STATE OF NEVADA
Department of Education

SCHOOL BUS DRIVER TRAINING MANUAL

Revised 2014

NEVADA STATE BOARD OF EDUCATION

2014-2015
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VISION STATEMENT

All Nevadans ready for success in the 21st Century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

PURPOSE

NRS 385.075 requires the State Board establish policies to govern the administration of all functions of the State relating to supervision, management and control of public schools not conferred by law on some other agency. NRS 392.380 requires the State Board adopt regulations for school bus driver qualifications and training. The Nevada School Bus Driver Training Manual is the State Board of Education approved training document for all school bus drivers in Nevada. The manual was approved during the July 10, 2014 Nevada State Board of Education meeting.

Nevada Department of Education

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Lyon County School District
Mineral County School District
Nye County School District
Pyramid Lake
Storey County School District
Washoe County School District
White Pine County School District
Silver State Charter School

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GLOSSARY OF TERMS AND ACKRONYMS

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

Counties and Nevada School Districts

Nevada Cities and Road Map

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

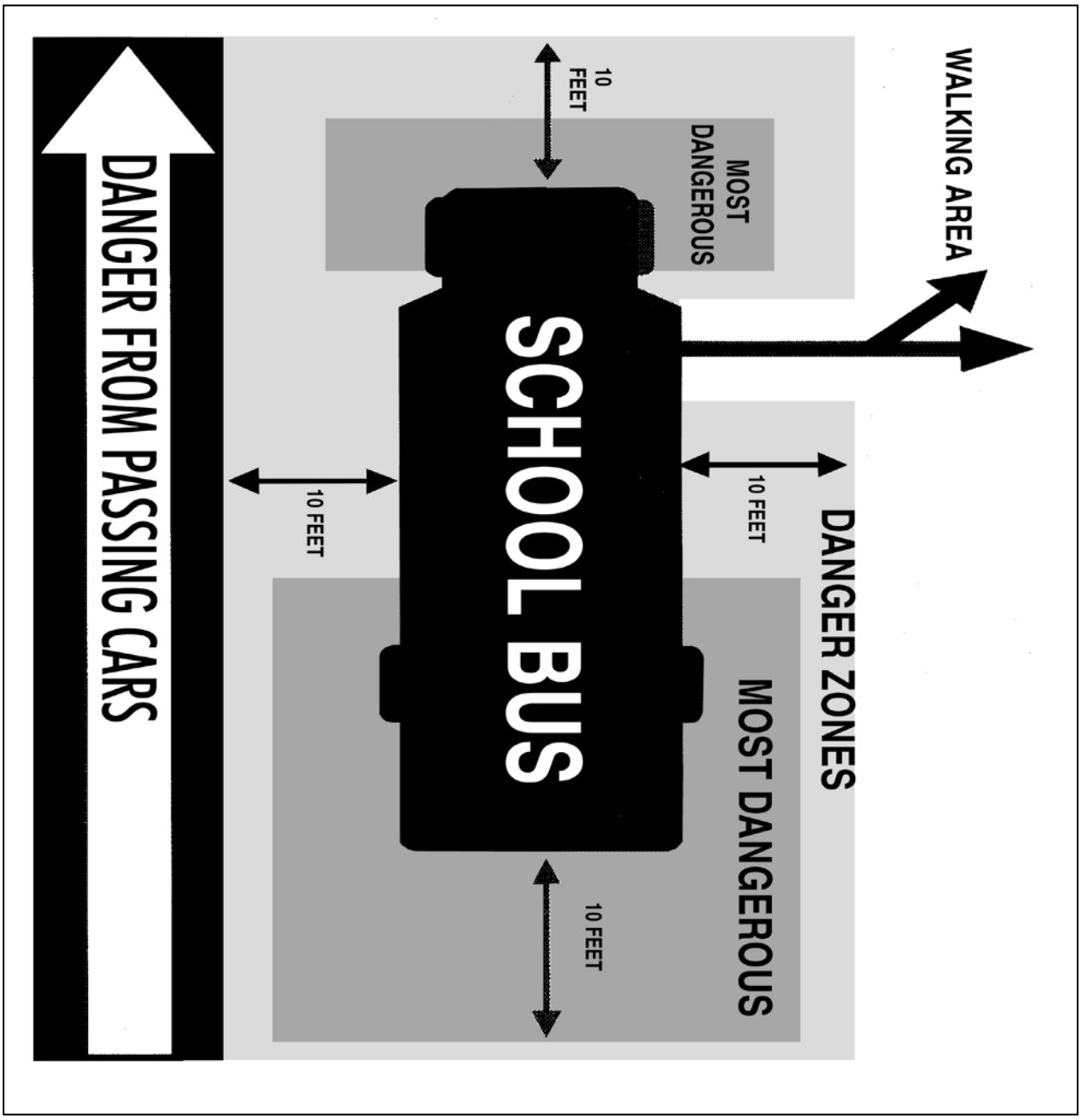
and neck injuries during a front-end collision.

(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



(NHTSA, Loading & Unloading for School Buses,
http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

SCHOOL BUS TYPES

TYPE A BUS

The TYPE A school bus is one of seven vehicle types that can be manufactured to federal motor vehicle safety standards for school buses. It consists of a body constructed upon a cutaway front-section vehicle with a left side driver's door, designed for carrying more than 10 persons. This definition includes two classifications: TYPE A-1, with a Gross Vehicle Weight Rating (GVWR) of 10,000 pounds or less, and a TYPE A-2, with a GVWR of 10,000 pounds or more. TYPE A school buses meet all Federal Motor Vehicle Safety Standards for school buses.

TYPE B BUS

The TYPE B school bus consists of a bus body constructed and installed upon a front-section vehicle chassis, or stripped chassis, with a GVWR of more than 10,000 pounds, designed for carrying more than 10 with a GVWR of more than 10,000 pounds, designed for carrying persons. Part of the engine is beneath and/or behind the windshield and beside the driver's seat. The entrance door is behind the front wheels. TYPE B school buses meet all Federal Motor Vehicle Safety Standards for school buses.

TYPE C BUS

The TYPE C school bus, also known as a "CONVENTIONAL," is a body installed upon a flat-back cowl chassis with GVWR of more than 10,000 pounds, designed for carrying more than 10 persons. All of the engine is in front of the windshield and the entrance door is behind the front wheels. TYPE C school buses meet all Federal Motor Vehicle Safety Standards for school buses.

TYPE D BUS

The TYPE D school bus, a transit-style vehicle with its body installed upon a chassis, with the engine mounted in the front, midship, or rear with a GVWR rating of more than 10,000 pounds, and designed for carrying more than 10 persons. The engine may be behind the windshield and beside the driver's seat, it may be at the rear of the bus, behind the rear wheels; or midship between the front and rear axles. The entrance door is ahead of the front wheels. TYPE D school buses meet all Federal Motor Vehicle Safety Standards for school buses.

CHAPTER 1: REQUIREMENTS FOR BECOMING A SCHOOL BUS DRIVERS

DRIVER REQUIREMENTS

When A Commercial Drivers' License (CDL) is Required

1. Any vehicle with a gross vehicle weight rating (GVWR) of 26,001 pounds or greater (Class B).

2. Any vehicle designed to transport 16 or more people, including the driver (Class C).

3. Any vehicle that requires a school bus endorsement.
(NV CDL Handbook, page 1-1,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Who is Qualified to Drive a School Bus

Federal Law states that you cannot drive a CMV unless you are qualified and an employer shall not permit a person to drive unless they are qualified. You are considered qualified if you are:

1. At least 21 years old;

2. Can read and speak the English language sufficiently to converse with the general public, to understand highway traffic signs, respond to official inquiries, and make entries on reports and records;

3. Can, by reason of experience, training, or both, safely operate the CMV you drive.

4. Physically qualified to drive a CMV. You will be required to provide a current Medical Examiner's Certificate that certifies you are physically qualified to drive a school bus;

5. Have a current, valid CMV license issued by only one state;

6. Provide your employer with a list of all violations;

7. Must not have been disqualified to drive a school bus under FMCSA §391.15.
(FMCSA §391.11, http://www.fmcsa.dot.gov
http://www.fmcsa.dot.gov/regulations/title49/section/391.11

Who is NOT Qualified to Drive a School Bus

You are disqualified for any of the following reasons:

1. Has a CDL that has been temporarily or permanently revoked, suspended, withdrawn or denied;

2. Driving a CMV while under the influence of alcohol. This includes:

    a. Driving CMV with a blood alcohol concentration of 0.04% or more;

    b. Driving under the influence with a blood alcohol concentration of 0.08% or more;

    c. Refusing to undergo blood alcohol testing.

3. Driving a CMV while under the influence of a controlled substance;

4. Transporting, possession, or unlawful use of a controlled substance;

5. Leaving the scene of an accident while operating a CMV;

6. Convicted of a disqualifying offense;

7. Committing a felony involving the use of a CMV;

8. Violating an out-of-service order;

9. Texting while driving a CMV;

10. Violation of using a hand-held mobile telephone while driving a CMV; and

11. Any railroad-highway grade crossing violation.
(FMCSA §391.15,
http://www.fmcsa.dot.gov/regulations/title49/section/391.15)

Other CDL Rules

There are other federal and state rules that affect drivers operating CMV's in all states.

1. You cannot have more than one license.

2. You must notify your employer within 30 days if convicted of any traffic violations (except parking). This is true no matter what type of vehicle you are driving.

3. You must notify the DMV agency within 30 days if you are convicted in any other jurisdiction of any traffic violation (except parking). This is true no matter what type of vehicle you were driving.

4. You must notify your employer within two business days if your license is suspended, revoked, or cancelled.

5. You must give your employer information on all driving jobs you have held for the past 10 years. You must do this when you apply for a commercial driving job.

6. You cannot drive a CMV without a CDL.

7. All states are connected to one computerized system to share information about CDL drivers. States will check on drivers' accident records to be sure that drivers do not have more than one CDL.

8. You must be properly restrained by a safety belt at all times while operating a CMV.
(CDL Manual, pg. 1-4,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

When Applying for Your CDL

When you apply for a Nevada license you will need:

1. To complete a Nevada driver's license application you must:

   a. Self Certify that you are a non-excepted driver (medical examination required);

   b. Apply for a Class B license with a Passenger and School Bus endorsement;

   c. Indicate what states you have held a driver's license in for the

past ten years;

d. Certify that your driver's license has never been revoked, suspended, canceled or denied.

2. Evidence of your full legal name and date of birth;

3. Evidence of Social Security Number;

4. Provide a current medical certificate;

5. Surrender your current driver's license if required to do so;

6. Before issuing your license, DMV staff will run a nationwide driving record check.
(DMV website at http://www.dmvnv.com/pdfforms/cdl02.pdf)

Procedures for Obtaining a Nevada State Commercial Driver License (CDL)

School Bus Drivers must obtain and maintain a valid Class B (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**

   a. The general knowledge test;

   b. The passenger transport test;

   c. The air brakes test; and

   d. The school bus test

2. The **CDL SKILLS TESTS**

   a. Pre-trip vehicle inspection;

   b. Basic vehicle control; and

   c. On-road driving test
   (CDL pg. 1-2,
   http://www.dmvnv.com/pdfforms/dlbookcomm.pdf)

Border States

Drivers' who reside outside of Nevada in a border state must hold a valid Commercial Driver's 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)

Instruction Permit

1. Nevada commercial instruction permit is issued for a one year period. It is issued for the purpose of behind-the-wheel training on public roads or highways.

2. Applicants must be at least 21 years of age and pass the vision and written examinations.

3. Present a medical examiner's certificate dated within 2 years and must be accompanied at all times by a driver who is:

    a. At least 25 years of age;

    b. Seated next to the driver; and

    c. Be accompanied by a Nevada Certified School Bus Driver Trainer.
    (CDL pg. iii,
    http://www.dmvnv.com/pdfforms/dlbookcomm.pdf)

Requirements to Renew your CDL

It is your responsibility to renew your Nevada CDL before the expiration date. If you are renewing your Nevada commercial license, you will need to provide a current DOT medical certificate and pay the required fee. (CDL pg. iii, http://www.dmvnv.com/pdfforms/dlbookcomm.pdf)

DRIVER OUT-OF-SERVICE REQUIREMENTS, OTHER CDL RULES AND ADDITIONAL NEVADA REQUIREMENTS

Driver Out-of-Service Requirements

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

1. Any driver who is not at least 21 years of age. (FMCSA §391.11(b)(1), http://www.fmcsa.dot.gov)

2. Any driver who does not possess a valid CDL, including, but not limited to improper class, expired, cancelled, revoked, disqualified, suspended or withdrawn. (FMCSA §391.15, http://www.fmcsa.dot.gov)

3. Any driver with a learners permit who is not accompanied by the holder of a valid CDL. Must also hold a valid automobile drivers license or have a valid operator's status allowed by licensing jurisdiction. (FMCSA §383.23(c), http://www.fmcsa.dot.gov)

4. 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)

5. Any driver operating a school bus without possessing a valid medical certificate. (FMCSA §391.41(a), http://www.fmcsa.dot.govv)

6. When a driver is so impaired by sickness that they should not continue the trip. (FMCSA §392.3, http://www.fmcsa.dot.gov)

7. When a driver is so fatigued that they should not continue the trip. (FMCSA §392.3, http://www.fmcsa.dot.gov)

8. Any driver who violates federal and state Hours of Service laws:

    a. Any driver who has driven more than 10 hours.

    b. Any driver who has been on duty for 15 hours. (FMCSA §395.5(a)(1) http://www.fmcsa.dot.gov/rules-regulations/topics/hos/index.htm and NRS 392.360 http://www.leg.state.nv.us/NRS/NRS-392.html#NRS392Sec360)

    c. Any driver who has been on duty for more than 60 hours in 7 days.

    d. Has no record of duty status (log book) when required.

    e. Providing a false record of duty status (log book). (FMCSA §395.8, http://www.fmcsa.dot.gov)

Drivers who are traveling with the bus must count that time as on-duty.

