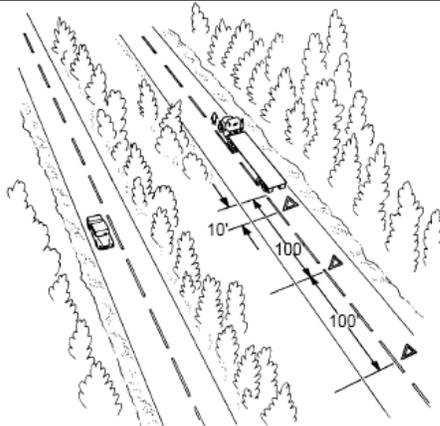


Sweep the extinguisher from side to side while putting the fire out.

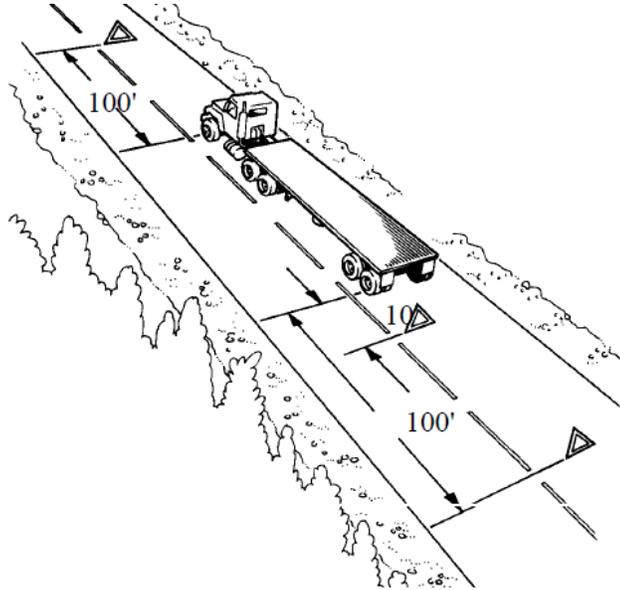
## Placement of Emergency Warning Devices

You are required to place emergency warning devices on the highway whenever your bus is stopped for any cause other than necessary traffic stops. Emergency warning devices need to be placed within 10 minutes of your vehicle being disabled. Emergency warning devices need to be placed as follows:

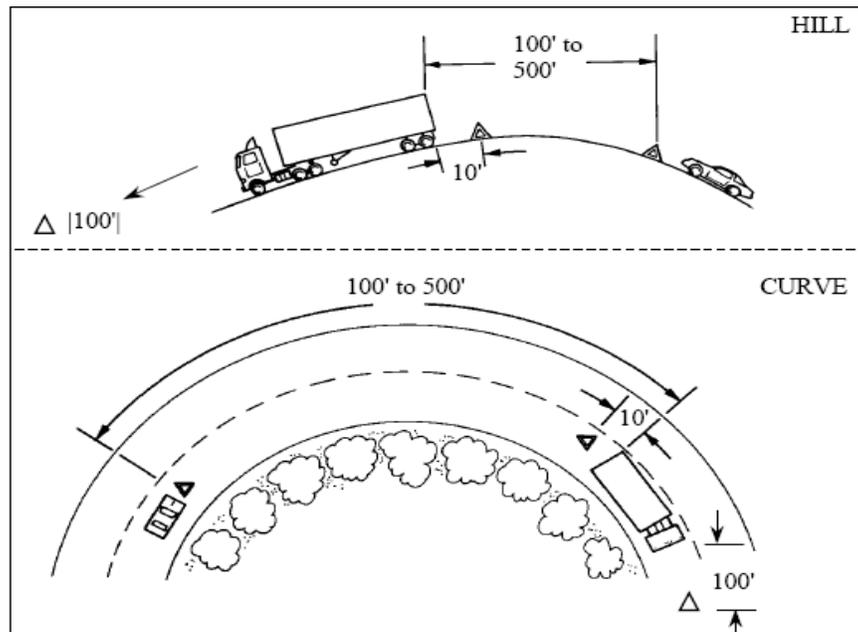
1. **DIVIDED HIGHWAY** – Place emergency warning devices as indicated below. (10 feet, 100 feet and another 100 feet from the rear of the bus.)



2. **UNDIVIDED HIGHWAY** – Place emergency warning devices as indicated below (the first at 100 ft to the front of the bus, the second at 10 feet to the rear of the bus and the third 100 feet behind the bus).



3. **OBSTRUCTED VIEW** – If the view from the rear of the bus is obstructed, place emergency warning devices as listed below.



# EMERGENCY EVACUATIONS

## Reasons for Emergency Evacuations

1. **Unsafe position:** When the bus is stopped because of an accident, mechanical failure, road conditions, or human failure, the driver must determine, based on road and weather conditions, whether it is safer for pupils to remain on or evacuate the bus.
2. **In the path of a train:** If the final stopping point is the path of a train or adjacent to railroad tracks.
3. If the bus stops in a position where there's **a risk that the bus may change position** and increase the danger. (A bus coming to rest near a body of water or a spot where it could go over a cliff.) The driver must be certain that the evacuation is carried out in a manner which affords maximum safety for the pupils.
4. The position of the bus is such that there is **danger of collision**.
5. **Sight Distance:** If the stopped position of the bus is not visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist.

## Emergency Evacuation Instruction and Drills

At least twice each school year, a school district shall practice the evacuation of a school bus and receive instruction in the responsibility of a passenger of a school bus to use the emergency exit doors on the bus during an evacuation. (NRS 392.375, <http://leg.state.nv.us/NRS/NRS-392.html>)

## Evacuation Procedures

The bus driver must quickly evaluate any emergency situation and determine the immediate steps to be taken. In some instances, it may be best to keep passengers on the bus.

If you must evacuate the school bus, the following procedures must be followed:

- Park the bus as close to the shoulder of the road as possible;
- Set the parking brake, turn off the engine, and activate the hazard lights;
- Remove the keys and secure the bus;

- Depending on the type of emergency that is requiring you to evacuate the bus, you will need to stand facing the rear of the bus;
- Give the command “remain seated” and “prepare to evacuate”;
- Be prepared to instruct students to evacuate out the rear of the bus if necessary;
- Turn toward the front of the bus;
- Move backward to the first occupied seats;
- Starting with either the left or the right seat;
- Touch the shoulder of the person nearest to the aisle to indicate that the students in that seat need to get up and head for the exit;
- Keep the students in the opposite seat seated by holding your hand in a restraining manner until you are ready to signal the student to get up;
- Move down the aisle, repeating this procedure at each seat until the bus is empty;
- Check the bus from the very back seat to the front, making sure it is empty;
- Have evacuating **students move to a safe distance at least 100 feet** from the vehicle and keep them there as a group, away from any dangerous area;
- Continue to check for students while removing the fire extinguisher or first-aid kit, if needed; **and**
- Contact the proper authorities and your school district supervisor.

## ACCIDENT PROCEDURES



If you are in an accident in the school bus, the following procedures are required:

- Stop the bus and **do not move it** without permission of the investigating officer;
- Set the brake, turn off ignition and activate hazard lights;
- Remain calm and survey the scene;

- Account for all students and render first aid as required;
- Notify the proper authorities;
- Evacuate bus if necessary;
- Place emergency warning devices;
- Secure the scene;
- Collect the names of students and establish a seating chart. Law enforcement officials will require a seating chart at the time of the accident;
- Do not discuss the accident; **and**
- Do not release any of your students unless authorized.

**Remain calm and  
DO NOT MOVE THE BUS!**

**Any statement you make about the collision can be used in court. Do not discuss causes of the crash with others involved. Do not admit guilt; let the case be handled by the proper authorities.**

## BREAKDOWNS

If you experience a breakdown, you should:

- Slow down, activate your turn signal, move to the far right lane if possible. You can also pull off onto a shoulder in order to prevent an accident;
- Set the parking brake, turn off the ignition, set hazard lights, and remove the keys;
- Evacuate the bus only if necessary; (See emergency evacuation in this chapter)
- Contact the appropriate official as outlined by your school district;
- Place emergency warning devices as described in “*Chapter 7, Emergency Equipment,*” **and**
- Follow school district official instructions.

**Never leave students unattended to seek assistance.**

## DUTY TO RENDER AID

Nevada requires the driver of any vehicle in an accident resulting in injury, death, or damage to any vehicle or property, shall:

- Give his name, address and the registration number of the vehicle he is driving, and upon request, provide his license to any person injured in such an accident;
- Give such information and upon request, surrender such license to any police officer at the scene of the accident or who is investigating the accident; **and**
- Render to any person injured in such an accident reasonable assistance, including the carrying, or the making of arrangements for the carrying, of such person to a physician, surgeon or hospital for medical or surgical treatment if it is apparent that such treatment is necessary, or if such carrying is requested by the injured person. (NRS 484E.030, <http://leg.state.nv.us/NRS/NRS-484E.html>)

**In an emergency situation, your bus may  
be commandeered by law enforcement.**

## NEVADA'S GOOD SAMARITAN LAW

Nevada law states that any person, who renders emergency aid, gratuitously and in good faith, is not liable for any civil damages as a result of any act or omission, not amounting to gross negligence, by him/her in rendering the emergency care or assistance, or as a result of any act or failure to act, not amounting to gross negligence, to provide or arrange for further medical treatment for the injured person. (NRS 41.500, <http://leg.state.nv.us/NRS/NRS-041.html>)

## UNIVERSAL STANDARDS

### First Steps in Providing First-Aid

In order to provide appropriate care in an emergency situation you must first survey the situation and provide first aid to those who need it most. The accident can involve one or more persons and can range in levels of seriousness. The first step is to survey the situation and provide appropriate first-aid to those who need it, while contacting officials for professional assistance.

**Thorough hand washing is the best tool  
to prevent the spread of infectious  
diseases!**

## **Universal Standards for the Spread of Infectious Diseases by Body Fluids**

Every school bus driver needs to be aware of universal precautions, which considers every person, all blood and most body fluids to be potential carriers of infectious diseases.

Mouth-to-mouth airways are designed to isolate you from contact with a victim's saliva and body fluids. Avoid using unprotected mouth-to-mouth resuscitation.