Note: When a driver at the direction of the motor carrier is traveling, but has no direct responsibility to the carrier, the time is counted as on-duty time unless the driver is afforded at least 10 consecutive hour's off-duty when arriving at the destination. In this case the driver is off duty for the entire period. (FMCSA §395.1(j)(1) or (2)), http://www.fmcsa.dot.gov/rules-regulations/administration/fmcsr/fmcsrruletext.aspx?reg=395.1)

Additional Nevada Requirements

1. Be of good, reputable and sober character.

2. Be competent and qualified by experience, attitude and disposition.

3. Have **GOOD PERSONAL HYGIENE** and dress in an appropriate manner according to your school district policy.

4. Be physically qualified and able to perform all duties required of a school bus driver, as required by your school district.

5. 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:

    a. The responsibilities of drivers;

    b. The requirements for drivers of school vehicles;

    c. 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; and

    d. The laws affecting the operation of a school bus or vehicle belonging to a school district.

Defensive driving:

    a. Emergency procedures; and

    b. First aid and CPR training.
    (NRS 392.380, http://leg.state.nv.us/NRS/NRS-392.html)

    NOTE: School bus driver training must be

conducted by a Nevada State Certified School Bus Driver Trainer. (NAC 392.430, http://leg.state.nv.us/NAC/NAC-392.html)

6. Conduct pre, post and anytime the bus is left unattended inspections.

7. Pass the State of Nevada School Bus Driver Written Examination with a score of 80% or higher each year.
(NAC 392.410, http://leg.state.nv.us/NAC/NAC-392.html)

8. Complete a minimum of 10 hours of in-service training yearly**,** provided by school or school district.

MEDICAL EXAMINATIONS AND PHYSICAL QUALIFICATIONS

Medical Examinations

1. All Nevada school bus drivers must be physically examined by a U.S. licensed physician and medically certified as physically qualified Federally certified registered medical examiner.

2. Select that you are an **INTERSTATE, NON-EXCEPTED** driver. Interstate, non-excepted drivers are required to submit a DOT medical certificate. Please be aware that if you self-certify incorrectly, you will be required to return to DMV and change your status, including paying any fees required by DMV.

3. Be able to provide your current medical certificate to DMV or your school district when requested.

4. CMV drivers with medical waivers will not be issued School bus endorsement. CDL holders with school bus endorsements will be required to remove the school bus endorsement on their CDL license if they receive a medical variance or waiver. (NAC 483.810 to 483.850, http://www.leg.state.nv.us/NAC/NAC-483.html)

Physical Qualifications

1. You are **considered physically qualified** to drive a school bus if there is **NO** impairment of:

    a. A hand or finger which interferes with prehension or power grasping.

b. An arm, foot, or leg which interferes with the ability to perform tasks associated with operating a CMV; or any significant limb defect or limitation which interferes with the ability to perform normal tasks associated with operating a CMV.

c. Has no established medical history or clinical diagnosis of diabetes which currently requires insulin injections for control.

d. Has no current clinical diagnosis of myocardial infarction, angina pectoris, coronary insufficiency, thrombosis, or any other cardiovascular disease that is known to be accompanied by syncope, dyspnea, collapse, or congestive cardiac failure.

e. Has no established medical history or clinical diagnosis of a respiratory dysfunction likely to interfere with the ability to control and drive a CMV.

f. Has no current clinical diagnosis of high blood pressure likely to interfere with his/her ability to operate a CMV safely.

g. Has no established medical history or clinical diagnosis of rheumatic, arthritic, orthopedic, muscular, neuromuscular, or vascular disease.

h. Has no established medical history or clinical diagnosis of epilepsy or any other condition that could cause the loss of consciousness.

i. Has no mental, nervous, organic or functional disease or psychiatric disorder likely to interfere with psychiatric disorders, including mental, nervous, and organic or function mental disorder.

j. Has distance vision acuity of at least 20/40 in each eye without corrective lenses or visual acuity separately corrected to 20/40 or better with corrective lenses, distant binocular acuity of at least 20/40 in both eyes with or without corrective lenses, field of vision of at least 70 degrees in the horizontal Meridian in each eye, and the ability to recognize the colors or traffic signals and devices showing standard, red, green and amber.

Medical variances & waivers will no longer be allowed in Nevada for CDL drivers with School Bus Endorsements.

k. Does not have an average hearing loss in the better ear greater than 40 decibels at 500 Hz, 1,000 Hz and 2,000 Hz with or without a hearing aid when the audiometric device is calibrated to American National Standard.

l. Has no current clinical diagnosis of alcoholism.
(FMCSA §391.41, http://www.fmcsa.dot.gov)

DRUG AND ALCOHOL TESTING

Implied Consent

If you operate a CMV, you shall have 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:

1. Pre-Employment;
2. Random;
3. Post-Accident;
4. Reasonable Suspicion; and
5. Follow-up.
(FMVSS §382.311, http://www.fmcsa.dot.gov)

Refusal to Submit to a Required Alcohol or Controlled Substance 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 driver who refuses or fails a pre-employment, random, post-accident or follow up drug and alcohol test will automatically be terminated.

SCHOOL BUS DRIVER RESPONSIBILITIES

1. Renew your CDL when required.

2. Renew your DOT physical when required.

3. Be familiar with and abide by all federal, state and school district rules, policies and procedures.

4. Report to work with a professional attitude, emotionally and physically prepared to transport students.

5. Recognize the importance of establishing rapport with students, parents, supervisors, and school administrators.

6. Instruct students in proper behavior, consequences of improper behavior, general procedures, evacuation drills and safe travel practices.

7. Maintain order and safety, and secure the rights of others on the school bus.

8. Exercise good judgment in passenger discipline, using appropriate verbal intervention. This includes, but is not limited to, the following:

   a. Minimizing interior noise;

   b. Controlling passenger movement;

   c. Requiring an orderly entrance and exit;

   d. Eliminating movement or potential movement of objects; and

   e. Requiring silence at railroad crossings.

9. Handle minor infractions with school district approved, on-board consequences and discussions.

10. In instances of serious or recurring misconduct, follow school district policy. Submit written reports to your supervisor according to your school district policy; and

11. Represent the school district by presenting a positive image in dress, language, and manner.
(NCST page 135) and (NRS 392.380 http://www.leg.state.nv.us/NRS/NRS-392.html#NRS392Sec380)

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

SCHOOL BUS DRIVER DUTIES

1. Refrain from the use of stimulants, sedatives and alcoholic beverages.

2. Responsible for the safe operating condition and cleanliness of the bus.

3. Only use the school bus to transport students on established routes and schedules approved by your school district.

4. Never allow someone else to drive the school bus without the proper licenses and prior school district approval.

5. Never allow unauthorized people to enter your bus!

6. Responsible for any traffic tickets and fines you receive while driving a school bus for a school district.

7. Report any and all bus accidents or incidents that occur in the bus, regardless of damage.

8. Be familiar with written instructions of the assigned route that would include any existing railroad crossing and any fixed route hazard(s).
(2010 NCST pg. 135, www.ncstonline.org)

9. Have a planned and systematic inspection of the bus before each route and/or trip. This requires both a stationary and operating inspection during the pre-trip, post-trip and anytime the bus has been left unattended inspections. Report any needed repairs.

10. Assure that all students are able to cross the road safely.

11. Keep accurate school bus inspection logs and submit all reports when required.

12. Conduct the required emergency evacuation drills for regular and special educations students twice yearly.

13. Do not drop a student off anywhere other than their scheduled drop off point without prior approval from your school district.

14. Be familiar with assigned routes and designated school bus stops.

15. Maintain a clean bus, this includes all route activity and extra-curricular activities.

16. **Always have a positive attitude!**

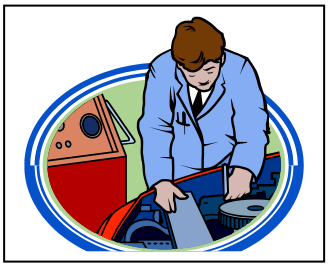
You are responsible for any traffic violations and all fines not your school district!
SO DRIVE SAFELY!

CHAPTER 2: SCHOOL BUS INSPECTIONS

WHY SHOULD I INSPECT MY SCHOOL BUS

1. Safety of your students.
2. Legally required by the Federal Department of Transportation-Federal Motor Vehicle Safety Standards, the Nevada Department of Motor Vehicles, the State Board of Education and your school district.
3. Prevent accidents, breakdowns and reduce driver frustration.
4. Eliminate and reduce delays.
5. Prolong the life of the bus and reduce transportation costs.

REQUIRED INSPECTIONS



1. Pre-trip
2. During a trip
3. Post-trip
4. Student check
5. Security Inspection

When inspecting your school bus, you should do it the same way each time so you will learn all the steps. You will be less likely to forget something!

RESPONSIBILITY FOR PRE-TRIP INSPECTION

1. Follow a planned, systematic approach to inspections
2. Use your district's approved checklist
3. Check the inside and outside of the bus

4. Listen to the engine

5. Check all the gauges

6. Report all defects to the proper school district official

MAJOR COMPONENTS OF THE PRE-TRIP INSPECTION

1. Approaching the school bus

2. Engine compartment

3. Outside walk-around

4. Driver compartment

5. Inside check

6. Wheelchair lifts and securement systems

Approaching the School Bus

1. Observe the overall physical appearance and condition of the bus.

2. Look under the bus for fresh oil, coolant, grease, or fuel leaks on the ground.

3. Check the area around the bus for hazards for vandalism or tampering.

Engine Compartment (Engine Off)

Check that the parking brakes are on and/or wheels are chocked. Check the following:

1. Smell for heavy fumes, unusual odors, smoke or air leaks you can hear;

2. Engine Oil level;

3. Coolant level in radiator and condition of hoses;

4. Power steering fluid level and condition of hose if equipped;

5. Windshield washer fluid level;

6. Battery fluid level, connections, and tie downs (battery may be located elsewhere);

7. Automatic transmission fluid level (may require engine to be running); and

8. Check the following engine belts for tightness and excessive wear. Learn how much "give" the belts should have when adjusted right.

    a. Alternator

    b. Air compressor

    c. Water pump

Outside the Bus

1. Walk around and do a general inspection of the bus;

2. Clean all lights, reflectors and glass as you go along;

3. Steering box and hoses are securely mounted and not leaking;

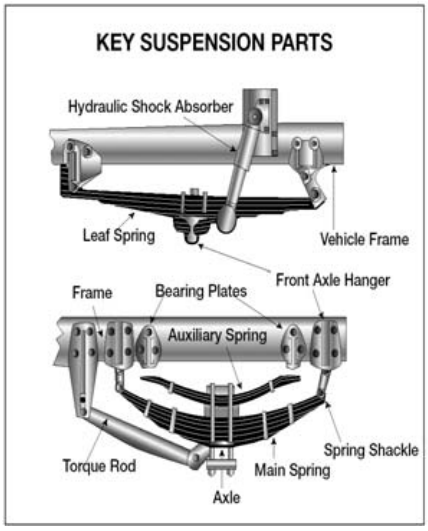
4. Steering linkage; and

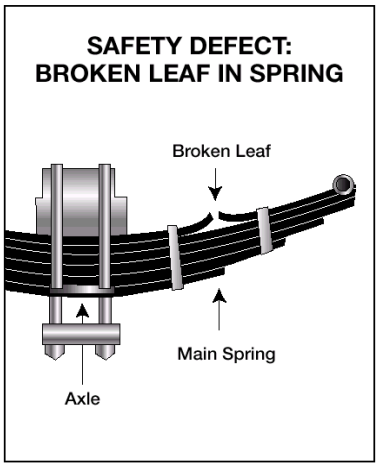
5. Suspension systems including:

    a. Springs/air/torque arm;

    b. Mounts; and

    c. Shock absorbers





6. Brakes
    a. Slack adjusters
    b. Brake chambers
    c. Brake hoses and lines
    d. Brake drum
    e. Brake linings
7. Wheels
    a. Rims
    b. Tread depth and condition
    c. Hub oil and axle seals
    d. Lug nuts
    e. Spacers
    f. Splash guards
    g. ICD/Valve Stems
    h. Properly inflated
8. Doors and mirrors
9. Fuel tank
10. Battery and battery box
11. Doors and hinges
12. Drive shaft
13. Emergency exit doors and rear window
14. Exhaust system
15. Frame, cross members and floor

16. Lights and reflectors:

    a. Clearance lights (red on rear and amber elsewhere);

    b. Headlights (high and low beams);

    c. Tail lights;

    d. Turn signals;

    e. Four-way flashers;

    f. Brake lights;

    g. Red reflectors (on rear) and amber reflectors (elsewhere);

    h. Strobe light, if equipped;

    i. Stop arm light; and

    j. Alternately flashing amber and red lights.

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

Driver Compartment

1. Driver seat area and seat belt;

2. Safe Start; (CDL 11-1)

3. Gauges and warning lights;

4. Belt cutter;

5. Oil pressure;

6. Temperature gauge;

7. Ammeter/Voltmeter;

8. Lighting indicators to include:

    a. Left turn signal;

b. Right turn signal;

c. Four-way flashers;

d. High beam headlights;

e. Alternately flashing amber light indicator;

f. Alternately flashing red light indicator;

g. Strobe light indicator; and

h. If equipped, Antilock brake system (ABS) light.

9. All interior lights, including wheelchair light;

10. Horn;

11. Heaters and defrosters;

12. Mirrors and windshield;

13. Steering play;

14. Wipers and washers; and

15. Warning devices for the parking, hydraulic and air brake systems.

Inside the Bus

1. Service door area;

2. Registration and proof of insurance;

3. Fire extinguisher;

4. Reflective Triangles;

5. First-Aid kit;

6. Body-fluid clean-up kit;

7. Emergency exits; and

8. Passenger seats.

Wheelchair Lift Equipped Buses

1. You check the wheelchair lift to make sure it is functioning properly.

2. Platform lift manufactured after April 1, 2005 must meet all the following criteria:

    a. Jacking prevention;

    b. Manual backup operating mode;

    c. Interlocks to prevent forward or rearward mobility of the vehicle unless lift is stowed;

    d. Wheelchair retention device; and

    e. Platform outer barrier and inner roll stop.

3. Check that the hydraulic line is not leaking during lift operation; (NCST, pg. 84, www.ncstonline.org)

4. Check all wheelchair restraint systems to assure that it is not missing, incomplete or improperly installed, loose or damaged:

    a. Check that each wheelchair position has 4 securement straps, a lap belt, and a shoulder belt;

    b. Check that wheelchair restraint systems are properly stored when not secured to the bus;

    c. Check to make sure you have at least one belt cutter and emergency evacuation blanket; (NHTSA's School Bus Safety Series, http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

    d. Assure retractors are working by pulling out the webbing to ensure they are locking properly;

    e. Check webbing for cuts, frays, damages or contamination;

    f. Check that metal parts are not worn, broken or cracked;

    g. Check pin connector bushings to ensure they are not cracked, broken or missing;

h. Check that mounting hardware, such as bolts, nuts, etc. are secure;

i. Check floor anchorages to ensure cleanliness and securement;

j. Check lap and shoulder belt webbing to ensure it is not cut, frayed, damaged or contaminated;

k. Check buckles for damage and ensure proper operation; and

l. Check male buckle pin connector bushing to ensure it is not cracked, broken or missing.
(NCST, pg. 84, www.ncstonline.org)

Air Brakes

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 they must be well maintained and used properly.

Air brakes are really three different braking systems:

1. The **service brake** system which applies and releases the brakes when you use the brake pedal during normal driving;

2. The **parking brake** system which applies and releases the parking brakes when you use the parking brake control; and

3. The **emergency brake** system which uses parts of the service and parking brake systems to stop the bus in a brake system failure.

The parts of an Air Brake System include:

1. **Air compressor** pumps air into the air storage tanks (reservoirs). The air compressor is connected to the engine through gears or a v-belt. The compressor may be air cooled or may be cooled by the engine cooling system. It may have its own supply or be lubricated by engine oil. If the compressor has its own oil supply, check the oil level before driving.

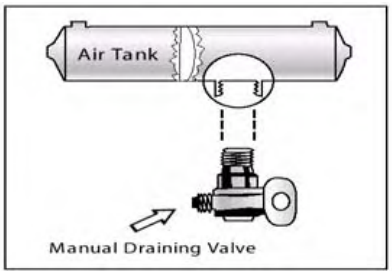
2. **Air compressor governor** controls when the air compressor will pump air into the air storage tanks. When air tank pressure rises to the "cut-out" level (usually around 120-140 pounds per-square inch or "psi"), the governor stops the compressor from pumping air. When the tank

pressure falls to the "cut-in" pressure (around 100 psi), the governor allows the compressor to start pumping again.

3. **Air storage tanks** are used to hold compressed air. The number and size of air tanks varies among vehicles. The tanks will hold enough air to allow the brakes to be used several times, even if the compressor stops working.

4. **Air Tank Drains** - Compressed air usually has some water and some compressor oil in it, which is bad for the air brake system. For example, the water can freeze in cold weather and cause brake failure. The water and oil tend to collect in the bottom of the air tank. Be sure that you drain the air tanks completely. Each air tank is equipped with a drain valve in the bottom. There are two types:

    a. Manually operated by turning a quarter turn or by pulling a cable. You must drain the tanks yourself at the end of the day of driving;



    b. Automatic-the water and oil are automatically expelled. These tanks may be equipped for manual draining as well;

Automatic air tanks are available with electric heating devices. These help prevent freezing of the automatic drain in cold weather.

5. **Alcohol Evaporator** – Some air brake systems have an alcohol evaporator to put alcohol into the air system. This helps to reduce the risk of ice in air brake valves and other parts during cold weather. Ice inside the system can make the brakes stop working.

Check the alcohol container and fill up as necessary. Every day during cold weather. Daily air tank drainage is still needed to get rid of water and oil (unless the system has automatic drain valves).

6. **Safety Valve** – A safety relief valve is installed in the first tank the air compressor pumps air to. The safety valve protects the tank and the rest of the system from too much pressure. The valve is usually set to open at 150 psi. If the safety valve releases air, something is wrong.

7. **Brake Pedal –** You put on brakes by pushing down the brake pedal (it is also called the foot valve or treadle valve). Pushing the pedal down harder applies more air pressure. Letting up on the brake pedal reduces the air pressure and releases the brakes. Releasing the brakes lets some compressed air go out of the system, so the air pressure in the tanks is reduced. It must be made up by the air compressor. Pressing and releasing the pedal unnecessarily can let air out faster than the compressor can replace it. If the pressure gets too low, the brakes won't work.

8. **Stop Light Switch** – Drivers behind you must be warned when you put your brakes on. The air brake system does this with an electronic switch that works by air pressure. The switch turns on the brake lights when you put on the air brakes.

9. **Spring Brakes –** All buses must be equipped with emergency brakes and parking brakes. They must be held on by mechanical force (because air pressure can eventually leak away). Spring brakes are usually used to meet these needs. When driving, powerful springs are held back by air pressure. If the air pressure is removed, the springs put on the brakes. A parking brake control in the cab allows the driver to let the air brake out of the spring brakes. This lets the springs put the brakes on. A leak in the air brake system, which causes all the air to be lost, will also cause the springs to put on the brakes.

10. **Parking brake controls** allows you to put on the parking brakes using a push-pull control knob. You pull the knob out to put the parking brakes (spring brakes) on, and push it in to release them. On older vehicles, the parking brakes may be controlled by a lever. Use the parking brakes whenever you park.

    A word of caution: Never push the brake pedal down when the spring brakes are on. If you do, the brakes could be damaged by the combined forces of the springs and the air pressure.

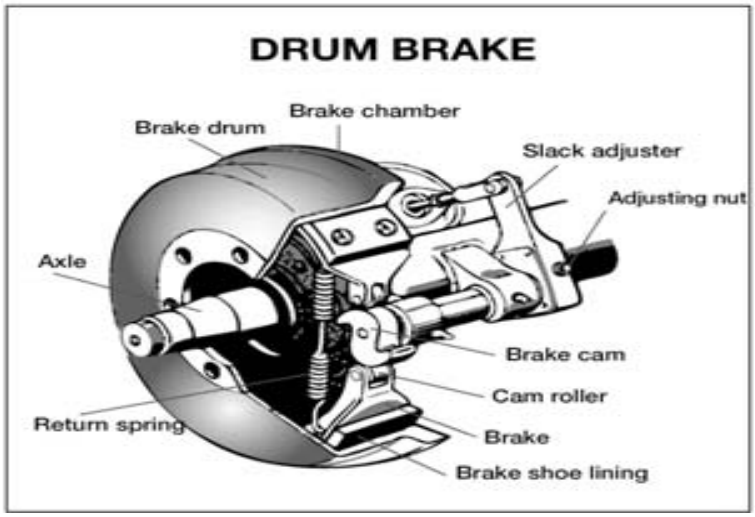
11. **Service Brake Check -** You will be required to check the application of air or hydraulic service brakes. This procedure is to determine that the brakes are working correctly and that the vehicle does not pull to one side or the other. Pull forward at 5 mph, apply the service brake and stop. Check to see that the vehicle does not pull to either side and that it stops when brake is applied.

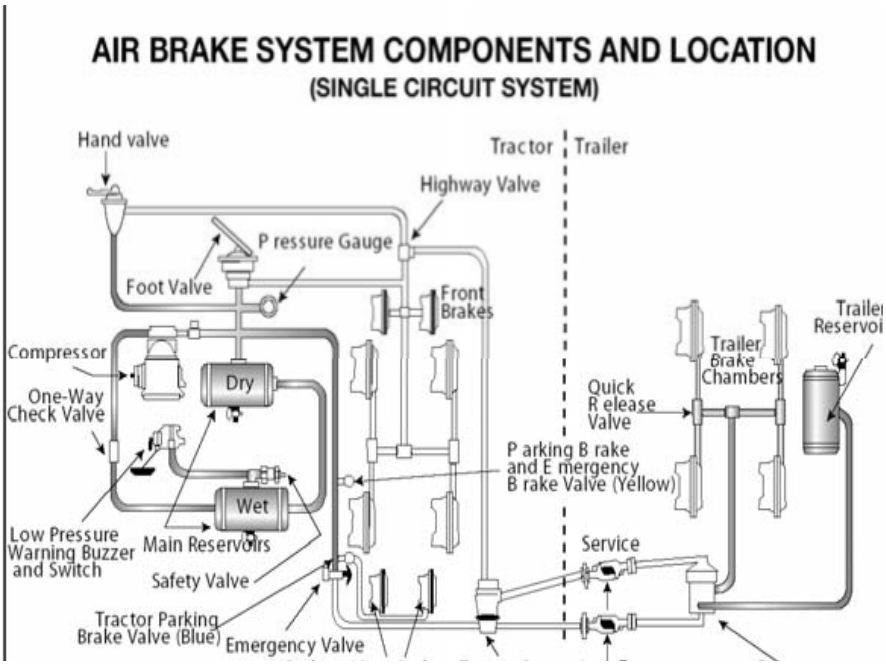
There are **three components to an air brake check**. To inspect vehicles equipped with air brakes you should:

1. Shut off the engine and chock your wheels if necessary. Fully apply the foot brake and hold it for one minute. Check the air gauge to see if the air pressure drops more than three pounds in one minute;

2. Turn electrical power on and begin fanning off the air pressure by rapidly applying and releasing the foot brake. Low air warning devices (buzzer, light, flag) should activate before air pressure drops below 60 psi;

3. Continue to fan off the air pressure. At approximately 40 psi the parking brake valve should close (pop out).





SECURITY INSPECTION-ANYTIME THE BUS IS LEFT UNATTENDED

Any time you leave your bus unattended for any length of time, you need to do a security inspection of your school bus. You need to check the following areas for suspicious packages, devices, substances, or baggage.

1. Floors
2. Below seats
3. Driver's area
4. Steps
5. Wheelchair lifts (if equipped)
6. Lights
7. Wheel wells
8. Engine compartments
9. Exhaust system
10. Fuel and air tanks
11. Emergency exit doors
12. Storage compartments
    TSA School Bus Security,
    (http://www.tsa.gov/sites/default/files/assets/pdf/Intermodal/hwmc_schoolbus_secbrch_4_23_09.pdf)

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

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 - Uses 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 120-140 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 and the warning light is off. Needle will jump and flutter, then indicate charge. (CDL examiners 4-16) Voltmeter needs to be within normal operating range which is 12-14 volts and the ampmeter should be above zero.

ANTI-LOCK BRAKE SYSTEMS (ABS) - Prevents brakes from locking up. When starting your engine ABS light should go on and off, 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, <u>do not remove</u> 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 the crossing arm to the 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 and 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. Check 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.

SAFE START – Disengages engine from drive train so vehicle won't move and reduces load on starting motor. Ensures the vehicle will not move during the starting procedure. Depress clutch before turning on the starter. Keep depressed until engine reaches idling speed. On an automatic transmission, place gear selector in the "park" or "neutral" position.