### **Body Fluid Clean-Up Kit**

Each School Bus shall have a sealed, removable and moisture proof body fluid clean-up kit easily accessible to the driver. It shall be properly mounted and identified as a body fluid clean-up kit. (See Emergency Equipment)

### **Cleaning Body Fluid Spills**

When cleaning up body fluid spills, you need to do the following:

- Move students away from the contaminated area;
- Put on disposable gloves;
- Sprinkle absorbent material over spilled area. Liquid will quickly congeal for safer handling;
- After 1 minute, remove contaminated material with scoop and scraper. Carefully place in discard bag from kit;
- Clean away soils with absorbent towel;
- After the spill is removed apply disinfectant from the kit;
- Place all contaminated materials (including gloves) in discard bag. Seal and dispose of bag according to your school district policy;
- Wipe hands with anti-microbial hand wipe. Wash with soap and running water as soon as possible; and
- If possible, the student's clothing and other soiled, non-disposable items should be placed in a plastic bag and sent home with the student.

**You may not know if a student has an infectious disease because state law prohibits disclosing the name of anyone with an infectious disease.**

## **BASIC PRINCIPLES OF FIRST-AID**

- First-aid procedures apply only to immediate temporary need;
- Accepted first-aid procedures should only be used. You are not expected to be a medical doctor and minimal first-aid should be administered;
- Follow only school district approved first-aid procedures;
- It is important to remain calm when administering first-aid;
- Injuries can vary in seriousness. Make good decisions; and
- It is strongly suggested that you complete the American Red Cross/American Heart Association course in first-aid and/or a certified CPR course.

### **First-Aid Kits**

- Each school bus must have a sealed, removable, moisture-proof first aid-kit;
- It must be in a readily accessible place in the driver's compartment;
- It must be properly mounted, secured and identified as a first-aid kit;
- The location for the first-aid kit must be marked; and
- If you must open a first aid kit, it is your responsibility to have the kit restocked and resealed.

**Extra bandages and hand sanitizer should be kept separate from the First Aid Kit.**

## **MEDICAL SYMPTOMS AND TREATMENTS**

### **Asthma**

**Signs and symptoms:**



- Pale, cool, clammy skin;
- Shortness of breath, using all the chest and diaphragm muscles to breathe;
- Wheezing-a high pitched raspy sound when breathing;
- Anxiety, exhaustion, a rapid or weak pulse; **or**
- Severe asthma attack-collapse, leading to eventual respiratory arrest.

**Care and treatment:**

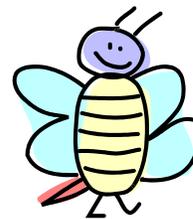
- Sit the person comfortably upright;
- Be calm and reassuring;
- Assist the student with locating their inhaler. Allow student to use inhaler if possible;
- Place mouthpiece in person’s mouth and fire 1 puff into mouth;
- Ask the person to breath in and out normally for about 4 breaths; **and**
- Wait 4 minutes. If there is little or no improvement, repeat the above steps.

**Seek emergency medical aid (911) in any medical emergency that requires emergency aid beyond your training.**

**Bites and Stings**

Signs and symptoms:

- Puncture marks;
- Anxiety;
- Pale, cool skin with progressive onset of sweating;
- Rapid, weak pulse;



- Rapid, shallow breathing or breathing difficulties;
- Difficulty swallowing and speaking;
- Blurred vision;
- Abdominal pain;
- Nausea and/or vomiting;
- Headache;
- Intense pain at site of bite; **or**
- Localized redness and swelling

**Care and treatment:**

- Find out if the student has any allergies to stings or bites; **and**
- Use cold compress, if available, to reduce swelling.

## **Bites from other Children**

Bites from other children are one of the most common first-aid problem. For care and treatment:

- Clean bite with antiseptic wipe and place a band aid on the bite; **and**
- Report biting incident to your supervisor.

## **Bleeding**

**Types of wounds:**

- **Incision:** Is the type of wound made by ‘slicing’ with a sharp knife or sharp piece of metal;
- **Laceration:** Is a deep wound with associated loss of tissue – the type of wound barbed wire would cause;
- **Abrasion:** Is a wound where the skin layers have been scraped off;

- **Puncture:** Wounds are perforations, and may be due to anything from a corkscrew to a bullet; **and**
- **Amputation:** Is the loss of a limb by trauma.

**Care and treatment:**

- Use universal precautions;
- Apply pressure to the wound to stop bleeding by using a sterile bandage; and
- Raise and support the injured part above the level of the heart. Elevation of an injured limb forces the blood to flow to the heart and keeps the blood from pooling in the lower part of the affected limb.

**Choking**

**Signs and symptoms:**

- Difficulty or absence of breathing;
- Inability to speak or cough; **and**
- Agitation and distress – grabbing the throat; cyanosis and eventual collapse.



**Care and treatment:**

- Check mouth and clear any obstructions that may have come loose;
- Stand behind the student and wrap your arms around the student's waist;
- Make a fist with one hand;
- Place the thumb side of the fist against the student's abdomen in the midline and slightly above the navel;
- Grasp the fist with the other hand and press the fist into the student's abdomen with a quick upward thrust;
- Each new abdominal thrust should be a separate and distinct movement; **and**
- Repeat thrusts until victim expels the obstruction.

### **Head tilt/chin lift maneuver: (remember safety shield)**

- Be sure to provide adequate neck and head extension;
- Turn student carefully without twisting the body, neck or head, onto the back;
- Place one hand on the student's forehead and apply a firm backward pressure with palm to tilt head back;
- Place fingers of the other hand under the bony part of the lower jaw near the chin and lift to bring the chin forward;
- Never press deeply into the soft tissue under the chin. This might obstruct the airway;
- The thumb should never be used for lifting the chin;
- Look for obstruction. If foreign matter is visible, remove it with a hooked index finger;
- Gently pinch the nose closed with the hand that had been on the victim's forehead and administer two full breaths by taking a deep breath and sealing your mouth around the student's mouth;
- Adequate time is about 1 ½ seconds per breath;
- Take a breath after each ventilation; **and**
- If two breaths work, give the victim six to eight abdominal thrusts.

### **Dehydration**

#### **Signs and symptoms:**

- Pale, cool, clammy skin;
- Rapid breathing;
- Profuse and prolonged sweating;
- Thirst;

**NEVER SLAP A CHOKING  
CHILD ON THE BACK!**

- Loss of skin elasticity; **or**
- Sunken eyes in children.

**Care and treatment:**

- Complete rest indoors or in the shade;
- Remove unnecessary clothing; **and**
- Give cool water to drink.

## Diabetes

**Signs and Symptoms:**

- Hot, dry skin;
- Smell of acetone (nail polish remover) on the breath;
- Drowsiness;
- Unconsciousness, progressing to coma;
- Profuse sweating;
- Pallor (lack of skin tone and color);
- Hunger;
- Confused or aggressive behavior;
- Rapid pulse;
- May appear drunk; **or**
- Seizures

**DO NOT  
GIVE  
INSULIN  
INJECTIONS  
TO  
STUDENTS!**

**Care and treatment:**

- If conscious, give sweet drink (No diet sodas);
- Repeat if student responds

- Assist with medication and encourage ingestion of food high in carbohydrates;
- **DO NOT** attempt to give insulin injection; **and**
- Avoid putting fingers in student's mouth

## Epilepsy

### Types of seizures:

- Tonic clonic, or “fits,” also known as grand mal, are readily identified by the uncontrolled body spasms;
- Absence, also known as petit mal, causes the person to lose contact with his or her surroundings for a few minutes. They may appear like they are daydreaming or in a trance with little or no outward sign that anything is wrong;
- A complex or partial, which is also known as psychomotor or temporal lobe, is accompanied by impaired consciousness and recall. It may also involve staring, automatic behavior such as lip smacking, chewing, tumbling, walking, grunting, repetition of words or phrases, or other symptoms and signs; **or**
- A simple partial produces a sudden shock-like jolt to one or more muscles that increases muscle tone and causes movement. These sudden jerks are like those that occur in healthy people as they fall asleep.

### Signs and symptoms:

- Fixed stare or apparent daze. Very young epileptic suffers may drool;
- No reaction to stimuli; **or**
- Rapid return to normal after two or three minutes.

### Care and treatment:

- Reassurance

### Seizures:

- The epileptic may have a feeling of light headedness;

- Seizure usually starts with a cry as the diaphragm spasms and forces air from the lungs;
- Collapse and momentary rigidity;
- Uncontrolled spasmodic movements of head, limbs and body with blue or purple color to the skin;
- Cyanosis – is not breathing;
- May be loss of bladder and/or bowel control;
- Spasms usually subside after three minutes – student regains control of the tongue and commences breathing normally; **or**
- Student remains in a drowsy state for a period of time after the seizure.

#### **Care and treatment:**

- Protect the student from injury by moving any possible objects that the student could injure themselves on, and pad the head;
- Allow the seizure to run its course;
- When the seizure subsides, check the airway and breathing;
- Place student in the recovery position on their side. Let them sleep if they wish;
- Do not put anything, including fingers, into the student’s mouth;
- Avoid well-meaning bystanders who will insist on pulling the tongue out to avoid “swallowing the tongue.” Epileptics cannot swallow their tongues; **and**
- If seizure lasts more than 3 to 4 minutes, call for medical assistance.

## **Fractures**

#### **Types of fractures:**

- **Open** - Where the bone has fractured and penetrated the skin leaving a wound;

- **Closed** - Where the bone has fractured but has no obvious external wound; **and**
- **Complicated** - May involve damage to vital organs and; major blood vessels as a result of the fracture.

**Signs and symptoms:**

- Pale, cool, clammy skin;
- Rapid, weak pulse;
- Pain at the site;
- Tenderness;
- Loss of power to limb;
- Associated wound and blood loss; **or**
- Nausea



**Care and treatment:**

- Treat and pad the wound;
- Apply adequate splint, if possible; **and**
- Elevate injury

**Heat Stroke**

**Signs and symptoms:**

- Flushed, hot, dry skin;
- The student has stopped sweating;
- Rapid pulse, gradually weakening;
- Irrational or aggressive behavior;
- Staggering gait, fatigue;

- Visual disturbances, headache, vomiting; **or**
- Collapse and seizures

**Care and treatment:**

- Complete rest indoors or in shade;
- Remove unnecessary clothing;
- Cool the student down; **and**
- Give fluids and cool water if the person is conscious.