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. 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. Turn steering wheel back and forth and see that there should not be more than 10 degrees (approximately 2 inches movement 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 operates smoothly. If equipped, check for windshield washer fluid and that windshield washers operate correctly.

CHAPTER 3: DRIVING THE BUS

BASIC KNOWLEDGE AND REQUIRED SKILLS

Basic Knowledge

School bus drivers must have **BASIC KNOWLEDGE** in:

1. School bus inspection and reporting of defects;
2. Safe vehicle operation;
3. The effects of fatigue, poor vision, hearing and general health;
4. The effects of alcohol and drug use;
5. Proper use of safety systems, including lights, horns, side and rear-view mirrors, proper mirror adjustment, driver seat belt, fire extinguishers and the use of these systems in an emergency;
6. Shifting, backing, visual search, communication, speed management, space management, night operation, extreme driving conditions, hazardous conditions, depth perception, emergency maneuvers, skid control; and
7. Air brake systems.
(FMCSA §383.111, http://www.fmcsa.dot.gov)

Driving a school bus is a tremendous responsibility!

Required Skills

School bus drivers must also have the following **required skills**:

1. Basic vehicle control skills (ability to start, stop and move the vehicle safely;
2. Safe driving skills (ability to use signals, speed control for weather and traffic conditions, and correctly change lanes or turn;
3. Air brake skills (ability to locate and identify air brake operating controls and verify that the air brake system is working correctly);

4. 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)

5. Proper procedures for loading and unloading students;

6. Proper use of emergency exits and how to respond in emergency situations;

7. Proper procedures at railroad crossings; and

8. Proper braking procedures.

ON-DUTY TIME AND HOURS-OF-SERVICE REGULATIONS

It is important for you to know the laws for on-duty time. Federal and State 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, http://www.leg.state.nv.us/NRS/NRS-392.html)

On-Duty Time Includes:

1. All time spent at a facility waiting to be dispatched;

2. All time inspecting, servicing or conditioning any school bus;

3. All time spent driving a school bus;

4. All time spent on the school bus, other than driving time;

5. All time needed for loading and unloading, supervising or assisting the loading and unloading of students, and any time waiting for students;

6. All the time used for repairing, obtaining assistance, or waiting for assistance to repair a disabled vehicle;

7. All the time spent being tested for drugs or alcohol;

8. Performing any other work as a common, contracted or private motor carrier; and

9. Performing any work for a non-motor carrier.
(FMVSS §395.2, http://www.fmcsa.dot.gov)

You are required by federal law to report and include all duties performed for which you were compensated by any employer. These other duties must be included in your on-duty time.

Hours-of-Service Rules

Nevada has a more restrictive hours-of-service regulation than the federal government. Nevada Revised Statue (NRS) 392.360 allows you to operate a school bus for 10-hours and be on-duty for 15-hours. After you have operated a bus for 10 hours OR been on-duty for 15-hours, you must be off-duty for 10-hours before you can again operate a school bus. (NRS 392.360, http://www.leg.state.nv.us/NRS/NRS-392.html)

Drivers who drive extra-curricular activity trips are required to keep a log book showing on-duty time and the hours you have been on-duty. Point of origin from 100 air miles. Crossing state line.
(FMCSA §395.2, http://www.fmcsa.dot.gov/rules-regulations/topics/hos/index.htm)

SIGNS, SIGNALS AND HIGHWAY MARKINGS

Signs

Signs have three purposes: they regulate, warn and inform. The shapes and colors of highway signs have special meanings. This helps you understand the message quickly.

Standard Colors

RED – Do not go
GREEN – go
YELLOW OR YELLOW GREEN – general warning
WHITE – regulatory law or rule
ORANGE – road construction or repair warning
BLUE – driver services, such as food & lodging
BROWN – recreation and scenic area

Stop Signs

When approaching a stop sign, come to a full stop behind the stop line, crosswalk, or stop sign. If your view of the cross street is blocked, slowly move forward to determine when it is safe to proceed. If no signs or markings exist, treat the intersection as if it

had a yield sign. You must slow down and stop, if necessary, at the point nearest the intersection where you have a view of approaching traffic.

2. Give right-of-way to pedestrians and to any cross traffic before moving forward.

3. At a 4-way stop, you must wait for vehicles within the intersection, and for those who reach the intersection before you do, to go first. Wait your turn!

Yield Signs

1. Yield signs mean the same as stop signs except you may proceed without coming to a full stop, if it is safe to do so. You must:

   a. Slow down as you come to the intersection.

   b. Give the right of way to pedestrians and through traffic.

Regulatory Signs

Regulatory signs are rectangular and have a white background. They inform you of traffic laws and regulations. You must obey these signs.

Warning Signs

Warning signs are yellow, diamond-shaped, with black letters and symbols. They tell you there are special conditions or hazards ahead.

Route Signs and Markers

Route signs and markers are usually shaped like a shield, but there are different shapes and colors. These signs show U.S., Interstate and state route numbers.

Construction and Maintenance Signs

Construction and Maintenance signs are used to notify drivers of possible danger in or near work areas. Most signs used in highway and street work areas are diamond-shaped. Cones, drums and barricades are used to alert you and to guide you safely through work areas. For night work, they may be equipped with warning lights. When used, you must slow down and follow the direction of the posted signs and any construction flaggers that may be present.

(DMV Handbook, page 25, http://www.dmvnv.com/pdfforms/dlbook.pdf)

Signals

Traffic signals control traffic at intersections. Combinations of traffic and pedestrian signals, signs, pavement markings and other traffic control devices may be used in some situations.

A **red light means STOP.** You must come to a complete stop before you reach the intersection. Stop your bus behind the stop line or crosswalk. If there is not a stop line or crosswalk, stop before entering the intersection. Remain stopped until the light turns green. Where not prohibited by signs, a right turn may be made on a red light after coming to a complete stop, when motor and pedestrian traffic is clear, and it is safe to proceed.

A **yellow light means CAUTION.** A steady yellow light is a warning that the light will be turning red. If you have not entered the intersection, you must stop. If you are already in the intersection, you should continue moving and clear it safely. DO NOT speed up to "beat the light."

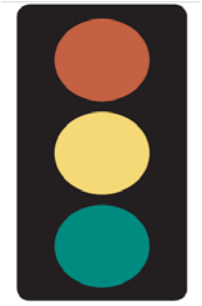
A **green light means GO.** You may proceed through an intersection in the direction indicated by the signal if the road is clear. Make sure you look right and left for oncoming traffic.

A flashing red light means that you must come to a full stop.

A flashing yellow light means you may proceed with caution.

A red arrow means you cannot make the movement shown by the arrow.

A yellow arrow means the signal is going to change to red and warns you to clear the intersection.



A flashing yellow arrow means you must yield to oncoming traffic and pedestrians.

A green arrow means you may go in the direction shown by the arrow, but you must yield to pedestrians, bicycles and traffic already in the intersection.
(DMV Manual, pg. 26, http://www.dmvnv.com/pdfforms/dlbook.pdf)

When a traffic control light is not working, you must come to a full stop, yielding to pedestrians and to other vehicles that have stopped at the intersection, before proceeding through the intersection.

Highway Markings

Highway markings like signs warn, regulate, and inform. Markings are white and yellow, and each type of line has a special meaning.

1. **Broken or dashed white lines** are used to mark traffic lanes on roads which have more than one lane moving in the same direction. Passing is permitted when it is safe to do so. See picture (A) below.

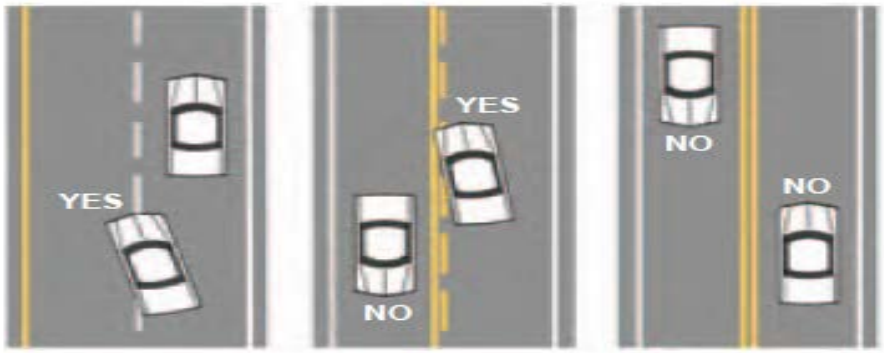
2. **Solid white lines** are used to separate lanes of traffic. **DO NOT CHANGE LANES or PASS.** The only exception to this is a white line separating a HOV lane on a freeway (Remember, school buses cannot travel in HOV lanes). A solid white line is also used to mark the edge of the highway as well as the boundary between a travel lane and a highway shoulder.

3. **Yellow lines** separate lanes of traffic moving in the opposite direction.

4. **Broken or dashed yellow lines** mean you may pass when it is safe to do so. See (B). **USE EXTREME CAUTION IF YOU MUST PASS ANOTHER VEHICLE.**

5. **Solid yellow lines** mean that you are not to cross over or pass.

6. **Double yellow lines** mean you cannot pass if the lines on your side are solid. See picture (C).



BROKEN LINE (A) | SOLID AND BROKEN LINE (B) | DOUBLE SOLID LINE (C)

7. **Crosswalk lines** are marked by solid white lines or various patterns. Always stop your vehicle before the crosswalk. At some intersections, especially in small towns or in residential areas, crosswalks may not be marked. You still must yield to pedestrians in the intersection.

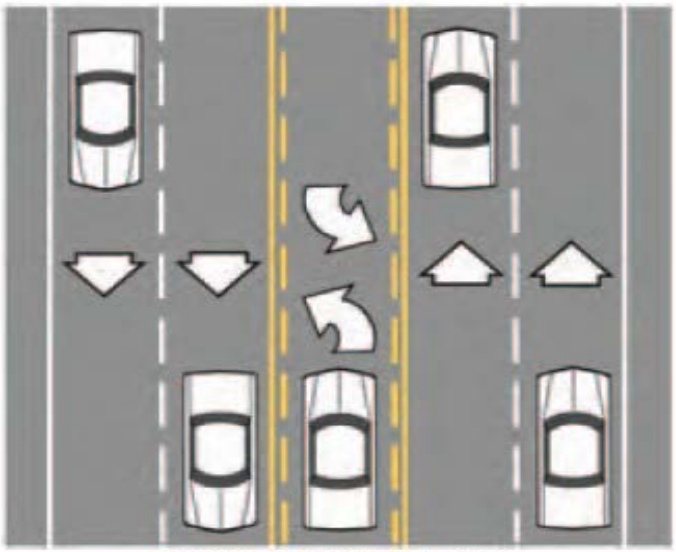
8. **Stop lines** are the wide white lines painted across a traffic lane where you must stop before you enter the intersection.

9. **Dotted white lines** may either indicate an extension of a lane line through an intersection, or may indicate exit-only lanes on a freeway.

10. **Center lanes** for left turns appear on many streets and roads. Most are marked on each side by solid yellow and broken yellow lines. You may cross these lines only to make a left turn onto or from the highway.

Do not straddle lanes.

These are not travel lanes and cannot be used for passing. You may not travel more than 200 feet in a center turn lane before making a left-hand turn and you may not travel more than 50 feet in a center lane after making a left-hand turn onto the highway before merging with traffic.
(DMV Manual pg. 28, http://www.dmvnv.com/pdfforms/dlbook.pdf)



CENTER TURN LANE

School Areas and School Zones

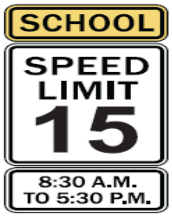
Traffic controls in school zones may include a combination of signs, signals, markings and school crossing guards. Violating the direction of a school crossing guard is a misdemeanor in Nevada. (NRS 484B.350, http://www.leg.state.nv.us/NRS/NRS-

484B.html#NRS484BSec350)

In school zones the speed limit is either 15 or 25 mph. These speed limits are in effect on school days from half an hour before school begins to half an hour after school ends, unless otherwise posted.

Some areas may use flashing yellow lights to tell you when the speed limit is in effect. During hours students are actually in classes, these lights may be turned off; if so, the speed limit then reverts to the posted for non-school hours.

Signs and signals clearly show these speed limits and designate the hours when the speed limit is in effect, or that the speed limit is in affect when children are present.
(DMV Manual, pg. 29 http://www.dmvnv.com/pdfforms/dlbook.pdf and
NRS 484b.636, http://www.leg.state.nv.us/NRS/NRS-484B.html#NRS484BSec350)



Pedestrian Crossings

Pedestrians crossing at an intersection must also obey traffic signals.

1. A **RED LIGHT** means do not cross unless a pedestrian signal or police officer directs otherwise.

2. A **YELLOW LIGHT** means caution. Pedestrians facing a yellow light must not start across the street unless a crosswalk signal or police officer directs you.

3. A **GREEN LIGHT** means that pedestrians may cross the intersection, unless a pedestrian signal or police officer directs you otherwise. If a crosswalk is marked, pedestrians are to use the marked area.

   Pedestrians facing a green turn arrow are not to cross unless a pedestrian signal or police officer allows them to do so.
   (DMV Manual, pg. 27, http://www.dmvnv.com/pdfforms/dlbook.pdf)

In 2013 there were 70 pedestrians fatalities in Nevada.
http://www.zerofatalitiesnv.com/pedestrian.php

Walk and Don't Walk Signals

Walk/Don't Walk signals are special stop and go lights for pedestrians. If these signals are in place, pedestrians are to obey them. This may also be indicated by a lighted pedestrian figure or hand symbol in the signal.

1. **WALK** means pedestrians facing the signal may cross the street or highway in the direction of the signal.

2. **DON'T WALK**, if flashing, means the signal is changing. Pedestrians may not start across the roadway. However, if you are partly across when this begins flashing, you may continue to the sidewalk or safety island.

3. **DON'T WALK**, if constant, means pedestrians are not to cross. (DMV Manual, pg. 27, http://www.dmvnv.com/pdfforms/dlbook.pdf)

BASIC DRIVING LAWS

Drivers should always be prepared to yield to pedestrians.

Right-of-Way

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

1. At an intersection where there are no traffic signs or signals, the vehicle on your right should usually go first.

2. A vehicle already in the intersection has the right-of-way over others just getting there.

3. A vehicle going straight ahead, and that is already in the intersection, has the right-of-way over one turning left. After yielding (and properly signaling) the vehicle turning left then has the right-of-way.

4. Vehicles entering a main road from a minor road, private road or driveway must yield the right-of-way to all traffic on the main road and to pedestrians. (NRS 484b.250, http://www.leg.state.nv.us/NRS/NRS-484B.html#NRS484BSec350 and DMV Manual, pg. 30, http://www.dmvnv.com/pdfforms/dlbook.pdf)

Other Right-of-Way rules

1. The right-of-way must be given to emergency vehicles approaching from any direction when they are sounding a siren or using their flashing lights. You must immediately drive to the right side of the road clear of any intersection,

and stop until the emergency vehicle has passed.
(NRS 484B.267, http://www.leg.state.nv.us/NRS/NRS-484B.html#NRS484BSec350)

2. At a 4-way stop, the driver reaching the intersection first gets to go first, after stopping completely.

3. When entering a freeway you yield right-of-way to traffic on the freeway. You may enter only when it is safe to do so.

4. Yield right-of-way to bicyclists who are riding on a bike path or lane.

5. Yield to funeral processions, and let the vehicles with headlights on pass as a group.
(NRS 484B.223, http://www.leg.state.nv.us/NRS/NRS-484B.html#NRS484BSec350 and DMV Manual, pg. 30, http://www.dmvnv.com/pdfforms/dlbook.pdf)

Pedestrian Right-of-Way

1. Pedestrians in crosswalks and at intersections have the right-of-way over vehicles. (NRS 484B.283, http://www.leg.state.nv.us/NRS/NRS-484B.html#NRS484BSec350)

2. A blind person who is on foot and using a guide dog or other service animal or is carrying a white cane or walking stick has the right-of-way on a highway, street or road in this state. A driver must yield the right-of-way, come to a full stop if necessary , and take precautions before proceeding to avoid an accident or injury.
(NRS 484B.290, http://leg.state.nv.us/NRS/NRS-484B.html and DMV Manual, page 30 http://www.dmvnv.com/pdfforms/dlbook.pdf)

Controlling Speed - Nevada's Basic Speed Law

1. Nevada has a Basic Rule for driving at a "reasonable or proper" speed. This means that in addition to any posted speed limits you must consider:

    a. The amount and type of traffic.

    b. The weather and the distance you can see.

    c. The condition of the road surface; that is, whether it is dry, wet, icy or snow covered.

    d. The type of road:

i. Whether it is flat and straight or steep and curvy.

ii. Whether it is wide or narrow.

2. It also means that you are never to drive at a speed that endangers you or anyone else. Depending upon conditions, the safe speed may be considerably less than the posted speed limit.

3. Most people speed to save time. Let's look at how much or how little time is actually saved.

   a. To travel 5 miles:

      i. At 70 mph takes 4 minutes, 17 seconds. Savings over 60 mph = 43 seconds.

      ii. At 60 mph takes 5 minutes. Savings over 55 mph = 27 seconds.

4. The next time you want to speed ask yourself:

   a. Why am I in a hurry?

   b. Does it really matter?

   c. Is it worth endangering myself and others? (DMV Manual, pg. 31, http://www.dmvnv.com/pdfforms/dlbook.pdf)

If you are stopped for speeding and given a ticket, it will cost you both time and money and possibly your job!

Freeway Driving

1. **Entering a Freeway**

   a. Be sure to use the on ramp when you enter the freeway.

   b. Using the merge or acceleration lane, look for an opening in traffic, signal and accelerate to the speed limit. Do not stop before merging unless absolutely necessary; a stop can mean a

slow and dangerous start into fast-moving traffic.

c. As you enter from a merging lane, you must yield to traffic already on the freeway. If you are already traveling on the freeway, watch for merging traffic and adjust your speed to allow safe and smooth merges.

d. Stay with the flow of traffic without exceeding the maximum speed limit **(remember that you cannot exceed 55 mph in a school bus with students on board)**.

e. Never travel in the extreme left lane.

f. Stay alert! Be prepared for rapid changes in road conditions and traffic flow. See ahead!

g. See around you, watch traffic all around you. Be aware of other drivers who are changing lanes, passing or slowing down.

h. Use your mirrors and do a 5-count mirror check while merging onto the freeway.

i. School buses **ARE NOT PERMITTED TO** travel in HOV or express lanes.

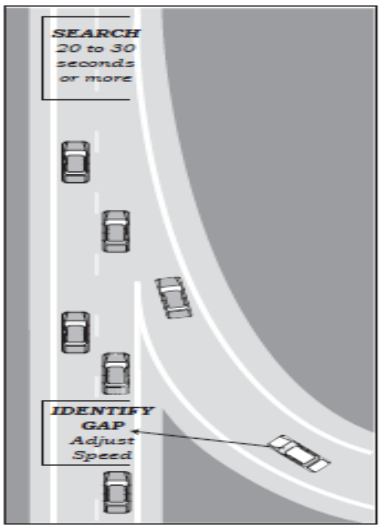
2. **Exiting a Freeway**

Most freeway exits have a special lane for you to use before you reach the exit ramp. Avoid slowing down on the freeway itself. Wait until you are in the exit lane. Then slow gradually until your speed matches the posted exit ramp speed.

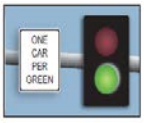
a. Look ahead for signs telling you about the exit you want and the lane you need to use.

b. Do a 5-count mirror check, signal and move into the proper lane a mile or more before the exit. Most exits are numbered to help you quickly spot the one you want to take.

c. If you miss the exit ramp, never turn around or back up. Go to the next exit, get back on the freeway in the opposite direction, and return to the exit you want.
(DMV Manual, pg. 33,
http://www.dmvnv.com/pdfforms/dlbook.pdf)



RAMP METERS, HIGH OCCUPANCY VEHICLE (HOV) LANES AND ROUNDABOUTS



Ramp Meters

If a freeway entrance is equipped with ramp meters and they are turned on, you must:

1. Pull up to the stop line and stop on red.

2. Be alert! The signal will change faster than a signal at an intersection.

3. Wait for the green light.

4. When the light turns green, proceed along the ramp and merge onto the freeway safely.

Some freeway entrance ramps have more than one travel lane, and each lane is controlled by its own ramp meter. School buses should be in the farthest right lane.

Some metered freeway ramps have HOV bypass lanes also known as carpool lanes. These lanes are marked with a diamond on the pavement and are not metered. School buses may enter the freeway in these HOV lanes.
(DMV Manual, pg. 33, http://www.dmvnv.com/pdfforms/dlbook.pdf)

High Occupancy Vehicle Lanes (HOV)

If there is an HOV bypass lane (also known as a carpool lane) while entering a freeway, marked with a diamond on the pavement, and the lane is not metered, school buses can use the HOV lane without stopping.

(NRS 484A.460, http://www.leg.state.nv.us/NRS/NRS-484A.html#NRS484ASec460 & DMV Handbook, pg. 33, http://www.dmvnv.com/pdfforms/dlbook.pdf)

School buses CANNOT travel in HOV Lanes!

Roundabouts

A roundabout is a large circular area in the middle of an intersection meant to control the right-of-way of vehicles. It is a traffic management tool that moves traffic through an intersection without the aid of traffic signals.

Entering traffic must yield the right-of-way to the traffic circulating within the roundabout and decrease speed while traveling in one direction with traffic already in the roundabout.

When approaching a roundabout:

1. **As you approach**, choose which lane to use as you would for any other intersection. Use the left lane to turn left, complete a U-turn or go straight. Use the right lane to turn right or go straight;

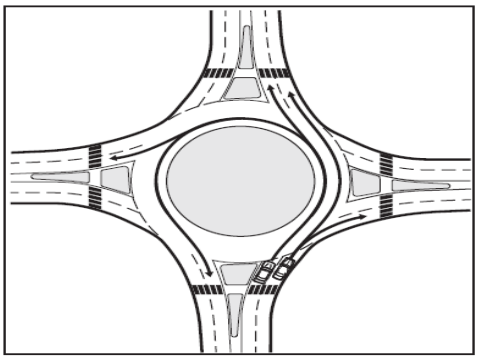
2. **Yield** to those in the roundabout who have the right-of-way. Wait for a gap in the traffic;

3. All vehicles in the roundabout travel in ONE DIRECTION – counterclockwise;

4. **Never change lanes**. If you are in the inside lane and miss your exit, you must continue around until you reach the exit again;

5. Use your right turn signal when exiting; and

6. Commercial vehicles are permitted to use the truck apron provided around the center island to negotiate the tight turning radius.
(DMV Manual, pg. 38, http://www.dmvnv.com/pdfforms/dlbook.pdf)



SIGNALING, TURNING, LANE CHANGES AND PASSING

Signaling

Using signals to tell others that you are going to change lanes, turn, slow down, stop or park is common courtesy and it is the law.
(DMV Manual, pg. 39, http://www.dmvnv.com/pdfforms/dlbook.pdf)

When turning, you must make sure other drivers know your intentions. Signaling your intentions is important to safety. In addition to the above requirements, here are some general rules for signaling:

1. **Signal early**. It is the best way to keep others from trying to pass you;

2. **Signal continuously**. You need both hands on the wheel to turn safely. Don't cancel the signal until you have completed the turn; and

3. **Cancel your signal**. Don't forget to turn off your turn signal after you have turned (if you don't have a self-canceling signal).
(CDL Manual pg. 2-12 http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

When turning, you must activate your turn signal at least 100 feet in a business or residential district and at least 300 feet in any other area. Remember to cancel you signal after each lane change when making multilane changes.
(NRS 484.413, http://www.leg.state.nv.us/NRS/NRS-484B.html#NRS484BSec257)

Turning

1. To make safe and legal turns you must:

    a. Make sure you are in the correct lane well ahead of time;

    b. Look ahead, behind and to each side of your vehicle;

    c. Be aware of other drivers and pedestrians;

    d. Signal your turn at least 100 feet ahead on city streets and 300 feet on open highways;

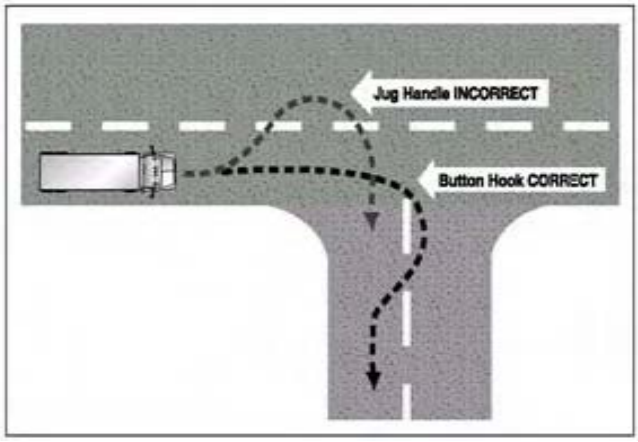
    e. Watch and obey traffic signals, signs and pavement markings that direct your movement;

    f. Allow time and space to make your turn safely;

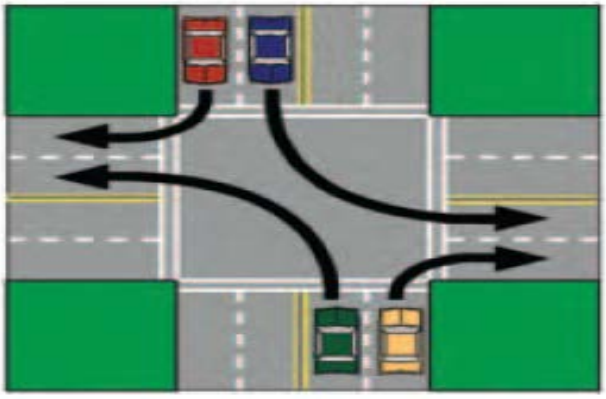
g. Yield the right-of-way to pedestrians and other traffic; and

h. Steer through the turn and accelerate to the speed of traffic. Be sure your turn signal is off after you enter the flow of traffic.