**IN AN EMERGENCY,  
DO NOT EXCEED YOUR TRAINING!  
SEEK PROFESSIONAL  
MEDICAL ASSISTANCE!**

## **Hyperventilation**

**Signs and symptoms:**

- Rapid respirations;
- Rapid pulse;
- Shortness of breath;
- Pressure, tightness or pain across the chest;
- Anxiety;
- Blurred vision;
- Tingling in fingers and toes;
- Hand and finger spasms and pain; **or**
- Fainting

### **Care and treatment:**

- Reassurance;
- Remove the cause of anxiety, if possible;
- If the student has fainted, lay student down with legs elevated; and
- Monitor breathing

### **Nose Bleeds**

When a student nose bleeds, there are some immediate things you can do to stop the bleeding. Elevate the trunk of the body so that it is higher than the heart. Tilt the head forward and cool compress the nostril for five to ten minutes.

**BITES and NOSE BLEEDS ARE  
THE MOST COMMON FIRST-  
AID PROBLEM YOU WILL  
ENCOUNTER AS A BUS  
DRIVER!**

# CHAPTER 9: SECURITY & EMERGENCY PREPAREDNESS, HOSTAGE AWARENESS, HARASSMENT, HOSTILE LEARNING ENVIRONMENTS and MANDATORY REPORTING

## SECURITY & EMERGENCY PREPAREDNESS TRAINING

In addition to the threat from foreign and domestic terrorist groups, the school bus driver and their students may be targets of:

- Violence from students, unauthorized visitors, the neighborhood dog, weapons and criminal elements outside the school bus;
- Vandalism, property loss, petty theft, fights or disturbances, child abductions and sexual predators; (NCST 2010)

### Why School Buses Could Be Targets

- They are relatively unprotected and vulnerable;
- They have predictable routes and schedules;
- They have the potential for a large numbers of casualties;
- They have schools all over the nation;
- They have unquestioned access to high-value destinations;
- They represent an emotional target; **and**
- The effects of a terrorist attack on school buses would demoralize Communities, States, and the Nation.



## Looking for Suspicious Behavior or Activities

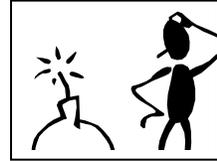
Awareness is the best weapon for preventing a crime and increasing personal and school bus security. Armed with awareness, most school bus drivers can eliminate or significantly reduce property losses and crime. School bus drivers need to pay particular attention to:



- Anyone appearing unusually interested in school facilities, vehicles or their surroundings;
- Anyone who has been sighted within a school, or a school bus stop numerous times;
- Anyone who has put a package in a public place and left quickly;
- Anyone seeking information on school facilities, buses or schedules;
- Anyone taking pictures or videotaping areas of school bus facilities, schools or school bus stops;
- Anyone looking lost or wandering around at school bus stops or school grounds, or anyone who seems to be somewhere they are not supposed to be;
- Anyone showing disruptive or potentially distracting behavior;
- Anyone showing an unusual interest in employees or students, the school or school bus locations;
- Anyone wearing a uniform who appears to not be part of the setting;
- Anyone wearing clothing that is not appropriate for the weather;
- Any person possessing a weapon or dangerous item; **or**
- Any person using a vehicle in a suspicious way (illegally parked, erratic driving, following).

**You can not identify suspicious behavior based on stereotypes of race, color or ethnicity.**

## Being Aware of Suspicious Items:



- Items that are abandoned or hidden in an unusual place;
- Items having leaking gas, vapor, odor or suspicious substance including excessive grease;
- Any items that contain exposed wires or timer;
- Any items that have an attached message with a threatening note or suspicious markings; **or**
- Any canister, propane style tank, metal box, bottle, out of place items.

## School Bus Drivers

School bus drivers are the eyes and ears of their communities. They know their buses, students, area and conditions along their routes. They know what is unusual or does not belong. Learn to TRUST YOUR GUT and be familiar with:

Policies and Procedures for:

- What to do in case of emergencies or an increase security threat;
- The available communication systems and how to use them;
- Policies and procedures for hostage situations;
- Conduct security inspection of vehicles (similar to pre and post trip inspections).
- How to respond to threats of violence from students, unauthorized boarders and others outside the school bus.

Identification and Prevention of:

- Suspicious criminal or terrorist activity;
- Illegal entry of the school bus by people, packages or devices;

Responses to:

- Shootings or snipers;

- Fights and disturbances, both on and off the bus;
- Vandalism or property damage;
- Child abductions, sexual predators or child custody issues;
- Threats of violence from students, unauthorized boarders and others outside the school bus;
- Weapons on the school bus. (NCST 2010)

#### Additional Safety Tips

- Remove the keys from the ignition and take them with you whenever you have to leave your school bus;
- Do pre-trip and post-trip inspections whenever you have left the school bus -unattended for any length of time including a security inspection; and
- Maintain an uncluttered bus.

### **Reporting Suspicious Items & Unusual Activities**

- **IMMEDIATELY** report suspicious items;
- If you suspect a serious situation, call 911 right away;
- Remain alert and calm. Pay attention to the details. Be able to provide the location and a description of the suspicious activity or person;
- Be able to report the location, color, year, make, model and license plate number of any suspicious vehicles;
- Never touch or pick up a suspicious item. Move as far away as possible; **and**
- **DO NOT USE** your radio or cell phone within 300 feet of the suspicious package.

### **School Bus Security Inspection**

School bus drivers need to be vigilant when checking the following items:

- **Seats:** Look for lumps, bulges, damaged upholstery and any suspicious packages on a seat;
- **Floor surface:** Look for modifications to material/unusual thickness;
- **Roof liner:** Look for rips or bulges;
- **Cargo compartment:** Smell for strange odors, raised floor, unusual welds, unusual items or excessive weight;
- **Exterior surface:** Look for missing screws, unusual scratches, welds, signs of tampering or recent paint;
- **Undercarriage:** Look for items that are taped or attached to the frame or fresh undercoating;
- **Engine compartment:** Look for odd wires or liquids, unusual welds or new tape;
- **Tires:** Look for unusual odor from air valve; **and**
- **Fenders:** Look for unusual thickness



## HOSTAGE AWARENESS

### Emotional Stages

If you find yourself in a hostage situation, you need to understand the feelings you will experience:

- **Denial:** It is common for the victim to feel that this is not happening to me, or that it is just a joke;
- **The belief of immediate rescue:** Do not mislead yourself by thinking you will be rescued right away. It is to your advantage for the situation to take time to resolve. There is more of an opportunity for negotiation with the captor, which can lead to a peaceful resolution; **and**
- **Try to hold onto reality:** Make a determined effort to stay focused. Avoid the temptation to let your thoughts center around your family/loved ones, and what might become of them if something should happen to you.

## Things "TO DO" in a Hostage Situation

- **Bond with your captor:** Try to relate to them and build a relationship of understanding and sympathy;
- **Be human:** Do not allow the captor to view you as an object instead of a person. Let your captor know that you are a father or mother and that there are people who depend on you, even if there are none. Avoid having your face covered. This dehumanizes a person;
- **Take mental notes:** Without being obvious to the captor, note any scars, tattoos, or other identifying marks. Estimate height, weight, and hair color;
- **Expect to be arrested:** Law enforcement personnel will detain everyone until identification can be verified. Captors have exchanged clothing with hostages in an effort to escape. Your district will have officials on the scene to identify you;
- **Keep a low profile:** Speak only when spoken to. Do not initiate conversation;
- **Think pleasant thoughts:** The incident could go on for hours. Avoid falling into depression, and remain confident that you will be released;
- **Remain strong for your students:** Even though you may have had a difficult time with the students all year, they will look to you for leadership in an emergency. If you maintain your composure, it will help them to do the same; **and**
- **Remember you are a primary witness for investigators:** It is vital that you write down everything that occurred during the hostage situation from onset to resolution. Do this as soon as possible while the events are still fresh in your mind. Do not speak to the media. Your district officials on the scene should shield them from you. Follow district policy regarding any future media contact.

## Things "NOT TO DO" in a Hostage Situation

- **Do not make any threats:** Remember that the captor is holding you against your will with some type of weapon. Do not behave, or speak in a manner that may be perceived by the captor as threatening;

- **Do not stare or glance at your captor:** Keeping your eyes down will give the appearance of submission. Do not appear aggressive in your body language or facial expressions;
- **Do not interfere:** Do not volunteer to assist the captor in any way. Do not interfere with the actions of the captor. For instance, he/she may be irritated with crying students and strike the students to quiet them. Remember that you are being held at gun/knife point. Challenging the captor will increase the risk of further harm to yourself and/or the students;
- **Do not negotiate for your own release:** Only the police will conduct negotiations. If you involve yourself, you may jeopardize a peaceful resolution to the hostage situation;
- **Do not negotiate for the release of the students:** Do not make offers or promises of money or possessions in exchange for the release of the students. Only the police can negotiate; **and**
- **Do not be arrogant:** -Give the captor whatever they want. Do not resist. It could result in harm to yourself and/or the students.

### **Tips to Help you in a Hostage Situation**

- **Help keep the peace:** Prevent anyone from getting hurt. Consider your actions so as not to put yourself or your students at risk;
- **Be patient:** If you as the driver show patience, then your students will be more prone to follow your lead;
- **Remain calm:** Try not to show fear, the students are looking to you as an example;
- Know that 99% of all situations are resolved through negotiations: **Negotiations may take time, but remember that time is on your side;**
- **Do not be confrontational:** Don't be a hero, unnecessary harm to you or your students may result from your actions;
- **Avoid getting caught in a hostage situation:** Report any suspicious activity immediately. Do not wait for something to happen or get out of control;
- **Call the police:** This is the best action a driver can do. Avoid becoming caught in the situation before it occurs; **and**

- **Know your passengers:** Knowing your passengers and their needs can be vital in such emergencies. Their medical needs may allow communication for emergency medical support.
- **Communicate:** If possible, try to make your location and situation known as soon as possible; if the hostage taker has not made contact. (Microphone keyed open);
- **Be a good witness:** Make a mental picture of the hostage-taker(s) and any weapons. This information may be vital for the police in determining the next move to help the remaining hostages;
- **Go along to get along:** Cooperate with your captor and do as you are told. Comply with reasonable demands; **and**
- **If the police try to enter the bus:** Try to avoid giving away police positions or actions. Captors could pick-up on them. Be prepared for loud noise and follow instructions quickly.