2. When **TURNING RIGHT** you must be in the extreme right-hand travel lane or a lane designated for right turns. If a single lane is provided to be used only for turning, you may only enter the lane if you are making a right turn, and may not travel through an intersection while driving in the right-turn lane. Turn into the right-hand lane of the roadway you are entering, or the lane designated for the turn. If you then need to change lanes, signal and proceed carefully to the next lane when you are well away from the intersection.



3. When **TURNING LEFT** keep your wheels pointed straight ahead until you being to actually complete the run. On a 2-way road use the lane just to the right of the center line, and complete the run into the traffic lane closest to you going in your intended direction. Do not attempt to change lanes until you can so safely. (DMV Manual, pg. 40, http://www.dmvnv.com/pdfforms/dlbook.pdf)



Lane changes

Changing lanes while traveling through an intersection is prohibited!

When you want to change lanes, you must:

1. Do a 5-count mirror check;

2. Activate your turn signal at least 100 feet on city streets and at least 300 feet on highway or freeways, before changing lanes;
(NRS 484B.257, http://www.leg.state.nv.us/NRS/NRS-484B.html#NRS484BSec257)

3. When making multilane changes, make sure to cancel your turn signal after each lane change;

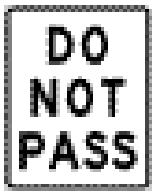
4. Do not change lanes in an intersection; and
(DMV Manual, pg. 40, http://www.dmvnv.com/pdfforms/dlbook.pdf)

5. Change lanes slowly and smoothly. That way the driver you didn't see may have a chance to honk their horn or avoid your vehicle.
(CDL Manual , pg. 2-12,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Passing

Safe passing rules depend on the type of street or highway you are using. School buses are big and heavy and passing should only occur when **ABSOLUTELY** necessary. School buses cannot exceed the 55 mph when passing with students on board. Never use the shoulder of the road to pass.

1. Passing is not safe for school buses on two-lane roads and should not be made. If you must pass make sure:



   a. You can see clearly ahead and there is no immediate oncoming traffic;

   b. There is a broken yellow line on the highway or when the broken yellow line is in your lane; and

   c. It is safe to do so.

2. You must not pass on a two-lane road when:

   a. Coming to a curve or the top of a hill where you cannot see far enough ahead to be safe;

b. At a street crossing or within 100 feet of a street crossing;

c. At a railroad crossing or within 100 feet of it;

d. Where there is a **double solid yellow line** on the highway; and

e. Where there are signs prohibiting passing.

3. On multi-lane streets and highways.

   You may pass vehicles traveling in the same direction on the left if there are no signs or highway markings that indicate passing is not allowed, and it can be done safely. Remember to signal, do a 5-count mirror check. Never pass to the left of a driver who is making a left turn.
   (DMV Manual, pg. 41, http://www.dmvnv.com/pdfforms/dlbook.pdf)

USING YOUR MIRRORS

Proper adjustment and use of all mirrors is very important to the safe operation of the school bus in order to observe the danger zone around the bus and look for students, traffic and other objects. One of the most important safe driving skills is proper mirror adjustment. Most accidents are the result of improper mirror usage.

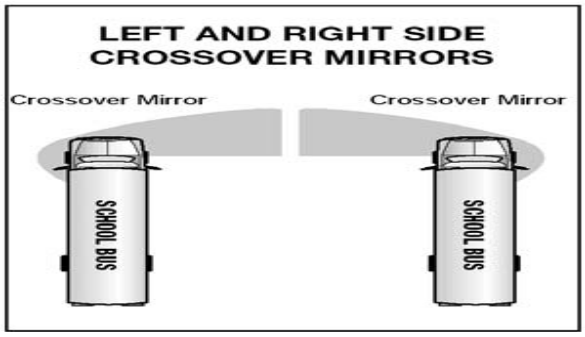
Types of Mirrors on School Buses

1. **INSIDE STUDENT/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.

   This mirror has limited visibility directly in the back of the bus at the floor and directly behind the driver's seat as well as a large blind spot area that begins at the rear bumper and can extend up to 400 feet or more behind the bus.

2. **CROSSOVER MIRRORS:** These mirrors are mounted on both the left and right front corners of the bus. They are used to see the front bumper "danger zone" area directly in front of the bus that is not visible by direct vision, and to view the "danger zone" area to the left and right side of the bus, including the service front wheel area.

   Crossover mirrors do not accurately reflect size or distance.



3. **FLAT MIRRORS:** These mirrors are mounted at the left and right front corners of the bus. They are used to monitor traffic, clearances and students on the sides and to the rear of the bus.

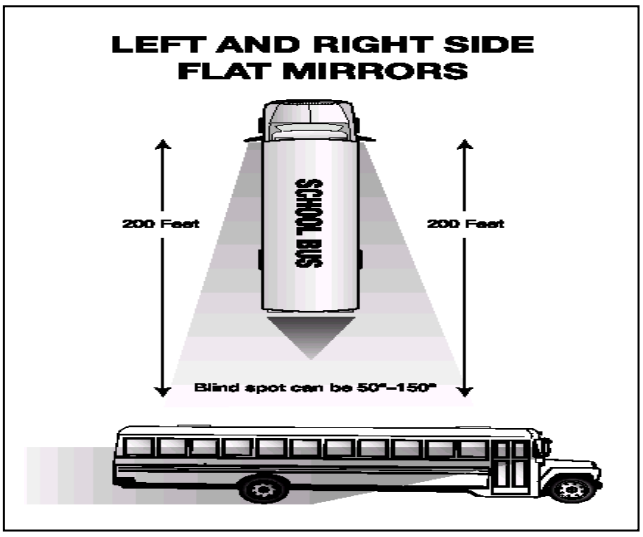
   The blind spot is immediately below and in front of each mirror. The blind spot behind the bus extends 50 to 150 feet.

   To ensure that the mirrors are properly adjusted so you can see:

   a. 200 feet or 4 bus lengths behind the bus;

   b. Along the sides of the bus;

   c. The rear tires touching the ground;



4. **CONVEX MIRRORS:** These mirrors are located below the outside flat mirrors. They are used to monitor the left and right sides of the bus at a wide angle. They provide a view of traffic, clearances and students at the side of the bus.

   Convex mirrors give a distorted view that does not accurately reflect size or

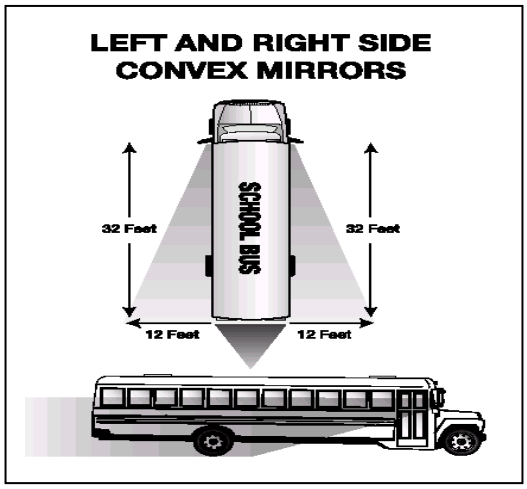
distance from the bus.
You should position these mirrors to see:

a. The entire side of the bus up to the mirror mounts;

b. Front of the rear tires touching the ground;

c. At least one traffic lane on either side of the bus; and

d. At least one traffic lane on either side of the bus. (CDL Manual, pg. 10-1, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)



Five-Count Mirror Check

Proper mirror use is one of the most important safety factors to safe driving. When checking your mirrors, you need to use the 5-count mirror check. This system of checking your mirrors needs to become automatic. When conducting a 5-count mirror check, start and end on the traffic side.

1. **Count 1** - Starting on the traffic side, check the mirrors;

2. **Count 2** - Check the overhead rear view mirror;

3. **Count 3** – Check the opposite mirrors;

4. **Count 4** – Check the overhead rear view mirror; and

5. **Count 5** – Check the mirrors on the traffic side.

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

bus.

Most school buses load and unload on the right side of the street. When loading students on the right, the 5-count mirror check would be left mirrors, overhead rear view mirror, right side mirrors, overhead rear view mirror and the left mirrors.

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

1. Before starting out from any stop, be sure to check all mirrors, using the 5-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.

2. Mirrors are essential to use before and during all turns. Check traffic and back swing clearance before turning.

3. 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 habit.

DRIVING THE SCHOOL BUS

Backing up the Bus

Backing a school bus is **STRONGLY discouraged**. Because you cannot see everything behind your bus, backing is always dangerous. Avoid backing and look for ways to go around instead of backing. When you park, try to park so you will be able to pull forward when you leave.

You **CANNOT** back up a school bus when students are outside or around the bus. You can only back up the bus when all students are on board. Backing is dangerous!

Nevada Law says that the driver of a vehicle:

1. Shall not back the vehicle unless such movement can be made with reasonable safety and without interfering with other traffic;

2. Shall not back into an intersection, on or over a crosswalk, or around a street corner; and

3. Shall in every case yield the right-of-way to moving traffic and pedestrians.

(NRS 484B.113,
http://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-484B.html#NRS484BSec113)

If you must back up:

1. **Start in the proper position**. Put the bus in the best position to allow you to back safely and only once;

2. **Look at your path**. Look at your line of travel before you begin. Get out and walk around the bus. Check your clearance to the sides and overhead;

3. Constantly **check all mirrors**, using the 5-count mirror check;

4. Use a helper or lookout. The helper should stand near the back of your bus where you can see them. Work out a hand signal you both understand which means **STOP**;

5. If no lookout is available:

    a. Set the parking brake;

    b. Turn off the motor and take the keys with you; and

    c. Walk to the rear of the bus to determine whether the way is clear.

6. If you must back-up at a student pick-up or drop-off point be sure all students are on the bus before backing;

7. Signal for quiet on the bus. Turn off all noisy equipment;

8. Honk your horn so others know you are backing up the bus; and

9. Back slowly and smoothly.
(CDL Manual, pg. 2-8,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Brake Pedal 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)

Accident Bus Pedals

Usual Bus Pedals

Communicating While Driving the Bus

1. **SIGNAL YOUR INTENTIONS** - Signaling what you intend to do is important for safety. Here are some general rules for signaling.

    a. **TURNS** - There are three good rules for using turn signals:

        i. Signal early, well before you turn;

        ii. Signal continuously. Don't cancel the turn signal until you have completed the turn; and

        iii. Cancel your signal after you've completed the turn.

    b. **LANE CHANGES** – Put your turn signal on before changing lanes. Change lanes slowly and smoothly.

    c. **SLOW DOWN** – Warn drivers behind you when you plan to slow down. A light tap on the brake pedal should be sufficient to warn drivers who are following you.

    d. **USE FOUR-WAY FLASHERS** – Use the four-way emergency flashers for times when you are driving slowly or are stopped. When it's hard to see and visibility is limited, 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.

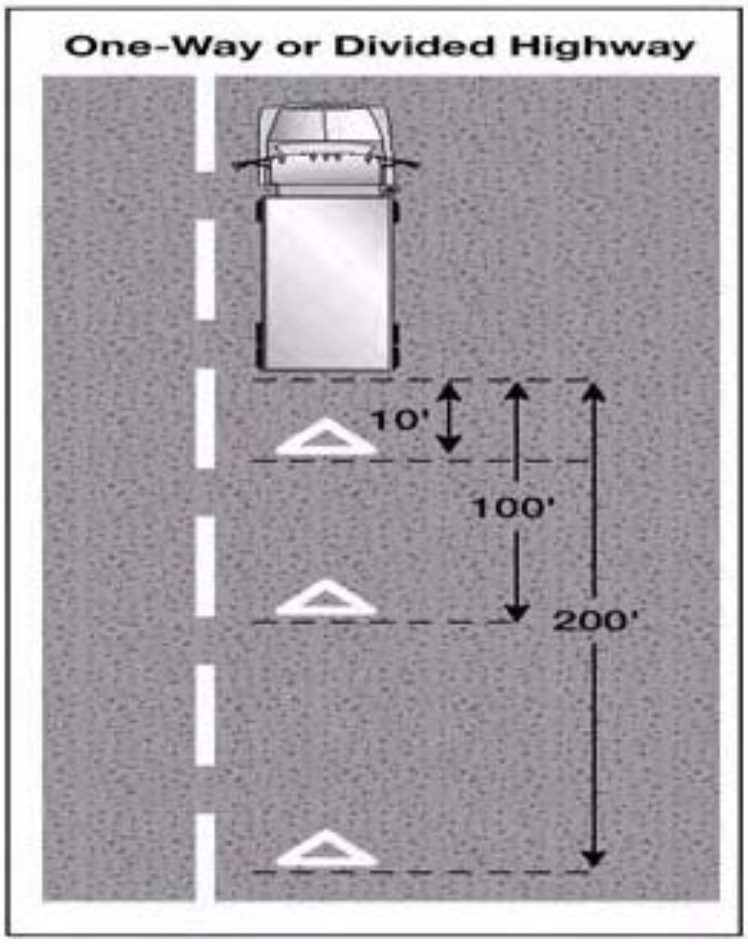
2. **COMMUNICATING YOUR PRESENCE** – Drivers may not notice your vehicle even when it's in plain sight. To help prevent accidents, let them know you're there.

   a. **WHEN IT'S HARD TO SEE** - At dawn, dusk, in rain, or snow, you need to make yourself easier to see. If you are having trouble seeing other vehicles, other drivers will have trouble seeing you. Turn on your lights.