## HARRASSMENT AND HOSTILE ENVIRONMENTS

Targets of bullying and harassment experience anxiety, distress, confusion, loss of self-esteem and depression. (Blueprints for Violence, 1999) Schools, school buses and school bus stops need to be safety zones for students.

### Harassment

Under Title IX of the Education Amendments Act of 1972, a school district cannot allow harassment or hostile environments in the school. It violates the law when a school district creates it, encourages it, or tolerates it. School districts are now the subject of many civil lawsuits for their failure to stop harassment and hostile environments in the school.

### Hostile Environments

A hostile environment is defined as an intimidating, hostile, or offensive environment that results in a student's inability to learn. School districts are required to take steps to prevent hostile environments, and deal with complaints about harassment when they are made. When a school district knows that an environment is hostile or a student is being harassed, you are required by law to do something about it.

### What is a Hostile Environment

1. When a single incident is so serious that it causes disruption to the education of a student;

2. A hostile environment or harassment is behavior that is **UNWELCOME AND UNWANTED AND IS RELATED TO ONE'S GENDER OR RACE, OR NEGATIVELY IMPACTS THE STUDENT'S EDUCATION IN A WAY THAT MAKES THE STUDENT FEEL UNCOMFORTABLE;**
3. Harassment on the school bus and at the school bus stop can be far worse for the student because:



- The driver may not be aware of the harassment while it's occurring;
- School buses and school bus stops limit the number of witnesses;
- The school bus or a school bus stop is a confined area that prevents escape from the harassment; and
- The student's ability to avoid harassment is restricted.

## Harassment is Unwelcome and Unwanted.

### Types of Behavior that Constitute Harassment or a Hostile Environment

- Spreading rumors or gossiping;
- Making suggestive comments about the sexual orientation or activity of another person;
- Calling someone names of a sexual or ethnic nature. Making obscene gestures in a sexually suggestive manner;
- Using sexually explicit language;
- Graffiti on the school bus or at the school bus stop which uses explicit sexual language to describe and degrade members of the opposite sex;
- Unwelcome and unwanted touching, pinching or restraining of students;
- Exposing private parts; flipping up skirts or snapping bras;



- Threatening unwanted sexual activity; **and**
- Teasing or lewd remarks.

**Know and understand your district's harassment policy.**

## Boundary Violations

School bus drivers need to know what is considered appropriate behavior around students. Because of your one-on-one contact with students, you must be very careful of how you act around students.

What is considered **INAPPROPRIATE BEHAVIOR:**

- Discussing or sharing your personal life with students;
- Acting as a confidant to students. If they come to you with problems, refer them to the appropriate school authority and report the incident to your supervisor;
- Encouraging, laughing or tolerating sexist or racist jokes;
- Stereotyping of your students;
- Allowing students to sit on your lap or hug them. No neck rubs or back massages;
- Allowing students in your personal vehicle for any reason;
- Giving special treatment or making promises of special treatment to your students; **and**
- Meeting with students outside of school.

## The Bus Drivers Role



- Report all incidents of inappropriate behavior to your supervisor;
- Document any incidents of harassment you have reported to your supervisor. If the student files a civil lawsuit because a school district failed to stop or prevent harassment, you could be held financially liable. Documentation is your only protection;
- Follow up with your supervisor on your report;
- Remember that **YOU ARE PERSONALLY LIABLE IF YOU SUSPECT HARASSMENT AND FAIL TO REPORT YOUR**

## **SUSPICIONS;**

- Do not be afraid to report suspicious behavior to the appropriate authority even if the suspected abuse is by an educator; **and**
- **TRUST YOUR GUT!**

## **Nevada's Provisions for a Safe and Respectful Learning Environment**

Nevada law states that “A learning environment that is safe and respectful is essential for the pupils enrolled in the public schools in this state to achieve academic success and meet this state’s high academic standards. Any form of harassment or intimidation in public schools seriously interferes with the ability of teachers to teach in the classroom and the ability of students to learn.”

**Harassment and Intimidation are against the law. You must report all incidents of harassment to the appropriate school district officials and follow up.**

### **Interfering with a Pupil Attending School**

Nevada law states that it is unlawful for any person to beat, whip, detain or otherwise interfere with a pupil while on the way to and from school. (NRS 392.470, <http://leg.state.nv.us/NRS/NRS-392.html>)

### **Threatening or Assaulting a Pupil or School Employee**

1. It is unlawful for any person to disturb the peace of any public school by using vile or indecent language within the building or grounds of the school.
2. It is unlawful for any person to threaten or assault any public or school employee within the building or grounds of the school, on a bus, van or other motor vehicle owned, leased or chartered by a school district to transport pupils or school employees or, at a location where the pupil or school employee is involved in an activity sponsored by a public school. (NRS 392.480, <http://leg.state.nv.us/NRS/NRS-392.html>)

**Respect the student's right to privacy. Handle complaints of harassment immediately with care and confidentiality.**

## MANDATORY REPORTING

As a school district employee, you are considered a mandatory reporter, which means you are legally responsible to report all incidents of abuse or suspected abuse.

Under Nevada law, a person who has a “reasonable cause to believe” that an act or situation exists, is occurring or has occurred, is required to report their suspicions to the required authority. In addition, you are required to act “as soon as reasonably practical”. (NRS 432B.121, <http://leg.state.nv.us/NRS/NRS-432B.html>)

### Nevada Law for Reporting

If you suspect that abuse is occurring, has occurred or may occur, you are required to make a report. Any person who in their professional or occupational capacity has reasonable cause to believe that a child has been abused or neglected shall:

- Report the abuse or neglect of the child to an agency which provides child welfare services or to a law enforcement agency; **and**
- Make such a report within 24 hours after you know or have reasonable cause to believe that the child has been abused or neglected. (NRS 432B.220, <http://leg.state.nv.us/NRS/NRS-432B.html>)

### Penalties for Failure to Make a Report

Any person who knowingly and willfully violates this provision is guilty of a misdemeanor. (NRS 432B.240, <http://leg.state.nv.us/NRS/NRS-432B.html>)

### How to File a Report

If you suspect abuse, you can contact the **CHILD ABUSE OR NEGLECT HOTLINE AT 800-992-5757**. You can also visit the Nevada Department of Health and Human Services at [www.dhhs.state.nv.us](http://www.dhhs.state.nv.us) for local DCFS locations. In addition, you can also contact your local law enforcement office.

### Immunity from Civil or Criminal Liability

Any person who makes a report in good faith, of suspected abuse is immune from civil or criminal liability. (NRS 432B.160, <http://leg.state.nv.us/NRS/NRS-432B.html>)

# CHAPTER 10: TRANSPORTING WITH SPECIAL NEEDS

# STUDENTS

## LAWS AFFECTING SPECIAL NEEDS TRANSPORTATION SERVICES



### Individuals with Disabilities Education Act

- IDEA is the nation's special needs education law; **and**
- IDEA's two primary objectives are:
  1. Assure that students with disabilities are provided the same access to a public education setting as their non-disabled peers to the maximum extent possible; and
  2. Provide educational services appropriate to meet the students' individual needs.



### More Definitions under IDEA

1. **Child with a disability:** A child who has been evaluated by the State as having an impairment for which the child needs special education and related services.
2. **Special Education:** Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.
3. **Individualized Education Plan (IEP):** A written statement for a student with a disability designed to meet his/her unique educational needs.
4. **Local Education Agency (LEA):** The local education agency is the school district; each IEP team should have an LEA representative who can determine the district's available resources and vouch for the district's implementation of the IEP.
5. **Individual Family Support Plans (IFSPs):** A plan written for a child, birth to three years. Family involvement is required.
6. **Least Restrictive Environment (LRE):** Students with disabilities must be educated with their non-disabled peers to the maximum extent possible. This

includes transportation services.

## **Free Appropriate Public Education (FAPE)**

- The centerpiece of IDEA is the FAPE concept; **and**
- FAPE means that students with disabilities are entitled to a free education that is appropriate to their age and abilities.

## **Transportation as a Related Service**

1. Transportation is one of the many related services that a child with a disability may need.
2. The definition of “transportation as a related service” means:
  - 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 special transportation for a child with a disability.

## **Section 504 of the Rehabilitation Act of 1973**

1. Section 504 prohibits discrimination on the basis of a disability.
2. A school district has the following obligations for eligible 504 students:
  - Provide a free appropriate public education;
  - Educate with non-handicapped students to the maximum extent appropriate;
  - Develop procedures for the identification of all handicapped students; and
  - Develop evaluation and classification procedures.
3. Students who meet 504 eligibility may or may not have a written “504 Plan,” but the district must provide the necessary transportation accommodations for these students.

## **U.S. Office of Civil Rights**

The Office of Civil Rights is in place to protect the rights of students and to ensure that school districts are complying with the law.

### **Family Education Rights and Privacy Act (FERPA) on Confidentiality**

- FERPA is the federal law that protects students' privacy;
- FERPA requires parental permission for others to access a student's education records except for "school officials" who have a "legitimate education interest" and others specified by law; **and**
- Transportation personnel are considered "school officials" in their role as related services providers.

### **Confidentiality**

**The Individuals with Disability Education Act (IDEA)** requires that a **Individualized Education Plan (IEP)** and **Individual Family Service Plan (IFSP)** information needed to transport a student safely, even if confidential, shall be made available to the related-service provider. Information provided to transportation staff is confidential and staff shall be trained regarding confidentiality requirements.

### **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

- An IEP is a written statement of services a student is to received;
- Based on IDEA, each school district shall conduct a full and individual evaluation and develop a plan for each child who is considered for special education;
- The IEP team is a formal group of educators that develop an educational program, establish goals and determines the related services for the student;
- When developing and IEP, transportation staff must be included when transportation is being included as a related service;
- The transportation staff will need to address issues regarding the safe transportation of the student. Specific information needs to be provided to the transportation department, driver, parent and student so that they know what services to expect; **and**

- If after implementation of the IEP program, you find that more information or assistance is needed, you must contact your supervisor to request changes in the IEP.

## Special Factors

The IEP team must consider the following special factors when developing the IEP and determine how they could impact transportation.

- Behavior;
- English Proficiency;
- Vision Skills;
- Communication Needs; **and**
- Assistive Technology Needs

## SPECIALIZED TRANSPORTATION

A student is eligible to receive specialized transportation services if they meet one of the following criteria and it has been documented on the student's IEP.

- Requires use of medical equipment;
- Has a medical condition requiring special transportation;
- Requires an attendant (aide, monitor or nurse);
- Requires a shortened school day due to his/her disability; or
- Is assigned to a school out of district to access the appropriate special education program.

## RECOGNIZED DISABILITIES

### 1. Communication

- Autism; **or**
- Speech/Language Impaired



2. **Sensory**

- Deaf/Hearing Impaired;
- Visually Impaired; **or**
- Dual Sensory Impaired

3. **Cognitive**

- Moderate Mentally Retarded;
- Moderate Mentally Retarded;
- Severe Mentally Retarded; **or**
- Traumatic Brain Injury

4. **Physical**

- Physically impaired;
- Other Health Impairments; **or**
- Orthopedically Impaired

5. **Behavior**

- Emotional Disturbance;
- Severe Emotional Disturbance;
- Specific Learning Disabilities; **or**
- Developmentally Delayed

## **AUTISM DISORDER**

1. **Challenges**

- Difficulty in using and understanding language;
- Poorly developed social skills;
- Heightened or depressed sensitivity to sound, sight, taste, touch or

smell;

- Repetitive behaviors may stimulate senses;
- Difficulty with changes to surroundings/routine;
- Uneven skill development; superior strengths with significant delays;  
**or**
- May display aggression, self injury or withdrawal.

## 2. **Strategies**

- Give clear, simple directions; use verbal and visual cues;
- Try to maintain structure and routine;
- Seat next to a positive role model;
- Encourage and praise positive behavior;
- Because characteristics vary, talk with the teacher and parent to understand student's strengths and weakness;
- Remember that the student may be hypersensitive to touch, smell, noise level, etc; **and**
- Close supervision is necessary for these students because they often do not recognize danger in their environment.

## **DEVELOPMENTALLY DELAYED**

1. **Challenges:** This category applies to children between the ages of three and five years:



- Children with developmental delays have a delay in one or more of the following areas:
- Adaptive skills/self help;
- Cognitive development;
- Communication;
- Social/emotional skills; or

- Physical development including fine, gross, or perceptual motor skills.

## 2. Strategies

- Keep your language and rules simple;
- Assign the student a seat up front, if possible;
- Make sure you have the appropriate safety equipment for the child's age, weight, and height;
- Be sensitive to the child's age. Children are young and will act like a young person; **and**
- Be sensitive to the child's special needs, whether they reflect a physical, communication, emotional/social, or mental developmental delay.

## HEARING IMPAIRED/DEAF



### 1. Challenges

- Will have varying levels of hearing loss;
- Deaf students may communicate through sign language;
- Hearing impaired students may use speech, sign language or both;
- Students receive information by listening, lip reading, gestures, and/or facial expressions; **or**
- May have difficulty learning vocabulary, grammar, and expressions.

### 2. Strategies

- Make sure the student sees your face when speaking;
- Don't raise your voice when speaking; you may have to use different words to convey the message;
- Knowing a few basic "signs" is very helpful;
- Written notes are helpful with older students;

- The student's speech will become more understandable with time; **and**
- Use of visual aids.

## VISUALLY IMPAIRED

### 1. Challenges

- Will have varying levels of sight;
- May rely on visual, auditory, and/or tactile senses for learning;
- May have underdeveloped social skills; **or**
- May not understand nonverbal cues.

### 2. Strategies



- Use your voice clearly to orient and guide the student;
- May need to seat the student near the door;
- If the student is sensitive to light, avoid seating next to a window;
- Allow the student to be as independent as possible;
- Notify student of any changes to the bus stop area, including a different bus that may have different height of steps to climb; **and**
- **NEVER LEAVE THE STUDENT ALONE.**

## DUAL SENSORY IMPAIRED

### 1. Challenges

- Have both visual and hearing loss;
- Not necessarily completely deaf or blind;
- Combination sensory loss creates serious impairment of the student's ability to acquire information, communicate, and function within the environment; **or**

- Communication and mobility are often affected.

## 2. Strategies

- These students are generally compliant; misbehavior may come from frustration and the inability to communicate their wants and needs;
- Routine and consistency in their daily lives are very beneficial;
- Assign a seat for the student;
- Seek advice from parents and teachers on how to communicate with the student;
- Check with the teacher regarding usual behaviors and whether to allow them to continue or to intervene (stop them); **and**
- These students must be closely supervised because they are at increased risk due to their impairments.

## EMOTIONAL HANDICAPS

### 1. Challenges

- Restless, hyperactive, fidgety;
- Inability to stay seated;
- Short attention span;
- Inappropriate language (name calling, profanity);
- Aggression: hitting, fighting, self-injurious behavior;
- Trouble following directions;
- Resistant to discipline, defiant, destructive, hard to manage;
- Inappropriate conduct: lying, stealing, cruelty;
- Temperamental-extreme emotions and feelings; **or**
- These students usually are seeking attention, acceptance, and love, but often alienate people because of their behaviors.



## 2. Strategies

- Establish rapport with the student; learn his/her interests;
- Catch the student being good;
- Assign seating, if needed;
- Display a positive, professional attitude;
- Learn the student's non-verbal cues;
- Defuse situations early on; react calmly when the student misbehaves;  
**and**
- Communicate with the teacher to bridge the gap from the classroom to the bus. Develop a consistent behavioral plan.

## MENTAL HANDICAPS

### 1. Challenges

- Will have varying functional levels;
- Short attention span;
- Poor ability to generalize;
- May have poor communication skill-speech, understanding, and expressing language;
- Usually have poor self-care skills;
- May have inappropriate social skills (overly friendly, aggressive);
- May have physical impairments; **or**
- May have uncontrolled motor movements (striking out of arms and legs).

### 2. Strategies

- Interact with a sincere, caring approach;
- Keep directions simple and clear; repeat often;

- Match expectations with function levels;
- Praise the student for good behavior;
- Communicate with parents and teachers to better understand the students;
- Some of these students may need restraints. Be sure you have received sufficient training to attend to the student’s specific needs; **and**
- Supervise these students very closely, they may have medical conditions that need monitoring.

## **SPECIFIC LEARNING DISABLED**

### **1. Challenges**

- Difficulty following directions;
- May have communication difficulties; understanding others or expressing self;
- Look “normal”; disability is hidden;
- May display hyperactivity, inattention, and perceptual coordination problems;
- May display impulsiveness, low tolerance for frustration; **or**
- May have poor social skills.

### **2. Strategies**

- Establish trusting and respectful relationships;
- Use simple and clear directions; may need to use one-step directions due to the student’s processing difficulties;
- Allow the student time to respond to your directions;
- Capitalize on the student’s strengths;
- Intervene early when “situations” begin;

- Keep calm when dealing with the student's behavior; **and**
- Use praise and encouragement.



## PHYSICALLY IMPAIRED

This includes Orthopedically impaired, Traumatic Brain Injury and other health impairments.

### 1. Challenges

- Students with severe skeletal, muscular, or neuromuscular impairment, such as cerebral palsy, amputations, etc;
- They have limited strength , vitality, or alertness due to chronic or acute health problems; **and**
- They may need:
  1. Physical assistance;
  2. Specialized seating; **or**
  3. Adaptive equipment

### 2. Strategies

- Communicate regularly with parents and teachers;
- Establish good relationships with students;
- Treat students with respect;
- Allow the students to do as much as possible for themselves; **and**
- Be sure you know how to properly secure all securment/adaptive devices.

## TRAUMATIC BRAIN INJURY

### 1. Challenges

- These students may display disruptive behaviors-non-compliance, aggression, poor social skills;

- They may display mood swings, impulsivity, and poor judgment;
- Open or closed head injuries may result in impairments in one or more of the following areas:
  1. Cognition;
  2. Memory;
  3. Reasoning;
  4. Judgment;
  5. Perceptual and motor abilities;
  6. Psychosocial behavior;
  7. Information processing;
  8. Language;
  9. Attention;
  10. Abstract thinking;
  11. Problem solving;
  12. Sensory ;
  13. Physical functions;
  14. Speech

## 2. Strategies

- Be patient and sensitive to the needs of these students; **and**
- Seek assistance from the teacher/parents about how to handle the student's specific needs and behaviors.

## OTHER HEALTH IMPAIRMENTS

### 1. Challenges

- Other health impairments means having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart

condition, tuberculosis, rheumatic fever, asthma, sickle cell anemia, hemophilia, epilepsy, leukemia, diabetes, peanut allergies, and others that adversely affect a child's educational performance.

- In 1997, attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD) were included in the definition of "Other Health Impairments."

## 2. Strategies

- Be patient and sensitive to the needs of these students;
- Seek assistance from the teachers/parents about how to handle the student's specific needs; **and**
- Seek training on how to best handle students with other health impairments.

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## ADD & ADHD

### 1. Challenges

- Attention span
  1. Is short;
  2. Does not listen when spoken to;
  3. Does not follow instructions;
  4. Easily distracted; loses things; **or**
  5. Is forgetful
- Hyperactivity
  1. Fidgets or squirms in their seat;
  2. Gets out of their seat frequently; **or**
  3. Talks excessively or loudly

- Impulsivity
  1. Difficulty waiting for turn; **or**
  2. Interrupts or intrudes on others
- Other Concerns
  1. Medication issues;
  2. Does not handle changes well; **or**
  3. Is easily frustrated; stress/fatigue increase poor behavior.

## 2. Strategies

- Give clear rules and maintain routines;
- Praise immediately any positive behavior;
- Find ways to encourage the student;
- Give step-by-step directions; make sure that the student is following directions;
- Allow the student to have an activity on the bus to channel his/her energy.
- **REMAIN CALM;** be patient; avoid debating with the student.
- Avoid ridicule and criticism (ADD/ADHD students have difficulty maintaining control);
- Separate challenging students; assign seats;
- Talk with the teacher or parent to learn effective strategies.