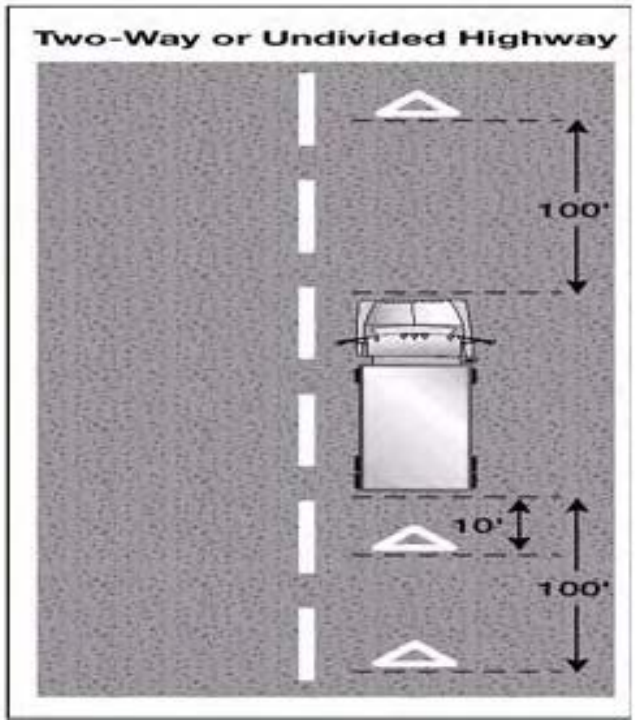
   b. **WHEN PARKED AT THE SIDE OF THE ROAD** – When you pull off the road and stop, be sure to turn on the four-way emergency flashers.

      If you must stop on a road or shoulder of any road, you must put out your emergency warning devices within ten minutes. Place your warning devices at the following locations:

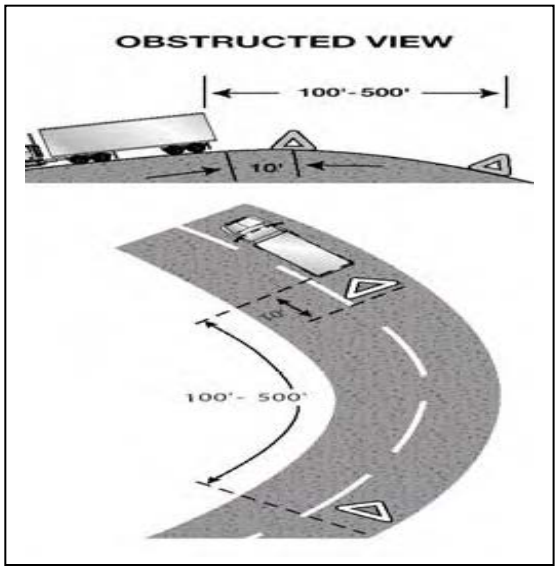
      i. On a one-way or divided highway, place warning devices 10 feet, 100 feet, and 200 feet toward the approaching traffic;



ii. On a two-lane road carrying traffic in both directions or on an undivided highway, place warning devices with 10 feet of the front or rear corners or mark the location of the vehicle and 100 feet behind and ahead of the vehicle; and



iii. On any hill, curve, or other obstruction that prevents other drivers from seeing the vehicle within 500 feet. (CDL Manual, pg. 2-13, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf



Maximum Speed Limits for School Buses

All school buses shall not exceed the maximum posted speed limit. However, Nevada law states that you **CANNOT** 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.

You CANNOT exceed 55 MPH in a school bus with students on board.

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.

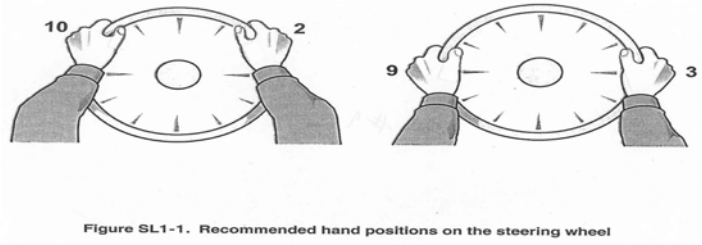


Figure SL1-1. Recommended hand positions on the steering wheel

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:

1. Get the big picture and begin slowing down far in advance of the stop;

2. 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;

3. Never stop suddenly unless absolutely necessary to avoid a collision. Students could be thrown around the bus;

4. 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; and

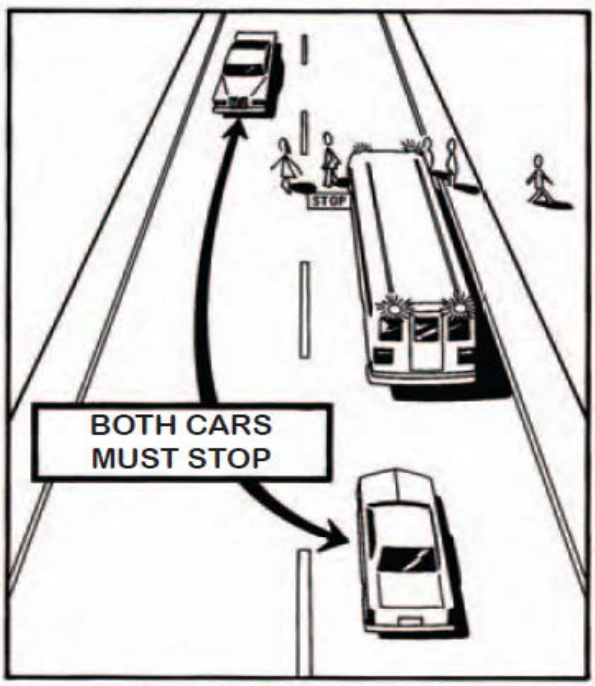
5. Short stopping/brake check is not acceptable for stopping the bus.

When Vehicles are required to stop for school buses

Vehicles are required to stop for school buses that are loading and unloading students. A driver must stop at any location for a school bus displaying a flashing red light STOP signal. The driver may not attempt to overtake or proceed past the school bus until the school bus driver has turned off the flashing red stop arm lamps.

There is an exception to this rule; on divided highways, you need to stop only when you are traveling in the same direction as the school bus.
(DMV Manual, pg. 53, http://www.dmvnv.com/pdfforms/dlbook.pdf)

Nevada law allows school bus drivers to report violations to the school district and the Department of Motor Vehicles. When this occurs, the registered owner of the vehicle will be sent a warning letter explaining the seriousness of the violation. (NRS 484B.353, http://leg.state.nv.us/NRS/NRS-484B.html)



SCHOOL BUS LOADING
AND UNLOADING

Definition of a Divided Highway

A Divided highway is a highway divided into two or more roadways by a physical barrier or dividing section, constructed so as to impede the conflict of vehicular traffic traveling in opposite directions. (NRS 484A.070, http://leg.state.nv.us/NRS/NRS-484A.html#NRS484ASec065)

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. If you must turn the bus around you will need to:

1. 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. Turn around only at places designated by your district transportation department;

3. Always keep the bus in the proper lane of travel;

4. 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;

5. 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; and

6. Backing a school bus is **STRONGLY DISCOURAGED.** Because you cannot see everything behind your bus, backing is always dangerous. Avoid backing and look for ways to go around instead of backing. When you park, try to park so you will be able to pull forward when you leave.

If you must back up the bus, you must:

1. Not back up a school bus when students are outside or around the bus. All students must be on board the bus;

2. Not back the vehicle unless such movement can be made with reasonable safety and without interfering with other traffic;

3. Not back into an intersection, on or over a crosswalk, or around a street corner; and

4. Yield the right-of-way to moving traffic and pedestrians.
(NRS 484B.113,
http://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-484B.html#NRS484BSec113)

To back up safely:

1. Start in the proper position. Put the bus in the best position to allow you to back safely and only once;

2. Look at your path. Look at your line of travel before you begin. Get out and walk around the bus. Check your clearance to the sides and overhead;

3. Constantly check all mirrors, using the 5-count mirror check; and

4. Use a helper or lookout. The helper should stand near the back of your bus where you can see them. Work out a hand signal you both understand which means **STOP**.

If no lookout is available:

1. Set the parking brake;

2. Turn off the motor and take the keys with you;

3. Walk to the rear of the bus to determine whether the way is clear;

4. Signal for quiet on the bus. Turn off all noisy equipment;

5. Honk your horn so others know you are backing up the bus; and

6. Back slowly and smoothly.
(CDL Manual, pg. 2-8,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

MANAGING SPACE

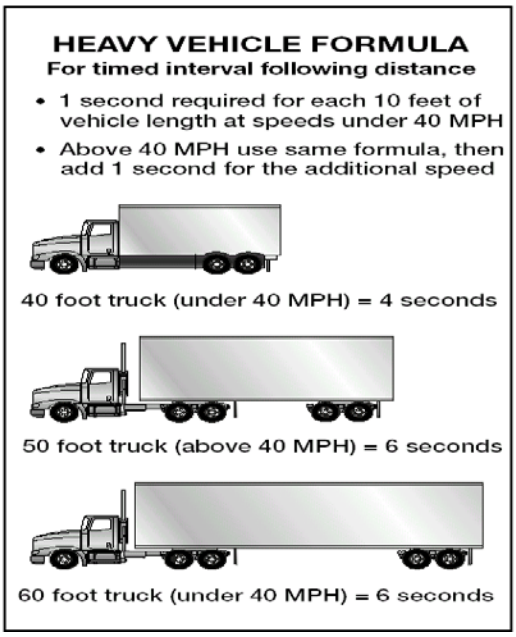
Space Ahead

Of all the space around your bus, it is the area ahead of your vehicle, the space you're driving into that is most important.

You need space ahead in case you must suddenly stop. According to accident reports, the vehicle that trucks and buses most often run into is the one directly in front of them.

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.

To see how much space you should keep in front of you? One good rule says you need at least one second for each 10 feet of vehicle length at speeds below 40 mph. At greater speeds, you must add 1 second for safety. For example, if you are driving a 40-foot vehicle, you should leave 4 seconds between you and the vehicle ahead. In a 60-foot rig, you'll need 6 seconds. Over 40 mph, you'd need 5 seconds for a 40-foot vehicle and 7 seconds for a 60-foot vehicle.



To know 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 of the seconds like this: one thousand-and-one, one thousand-and-two and so on, until you reach the same spot. (CDL Manual, pg. 2-17, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Space Behind

You can't 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. **Tailgaters:** In large school buses, it is hard to see if a vehicle is close behind you. You may be tailgated:

a. If you are traveling slowly; or

b. Driving in Bad Weather.

3. **Dealing with Tailgaters Safely**: If you find yourself being tailgated, here are some things you can do to prevent the chances of an accident:

a. Avoid quick changes;

b. Increase your following distance;

c. Do not speed up; and

d. Avoid tricks that can aggravate other drivers. (CDL Manual, pg. 2-17, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

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.

Space Overhead

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

1. Never assume that the heights posted at bridges and overpasses are correct. Re-paving or packed snow may have reduced the clearance.

2. If you doubt you have enough safe space to pass under an object, take another route and notify your supervisor. Warnings are not always posted.

3. Some roads are uneven and may cause a vehicle to tilt. There can be a problem clearing objects along the edge of the road.

4. 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.

5. If you have to back into an area, get out and check for overhanging objects. (CDL 2-18, http://www.dmvnv.com/index.htm)

School buses should never drive under an overhead that's less than 12 feet.

Space to the Sides

School buses are wide and take up most of a lane. In order to manage what little space you have by keeping your bus centered in your lane and avoid driving next to others. Here are some hints to help you:

1. Stay centered in your lane;

2. When traveling next to others you need to be extra cautious because:

    a. Another driver may change lanes suddenly and turn into you;

    b. You may be trapped when you need to change lanes;

    c. You will not be able to leave yourself an out; and

    d. Strong winds can make it difficult to maintain your lane. (CDL Manual, Pg. 2-18, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Space for Turns

The space around a bus is important in turns. Because of wide turning and off-tracking, large vehicles can hit other vehicles or objects during turns.