## MEDICALLY FRAGILE STUDENTS

### 1. Challenges

- Varying severity of medical problems; could be life-threatening;
- Often dependent on medical equipment;

- Often requires additional staff on the bus (aide, monitor or nurse);
- Specialized training may be required;
- Do Not Resuscitate Orders (DNR); **and**
- Be sure to follow your district policy.

## 2. **Strategies**

- Provide one on one staff, when necessary (as determined by the IEP team);
- Monitor closely during the bus ride;
- Provide staff with training;
- Communicate regularly with other caretakers;
- Develop detailed evacuation plans; **and**
- Create staff support systems and monitor staff stress levels.

# **SPEECH AND LANGUAGE IMPAIRED**

## 1. **Challenges for Language Impaired Students**

- Students who are language impaired have difficulty either understanding language or expressing themselves;
- Often these students also lack social skills and may not understand facial expressions, idiomatic expressions, or sarcasm; **or**
- Students with a severe language impairment often having a learning disability also.

## 2. **Challenges for Speech Impaired Students**

- These students may have an impairment in one of the following areas:
  1. Articulation (problems with pronunciation of sounds and words, e.g. “wabbit for rabbit”);
  2. Fluency (stuttering); **or**

3. Voice (abnormal quality, pitch, loudness, resonance, or duration).

- Most speech impairments are correctable and students need services for only a short period of time.
- The student with a speech impairment may appear no different from other students visually or physically. Monitor closely during the bus ride.

3. **Strategies**

- Keep the bus rules and instructions simple;
- Recognize that it is difficult for language impaired students to handle series of instructions; **and**
- Allow the student time to process your instructions before responding.

## **WHEN WORKING WITH STUDENTS WITH SPECIAL NEEDS**

- Remember that each student is an individual;
- While they may have similar characteristics, respect their uniqueness; **and**
- Collaborate with teachers, parents, and other staff to provide the best and safest transportation services possible!

## **EFFECTIVE BEHAVIOR MANAGEMENT FOR ALL STUDENTS**

- Keep rules to a minimum – 4 to 6 max!
- Establish rules and consequences for misbehavior on the first day;
- Enforce rules consistently and fairly;
- Give clear, concise directions;
- Use a calm, quiet, gentle voice;
- Encourage and praise positive behavior; **and**

- Catch students doing good!

## COMMUNICATION

### 1. Nonverbal Communication

- Voice tone, volume, and rate;
- Body positioning, facial expressions, and gestures; **or**
- Personal space

### 2. Active Listening

- Give speaker your attention;
- Maintain eye contact;
- Acknowledge the message;
- Show empathy, if appropriate; **and**
- Ask what can be done



### 3. Communication with Students

- Develop a positive relationship with each student;
- Keep instructions simple and repeat them if necessary; **and**
- Make sure students understand what you are saying.

### 4. Communication with Parents

- Respect parents;
- Share positive information;
- Allow parents to share concerns; **and**
- Communicate on a regular basis

### 5. Communication with School

- Collaborate with school personnel; **and**

- Communicate regularly

## **ASSISTIVE EQUIPMENT**

Some students with disabilities require assistive equipment and/or devices during the school day or when being transported on the school bus. Some common types of supportive equipment include:

- Wheelchairs;
- Walkers;
- Oxygen; ~~or~~
- Strollers; or
- Service Animals

## **SERVICE ANIMALS**

A service animal is any animal that is individually trained to do work or perform tasks that benefit an individual with a disability. (ADA, Title III-4.2300) The majority of service animals are dogs of various breeds.

Special education students who have a required service animal on the school bus will be identified in the IEP. If you have a student with a service animal, you should:

- Not assume a person with a service animal is not disabled just because they do not appear to be disabled;
- Ask the student assist you;
- Do not touch or give the service animal any commands and instruct students to do the same;
- Service animals should sit or lie on the floor without blocking the aisle;
- The student with the disability is responsible for the behavior of the service animal, including clean up any unexpected messes;
- If the service animal is disruptive or jeopardizes the safe operation of the school bus, it could be excluded from riding the bus. ([www.ada.gov](http://www.ada.gov))

## LOADING THE WHEELCHAIR

Position the bus so that the lift is on the unloading side, level with the ground and curbside or unloading ramp.

- Lower the lift;
- Secure the door;
- Load the student by backing the chair onto the lift;
- Never ride the power lift with students on it;
- Set the wheel locks and make sure the outer role stop is up, engaged and locked;
- Check for clearance;
- Raise the lift;
- The person inside the bus will pull the wheelchair off the lift onto the bus;
- Secure the wheelchair, forward facing; **and**
- Never allow students to operate the lift.



**When not in use,  
wheelchair securment  
straps must be secured  
and stored.**

## UNLOADING THE WHEELCHAIR

When unloading a wheelchair, reverse the procedures for loading.

## POWER WHEELCHAIRS

Power wheelchairs are loaded like manual wheelchairs except for the following:

1. The power is switched off before operating the lift.
2. The wheel locks are engaged.
3. For some chairs, the gears on the motors must be disengaged.
4. The gears on the motors should be re-engaged to set the internal locking mechanism while the wheelchair is on the lift.
5. The gears need to be disengaged to manually pull the power wheelchair into the bus.

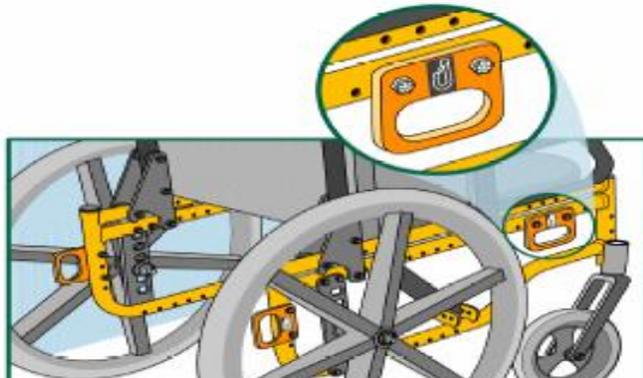


## **WHEELCHAIR TIEDOWN OCCUPANT RESTRAINT SYSTEM (WTORS)**

1. It is important to use a complete WTORS to secure the wheelchair and provide the wheelchair occupant with a properly designed and tested seatbelt systems.
2. Always use a WTORS that has been crash tested.
3. To protect the occupant, a seatbelt system with both pelvic and upper torso belts must be used.

### **WC 19/TRANSIT WHEELCHAIR**

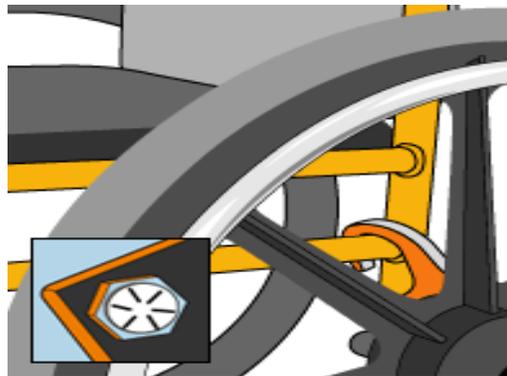
1. It is best if you have a wheelchair that has been designed and tested for use as a seat in motor vehicles, often referred to as a WC19 wheelchair or a transit wheelchair. These wheelchairs comply with ANSI/RESNA WC19, a voluntary standard developed by safety and rehabilitation experts. Wheelchairs that meet the design and performance requirements of this standard will be labeled to show that they comply with WC19.
2. Most importantly, a WC 19 wheelchair has four-crash tested securing points to which tiedown straps and hooks can be easily attached. These points are clearly marked with a hood symbol.
3. If a WC19 wheelchair is not available, the next best choice is a wheelchair with an accessible metal frame to which tiedown straps and hoods can be attached at frame junctions.



### **WTORS (WHEELCHAIR TIEDOWN OCCUPANT RESTRAINT SYSTEM)**

1. You must 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.

2. **DO NOT ATTACH TIEDOWNS TO ADJUSTABLE MOVING, OR REMOVABLE PARTS OF THE WHEELCHAIR SUCH AS ARMRESTS, FOOTRESTS, AND WHEELS.**
3. When securing non-WC19 wheelchairs, choose structural securment points close to the seat surface as possible to provide greater wheelchair stability during travel.
4. It is best if the rear securment points are high enough to result in angles of the rear tiedown straps between 30 and 45 degrees to the horizontal.
5. Mixing wheelchair securment points between the seat and base can result in the tiedown straps becoming slack if the angle of the seat changes during a crash.



## SECURING THE WHEELCHAIR

- Face the wheelchair facing forward;
- Center the wheelchair between the tracks;
- Set the wheel locks on both sides;
- The front straps and rear straps should be the same type; **DO NOT INTERCHANGE SYSTEMS;**
- When securing wheelchairs, use four straps, two in the front and two in the rear; **and**
- If the wheelchair and occupant exceed 275 lbs, two additional rear straps should be used.

## SECURING THE REAR STRAPS

- Hook the rear straps first in the inner tracks;
- Secure the straps at a 30 to 60 degree angle (45 degree angle is the best);
- Secure the upper part of the strap into the lowest point of the wheelchair on a secure part of the frame;
- After securing the straps, release the wheelchair locks and pull the straps tight; **and**
- Reset the wheelchair locks.

**Never crisscross securement straps.**

## SECURING THE FRONT STRAPS

- Hook the front straps to the inner tracks;
- Secure the straps at a 30 to 60 degree angle (45 degree angle is best);
- Secure the upper part of the strap into the lowest forward point of the wheelchair on a secure part of the frame, inside the rear wheels; **and**
- Tighten the straps.



**The front tiedown straps should anchor to the floor at points that are spaced wider than the wheelchair to increase lateral stability during travel.**



**It is best if the floor anchor points for the rear tiedown straps are located directly behind the rear securement points on the wheelchair.**

## TILT 'N SPACE WHEELCHAIR

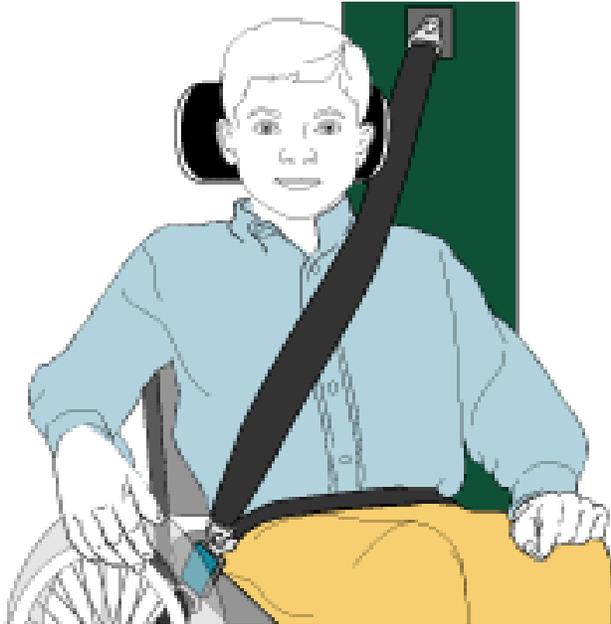
With a tilt 'n space wheelchair, make sure to attach both front and rear straps to either the seat frame or to the base frame.



## OCCUPANT SECUREMENT SYSTEM

- Properly connect the lap belt adjustment strap;
- Insert the side lap belt pelvic strap and secure it to the lap belt adjustment straps;
- Lap belt should be low and snug across the pelvis;
- Tighten the lap belt at the bottom and then tighten the shoulder harness;
- The shoulder harness must be over the shoulder and across the upper chest-**NOT ACROSS THE NECK OR FACE.** Utilize the height adjuster if available; **and**
- Check the student for comfort.

**When properly secured, there is no allowable movement of a wheelchair!**



◀ A diagonal shoulder belt must cross the middle of the shoulder and the center of the chest and should connect to the lap belt near the hip of the rider.

◀ The lap belt must be low and snug across the pelvis.

## OTHER IMPORTANT POINTS

- 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 occupant's shoulder and chest;
- Make sure that the space around the rider is clear to reduce the possibility of contact with vehicle or wheelchair components in a crash;
- Check WTORS equipment regularly for worn or broken components;
- Keep anchorage track free of dirt and debris;
- Make sure to store WTORS in a secure location when not in use;
- If a WTORS have been involved in a crash, the WTORS will need to be replaced;
- 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; **and**

- Secure medical and other equipment to prevent it from breaking loose and causing injuries in a crash.

## OXYGEN USE AND SECUREMENT

1. Some students may need oxygen to assist them with breathing difficulties. Oxygen is safe for transporting on the school bus with proper planning and securment.
2. Oxygen is a non-flammable substance that is stored in liquid or gas form and used by a student to aid in breathing. In order to transport oxygen, you will need the following information documented on the student's IEP:



- The type and size of the oxygen tank that will be transported;
  - An emergency plan in the event of a medical emergency or equipment failure; **and**
  - If the student is using the oxygen on an “as needed” basis. The bus driver **can not** make the decision regarding the amount of oxygen needed. Only a trained medical professional can make this determination.
3. Oxygen tanks should be secured in a rack or mounting device that will sustain at least five times the weight of the tank.
  4. All oxygen tanks must be kept away from intense heat or friction.
  5. It is recommended that only one medical support device per student be transported at a time.
  6. Any changes in medical equipment or required services may require a change in the IEP. Notify your supervisor immediately.
  7. School buses are not required to have placards or labeling on the vehicle when transporting oxygen.

## EMERGENCY INFORMATION

- Emergency information for students with disabilities shall be maintained on the bus;
- The information should be updated at least annually or more often as changes occur;
- Information must include parent, emergency contact, and general student information, as well as specific needs and limitations of each student; **and**

- Each school district shall establish emergency procedures for life threatening emergencies, including DNR's.

## **EVACUATION OF STUDENTS WITH DISABILITES**

- Evacuation of the school bus should not be performed automatically. Children are usually safer inside the bus until emergency help arrives;
- Reasons for an emergency evacuation:
  1. Fire or smoke on the bus;
  2. Suspected fire (smelling something hot or noticing a strong fuel smell);
  3. Inoperable bus in danger of being hit by other vehicles (i.e., on a railroad track, on the edge of an embankment, under the brink of a hill, on a sharp curve, heavy fog conditions); or
  4. Flooding conditions.
- Each school bus driver must have a specific evacuation plan for their bus that addresses the individual needs of each special needs student on the bus;
- Know the location of belt cutter(s);
- Have a diagram of your bus that includes the following:
  1. The names of each student and their seat location;
  2. Next to each student's name, indicate the following information, as appropriate:
    - Hearing or Visually Impaired or non-verbal;
    - Other special needs that would affect the student's ability to safely evacuate the bus;
    - Whether students can walk with or without assistance;
    - If the student needs to be removed from the wheelchair for evacuation;
    - If the student can be carried or dragged from the school bus. Dragging is usually more effective than

lifting or carrying heavier students;

- If more than one adult will be needed to carry or drag the student; **and**
- If the student can be kept in the wheelchair for evacuation.

## EVACUATION DRILLS

- Nevada law requires that school bus evacuation drills be conducted at least two times per year;
- **All students, including students with special needs are required to participate in the drills unless their disability would prevent their participation; and**
- Make sure your instructions are simple, and repeat them when necessary.

## BUS AIDES AND ATTENDANTS

1. Bus aides and attendants provide assistance to students and the bus driver and must be trained on the special circumstances required to transport students with special needs. Bus aides and attendants will need to know:
  - How the IEP process works.
  - Your school district's policy for confidentiality of student information.
  - Legal issues, including federal and state laws, administrative rules and school district policies and procedures for special education students.
  - District policies and procedures for:
    - Loading and unloading students with special needs;
    - Evacuation procedures, including the use of emergency equipment;
    - Lifting and positioning procedures for evacuating special needs students;
    - Behavior management, including procedures for dealing with inappropriate or unacceptable student behavior;

- Knowledge in first-aid and CPR, including universal standards for the spread of contagious and communicable diseases;
- Policies and procedures for detecting and reporting neglect or abuse;
- Post trip interior inspections for students, medicine, and other articles that may have been left on the bus; **and**
- First aid and CPR, including blood borne pathogens and universal precaution procedures.

## **SPECIAL EQUIPMENT USE AND OPERATION**

Drivers of students with disabilities must be familiar with a variety of equipment on the bus. Some examples are:

- How to manually operate power lifts in case of power failure;
- Where the emergency exits, including doors, windows and roof hatches are located;
- How to use the fire extinguisher;
- Power cut-off switches and where they are located;
- Emergency communications systems on the bus;
- The importance of maintaining a climate-controlled bus;
- Adaptive and assistive devices used to support and secure students, including mobile seating devices, child safety restraint systems, safety vests, special belts, assistive technology devices, trays and securment hardware, including storage and securment;
- Service animals that you may be required to transport to assist students; **and**
- Know the location of the belt cutter, which must be properly secured in a location within reach of the driver when belted into his/her seat.

**The school bus driver is ultimately responsible for assuring that all special needs students are properly secured.**

## **EXTENDED SCHOOL YEAR (ESY)**

Extended school year services are services for special education students that extend beyond the normal school year in accordance with a student's IEP.

# CHAPTER 11: TRANSPORTING TODDLERS AND PRE-SCHOOL CHILDREN

## INTRODUCTION

In the State of Nevada, school districts are not required to provide transportation to students under the age of 3. If your district chooses to transport children under 3, these are good policies to follow.

Although transporting preschool children are the youngest, most vulnerable passengers on school buses. They depend on transportation personnel to provide a safe ride to and from early intervention programs and Head Start. Transportation is a critical component for children and their families accessing services to support a child's growth and development. Transportation should be established as the mutual responsibility of parents, transportation and service providers.

Programs supported and funded by federal, state and local governments have made great strides in developing, designing and providing services for young children and their families to develop each child's full potential. The school bus, for many children, is the primary vehicle that provides access to programs and services designated to meet individual needs of children and families.

Transportation providers need to be knowledgeable and develop skills to adequately provide for the safety of young children while being transported on school buses. Infants, toddlers and pre-school children with special physical, cognitive or behavioral needs present new challenges and responsibilities for transportation providers. These children require a great deal of supervision during the time they are in the school bus. Some issues that must be addressed to assure safe transportation in the school bus include: physical handling, communication with young children, behavior management, child safety seats, restraint systems, safety vests, wheelchairs and occupant securement systems, special equipment management, medically fragile conditions, personnel training, and parental responsibilities.

As more pre-school age children are being transported, there are an increasing number of questions as to how to safely transport them. NHTSA conducted crash testing on preschool age size dummies in school bus seats. The test results showed that preschool age children on school buses are safest when transported in child safety restraint systems (CSRSs) that are correctly attached to the seats. (NHTSA *Guide for the Safe Transportation of Pre-School Age children in School Buses*)

## DEFINITIONS

A **newborn** is a child from birth to one month. An **infant** is a child from one month to one year. A **toddler** is a child from one year to three years, and a **preschooler** is a child from three years to five years of age. **Note:** Individual programs may have variations in how these four terms are used.

## **TRANSPORTATION SERVICES FOR PRESCHOOL CHILDREN WITH DISABILITIES**

The Individualized Family Service Plan (IFSP) under Part C of IDEA is the mechanism for addressing the unique needs of infants and toddlers with disabilities and their families.

The IFSP process has two main parts:

- The IFSP meeting, where parents and interagency personnel jointly make decisions about an eligible child's early intervention services; and
- The IFSP document itself, which is a written plan for the provision of early intervention services for the child and family.

The decision to provide the early intervention service transportation is made on a case-by-case basis and is directly related to the need for this service. Given the significance of the IFSP process, there are numerous requirements concerning the IFSP document. The decision for a transportation representative to attend the IFSP meeting should be made on a case-by-case basis when a school bus is considered as the vehicle to transport an infant or toddler to and from a program location. This decision should be based on the individual needs of the child and family, as well as the service provider. The transportation representative should be a member of the IFSP team whenever the unique needs of an individual child require specialized service beyond the scope of what is traditionally provided.

## **HEAD START**

Head Start programs are required to provide special services for three through five year-old children with disabilities. Head Start programs are required to have a "Disabilities Coordinator" who is responsible for developing a disabilities service plan that provides for the special needs of children with disabilities and their parents. This plan must specify those services to be provided directly by Head Start and those that are provided by other agencies. Transportation is one of the related services addressed under 1308.4(o)(5).

Transportation is a related service to be provided to children with disabilities. When transportation to the program site and to special services can be accessed from other agencies, it should be used. When it is not available, program funds are to be used.

- Hold a valid CDL, physical examinations, background checks and classroom and behind the-wheel training for all drivers; Communication and safety equipment, including first-aid kits, belt cutters and fire extinguishers will be required on all vehicles;
- Annual and daily pre-trip inspection and maintenance programs;
- Trip routing restrictions, including elimination of U-turns, backing up of buses and

locating stops to avoid having children cross streets;

- Safety training for parents and children; **and**
- At least three evacuation drills during the program year.  
(Transporting Students with Disabilities, January 9, 2002 edition)

## **DRIVERS**

The driver must be knowledgeable about his responsibility for each child on the school bus. This includes safely operating the school bus and supervision the safety of all young passengers. These recommendations should be followed with or without the presence of a bus attendant.

In addition to their regular duties, the drivers shall be responsible for the following:

- General knowledge about the development of young children, including specific disability conditions;
- Age-appropriate physical handling, communication and behavior management of young children;
- Appropriate use of all the equipment (e.g., power lifts, child restraint systems, safety vests, wheelchairs, securement devices/occupant restraints and safety belts);
- Loading and unloading of children who are ambulatory or non-ambulatory;
- Evacuation and evacuation drills;
- Knowledge about transportation requirements on a child's ISFP or IEP, including confidentiality;
- Knowledge about special needs on the vehicle (e.g., apnea, asthma or other respiratory conditions, shints, life-threatening allergies to irritants, assistive devices, communicable diseases, g-tubes, oxygen, technological dependence, tracheotomy tubes, medical devices, medically complex and fragile conditions, uncontrollable seizure disorders and "Do Not Resuscitate" orders);
- Knowledge about child protection laws (e.g., abuse and neglect); **and**
- Exhibiting effective communication skills with school staff, students, parents, law enforcement officials and the motoring public;

## **BUS ATTENDANTS AND BUS AIDES**

The bus attendant/bus aides are responsible for the supervision and safety of passengers on the

school bus during its operation. Bus attendants should be knowledgeable and well informed about infant, toddler, and pre-school child development for both children with and without special needs. Attendants should be knowledgeable about the following:

- The cognitive, communication, physical, social-emotional, behavioral development and functional level of young children, including the unique needs of specific children in relationship to their disabilities;
- Using age-appropriate physical handling, communication, and behavior management;
- Appropriate use of equipment on the school bus (e.g., power lifts, child safety restraint systems such as child safety seats and safety vests, related securement systems, including vest mounting and safety belts, wheelchairs and wheelchair tie-downs and occupant restraint system);
- Loading and unloading of children who are ambulatory or non-ambulatory;
- Evacuation procedures and evacuation drills;
- Transportation requirements on the IFSP or IEP, including confidentiality;
- Special needs on the vehicle (e.g.; apnea, asthma or other respiratory conditions, life threatening allergies to irritants, assistive devices, communicable diseases, g-tubes, shunts, oxygen, technological dependence, tracheotomy tubes, medical devices, medically complex and fragile conditions, uncontrollable seizure disorders and “Do Not Resuscitate” orders);
- Child protection laws; (e.g., abuse and neglect) **and**
- Communicating effectively with school staff, students, parents, law enforcement officials and the motoring public;

## **CHILD SAFETY RESTRAINT SYSTEMS (CSRS)**

Car seats used on school buses must be appropriate for the individual child and must be used correctly. All of the restraint systems used for transportation must be secured to the bus seat in the manner prescribed and approved by both the school bus manufacturer and CSRS directions.

1. **Elements of Correct Installation of CSRS:** It is recognized that compartmentalization, the passive safety system required on school buses under FMVSS 222, provides a higher level of safety to children over 40 pounds without diagnosed medical complexities or fragility than to children who might require special securement or positioning.

- a. **Direction:** Position (rear or forward-facing) and adjust recline angle accordingly;
- b. Use the correct belt path on the CSRS as directed by the manufacturer's instructions; **and**
- c. **Installation:** To achieve tight installation, place adult's full weight into the seat of the CSRS to compress the vehicle seat cushion. Pull the safety tight, buckle and lock the safety belt. The CSRS should not move more than 1-inch forward or side to side.

2. **Rear-Facing CSRS (infant only):**

- These seats are designed for infants from birth to twenty pounds (manufacturer's instructions) and one year of age, usually less than 26 inches in length;
- The rear-facing position at a 45 degree recline supports the infant's head, neck and back. Harness straps must be at or below the infant's shoulders;
- Harness straps must be snug (allow only one finger of space under the harness at the collar bone) and must lie flat (not twisted); **and**
- The harness retainer clip, which is designed to hold the harness straps in place, should always be placed at armpit level. Avoid any extra padding or blankets behind or beneath or beneath the infant.

3. **Convertible CSRS (Rear-Facing):**

- Rear-facing infant position is designed for babies from birth to twenty pounds, and one year of age (manufacturer's instructions) and usually less than 26 inches in length;
- The rear-facing position at a 45 degree recline supports the infant's head, neck and back;
- The harness straps must be at or below the infant's shoulders;
- Harness straps must be snug (allow one finger of space under the harness at the collar bone) and lie flat (not twisted);
- The harness retainer clip, which is designed to hold the harness straps in place, is always at armpit level;
- Avoid any extra padding or blankets behind the infant; **and**

- Avoid the use of a T-shield or tray shield with infants;

Note: There are several CSRSs that ride rear-facing to thirty pounds to accommodate the larger infant and to comply with NSTSA's Guideline for the Safe Transportation of Pre-School Age Children in School Buses."

#### 4. **Convertible CSRS (Forward-Facing):**

- Forward-facing CSRS with five-point harness, T-shield or tray shield are designed for children above twenty pounds to sixty pounds;
- The seat should be adjusted to the upright position;
- Harness straps must be in the upper slot (at or above the child's shoulders);
- The seat may be used until the child's ears are above the back of the shell; **and**
- Harness straps must be snug (allow one finger of space under the harness at the collar bone) and lie flat (not twisted).

**Note:** There are some CSRS's that cannot be installed properly in a twenty-inch bus seat (i.e., tray-shield).

#### 5. **Car Beds:**

- A car bed for preschoolers and infants up to 20 pounds allows the infant to lie flat. The use of a car bed should be predicated on the advise of a physical or an appropriate medical support professional and approved by a qualified personnel at an IFSP team meeting;
- Lateral support can be added at both sides of the infant. Avoid placing padding around the infant's head to prevent airway blockage;
- Beds must be secured to the bus seat, with the seat belt passing through both slide loops;
- Adjust the harness system to a snug fit as specified by the manufacturer. Harness straps should lie flat (not twisted); **and**
- Caution should be given to gastronomy tubes, tracheotomies and shunts.

6. **Specialized Positioning Seats:**

- These seats are used only when a child does not fit in a standard CSRS or has a particular condition warranting more support;
- The seat may require an additional tether strap to secure the seat to a bus seat;
- The safety belt must be routed through the appropriate belt path specified by the manufacturer's instructions to secure the CSRS;
- If a retainer clip is used, it must be positioned at armpit level; **and**
- Caution should be given to gastrostomy tubes, tracheotomies, and shunts.

7. **Booster Safety Seats (Belt Positioning Boosters Only):** A booster seat should be used only if children are between 40 and 80 pounds and must be used in conjunction with a lap-shoulder belt.

8. **Safety Vests:**

- Vest selection should be appropriate for the height, weight, and waist of the child. Proper fit must account for seasonal changes in clothing;
- The decision to use a vest should be made by an IFSP or IEP team that includes qualified personnel and the parents;
- The use of safety vests should be noted on the IFSP or IEP;
- The decision to use vests for wheelchair usage must be made by an IFSP and IEP team that includes qualified personnel and the parent and should be noted on the IFSP or IEP;
- Caution should be given to gastrostomy-tubes, tracheotomies and shunts;
- Child may have a tendency to slide under the vest/safety belt or submarine and should be securely fitted with a crotch strap supplied by the manufacturer;
- If unrestrained students share the seat with a student in a child safety restraint, the student using the restraint should be placed in a window-seating position;

- The seat behind the child in a vest should be kept empty or occupied by a child who is also in a child safety restraint system;
- Portable seat mounting straps should be checked for proper fit by transportation personnel during pre-trip inspections; **and**
- Get parent/guardian signature prior to the use of safety vests.

#### 9. **Wheelchairs:**

- All decisions regarding the use of wheelchairs on the school bus must be made by an IFSP or IEP team that includes qualified personnel and the parent and should be noted on the IFSP or IEP;
- Appropriate positioning of a child in a wheelchair should be made by qualified personnel including IFSP or IEP committee members and should be noted on the IFSP or IEP; **and**
- The IFSP or IEP committee including qualified personnel should determine when it is appropriate to transfer a child from a wheelchair and placed on the original manufacturer's seat using age appropriate child safety or vest.

## **EMERGENCY EVACUATION PROCEDURES FOR INFANTS, TODDLERS AND PRESCHOOL AGE CHILDREN**

Because infants, toddlers and pre-school age children must be transported in Child Safety Restraint Systems (CSRS's), a plan will need to be established with regard to emergency evacuations. Emergency evacuation procedures require that the children be individually loaded/unloaded.

In the event of an emergency, there will need to be:

- A written plan on emergency evacuation procedures for infants, toddlers and pre-school age children who are secured in Child Safety Restraint Systems (CSRSs);
- Emergency evacuation drills are practiced on a scheduled basis, at least as often as required for other school age children; See NRS 392.375
- Personnel involved in transporting children in CSRSs should be trained in evacuation and emergency procedures;
- All school buses carrying children in CSRSs carry safety belt cutters that are accessible only to the driver and any assistants; **and**
- CSRSs should not be placed in school bus seat adjacent to emergency exits.