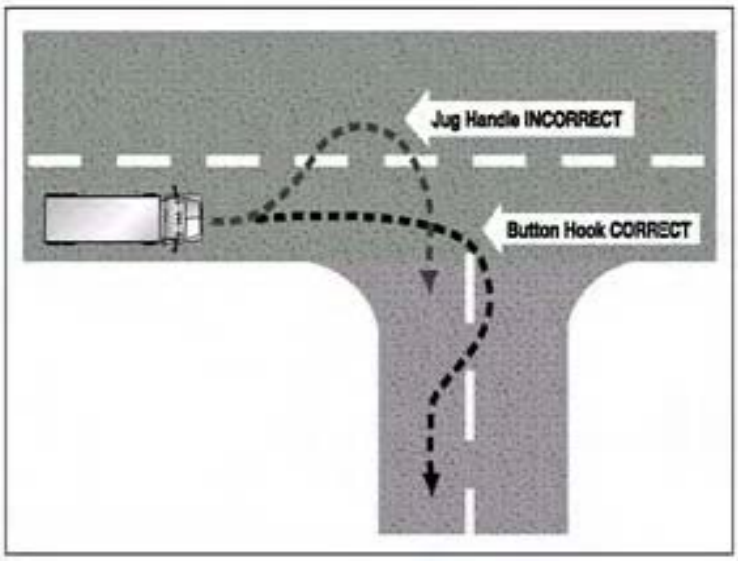
1. **RIGHT TURNS** – Here are some rules to help prevent right-turn crashes:

    a. Turn slowly to give yourself and others more time to avoid problems;

    b. If your bus cannot make the right turn without swinging into another lane, turn wide as you complete the turn. Keep the rear of your vehicle close to the curb;

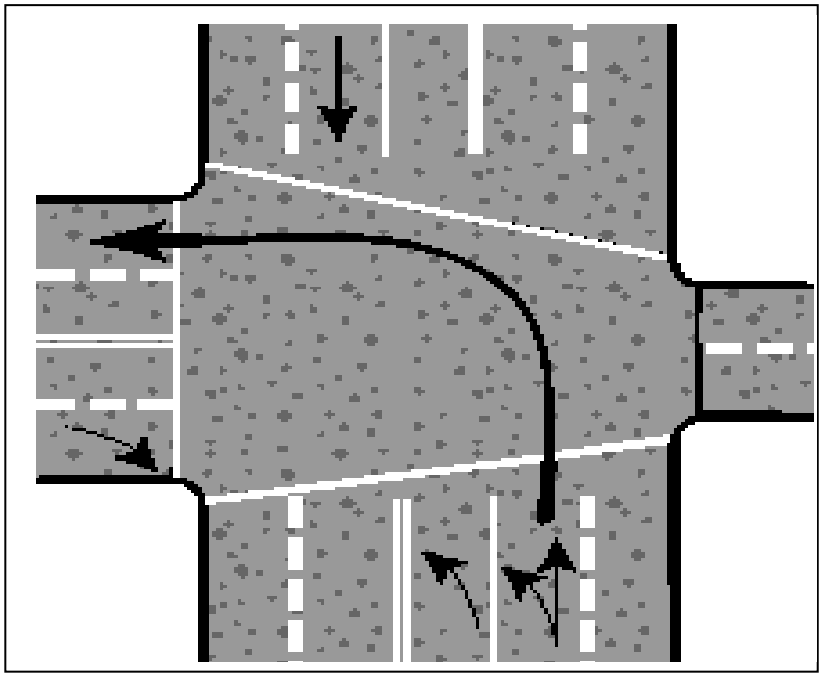
    c. Don't turn wide to the left as you start the turn. A driver may try to pass you on the right; and

    d. If you must cross into the oncoming lane to make a turn, watch out for vehicles coming toward you.



2. **LEFT TURNS** – On a left hand 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 vehicle because of offtracking.

If there are two or more left hand turn lanes, always take the outside right turn lane. Don't start in the inside lane because you may have to swing right to make the turn.



Space to Cross or Enter Traffic

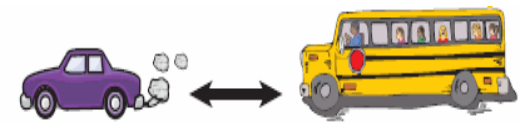
Be aware of the size and weight of your vehicle when you cross or enter traffic. Here are some important things to keep in mind:

1. Because of the slow acceleration and the space large school buses require, you may need a much larger gap to enter traffic that you would in your car;

2. Acceleration varies with the load. Allow more room if your school bus is loaded; and

3. Before crossing a road, make sure you can get all the way across before traffic reaches you.
(CDL Manual, pg. 2-19,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

CONTROLLING SPEED



Speed and Stopping Distances

Driving too fast is a major cause of fatal accidents. You must adjust your speed depending on driving conditions. These include traction, curves, visibility, traffic, and hills.

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 ½ 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 ½ 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 ½ 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.

7. **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.
(CDL Manual 2-14, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Following too close is the major cause of accidents.

Matching Speed to the Road Surface

You can't steer or brake a vehicle unless you have traction. Traction is friction between the tires and the road. There are some road conditions that reduce traction and call for lower speeds.

1. **Slippery Surfaces**-It will take longer to stop and it will be harder to turn without skidding when the road is slippery. Wet roads can double stopping distance. Reduce speed by about one third (e.g., slow from 55 to 35 mph) on a wet road. On packed snow, reduce speed by at least half. If icy, reduce speed to a crawl.

2. **Identifying Slippery Surfaces**-Sometimes it's hard to know if the road is slippery. Here are some signs of slippery roads:

    a. Shaded areas-Shady parts of the road will remain icy and slippery long after open areas have melted;

b. Bridges-When the temperature drops, bridges will freeze before the road will;

c. Melting Ice-Slight melting will make ice wet. Wet ice is much more slippery than ice that is not wet;

d. Black Ice-Black ice is a thin layer that is clear enough that you can see the road underneath it. It makes the road look wet;

e. Vehicle Icing-An easy way to check for ice is to open the window and feel the front of the mirror, mirror support, or antenna. If there's ice on these, the road surface is probably starting to ice up;

f. Just after Rain Begins-Right after it starts to rain, the water mixes with oil left on the road by vehicles; and

g. Hydroplaning-In some weather, water or slush collects on the road. When this happens, your vehicle can hydroplane. It's like water skiing, the tires lose their contact with the road and have little or no traction. You may not be able to steer or brake. You can regain control by releasing the accelerator. This will slow your vehicle and let the wheels turn freely. If the vehicle is hydroplaning, **DO NOT USE THE BRAKES TO SLOW DOWN.**
(CDL Manual 2-15, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

When driving on slippery surfaces, NEVER USE engine brakes or CRUISE CONTROL!

Speed and Curves

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. Tests have shown that trucks with a high center of gravity can roll over at the posted speed limit for a curve.

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.
(CDL Manual, pg. 2-15, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Speed and Distance Ahead

You should always be able to stop within the distance you can see ahead. Fog, rain or other conditions may require that you slowdown to be able to stop in the distance you can see. At night, you can't see as far with low beams as you can with high beams. When you must use low beams, slowdown.
(CDL Manual, pg. 2-15, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Speed and Traffic Flow

When you're driving in heavy traffic, the safest speed is the speed of other vehicles. Vehicles going the same direction at the same speed are not likely to run into one another. Drive at the speed of the traffic without exceeding the speed limit.
(CDL Manual 2-15, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Speed on Downgrades

Your vehicle's speed will increase on downgrades because of gravity. Your most important objective is to select and maintain a speed that is not too fast for the:

1. Total weight of the vehicle and the passengers;
2. Length of the grade;
3. Steepness of the grade;
4. Road conditions; and
5. Weather.
   (CDL Manual 2-16, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

CHAPTER 4: HAZARDOUS CONDITIONS & DEFENSIVE DRIVING

COMMUNICATION DEVICES

Two-Way Communication Devices

Two-way communication devices are essential to safety, however, their use is restricted to business purposes and emergencies only.

You are allowed to use two-way communication devices if you are reporting a medical emergency, a safety hazard or criminal activity or if you are requesting assistance relating to a medical emergency, a safety hazard or criminal activity.

Cell Phones

Talking on cell phones is dangerously distracting and **NOT PERMITTED** by both federal and state law while operating the school bus.

FMCSA rules state that:

1. No driver shall use a hand-held mobile telephone while driving a CMV;

2. No motor carrier shall allow or require its drivers to use a hand-held mobile telephone while driving a CMV; and

3. Driving means operating a CMV on a highway, including being stopped because of traffic, a traffic control device, or other momentary delays. (FMCSA 392.82, http://www.fmcsa.dot.gov/rules-regulations/administration/rulemakings/final/Mobile_phone_NFRM.pdf)

Nevada law states that:

1. It's illegal to use a cellular telephone or other handheld wireless communications device to engage in voice communications with another person.

2. You are allowed to use your cell phone **ONLY WHEN** responding to a situation requiring immediate action to protect the health, welfare or safety of the driver or another person and stopping vehicle would be inadvisable, impractical or dangerous.

3. Although Nevada law allows you to use cell phones if used with a hands free device, you **ARE NOT** allowed to use your cell phone when driving a school bus even with a hands free device.

Texting

FMCSA has several studies showing the dangers of texting. Total eyes-off-road time when texting while driving is extremely risky and research shows that the odds of being involved in a safety-critical event (e.g., crash, near-crash, unintentional lane deviation) is 23.2 times greater when texting while driving.

Federal law prohibits a driver from texting while operating a CMV. If caught texting and driving, you will be disqualified to drive a CMV and terminated. (FMCSA §392.80, http://www.fmcsa.dot.gov/rules-regulations/administration/fmcsr/fmcsrruletext.aspx?reg=392.80)

Nevada law also makes it illegal to:

1. Manually type or enter text into a cellular telephone or other handheld wireless communications device, or send or read data using any such device to access or search the internet or to engage in non-voice communications with other persons. (NRS 484B.165, http://www.leg.state.nv.us/NRS/NRS-484B.html#NRS484BSec165)

2. Texting while driving (in your vehicle or the school bus) is considered a serious traffic violation. (CDL Manual, pg. i, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

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.

HAZARDOUS CONDITIONS

Aggressive Drivers/Road Rage

Aggressive drivers and road rage is not a new problem. However, in today's world, where heavy and slow-moving traffic and tight schedules are the norm, more and more drivers are taking out their anger and frustration in their vehicles.

Aggressive driving is the act of operating a motor vehicle in a selfish, bold, or pushy manner, without regard for the rights or safety of others.

Road rage is operating a motor vehicle with the intent of doing harm to others or physically assaulting a driver or their vehicle. (CDL Manual, pg. 2-23, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Don't be an Aggressive Driver

1. Reduce your stress before and while you drive. Listening to easy listening music can help.

2. Give your drive your full attention. Don't allow yourself to become distracted.

3. Be realistic about your drive time. Expect delays because of traffic, construction, or bad weather and make allowances.

4. If you're going to be later than expected, deal with it. Take a deep breath and accept the delay.

5. Give other drivers the benefit of the doubt. Whatever their reason, it has nothing to do with you.

6. Low down and keep your following distance reasonable.

7. Don't drive slowly in the left lane of traffic.

8. No gestures! Keep your hands on the wheel.

9. Be a cautious and courteous driver. Don't be offended by other drivers' actions.
   (CDL Manual, pg. 2-23, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

What to do When Confronted by an Aggressive Driver

1. First and foremost, make every attempt to get out of their way.

2. Put your pride in the back seat. Do not challenge them by speeding up or attempting to hold-your-own in your travel lane.

3. Avoid eye contact.

4. Ignore gestures and refuse to react to them.
(CDL Manual, pg. 2-23,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

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:

1. Obey all warning signs;

2. Drive slowly;

3. Turn on your low beam lights and be prepared for emergency stops;

4. **DO NOT USE** your 4-way flashers; and

5. USE the strobe light, if your bus is equipped with one.
(CDL Manual, pg. 2-25, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Driving at Night

Driving at night is more hazardous than during the daytime. Drivers can't see hazards as well as during daylight and there is less time to respond. Drivers caught by surprise are less able to avoid a crash. You can make your night driving safer by:

1. Always drive within the range of your headlights;

2. Keep your speed in control and within required speed limits;

3. Do not look directly into the headlights of oncoming vehicles; look down and to the right side of your lane;

4. Use the road edge line or center line for a guide;

5. Keep your windshield clean, inside and out;

6. Never wear sunglasses when driving at night; and

7. At night pedestrians are difficult to see, be aware!

Legally, you must use your headlights from a half hour after sunset until a half hour before sunrise. Headlights are also required because of insufficient light and anytime persons or vehicles cannot be clearly seen at a distance of 1,000 feet. Using your headlights is advised whenever you are driving in rain, snow or fog. Headlights are also required when directed by an official traffic control device.

1. Use high beams in open country at night. Change to low beams at least 500 feet before any oncoming vehicles and 300 feet before any vehicle you are following.

2. Keep headlights clean.
(DMV Manual, pg. 45, http://www.dmvnv.com/pdfforms/dlbook.pdf)

Here are some other factors that make night driving dangerous:

1. **Driver Factors**

   a. **Vision:** People cannot see as clearly at night. Your eyes need time to adjust in dim light.

   b. **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.

   c. **Fatigue and Lack of Alertness:** Fatigue (being tired) and lack of alertness are bigger problems at night. The body's need for sleep is beyond a person's control. Most people are less alert at night, especially after midnight. This is particularly true if you have been driving for a long time. Drivers may not see hazards as soon or react as quickly, so the chance is greater. If you are sleepy, the only safe cure is to get off the road and get some sleep.

2. **Roadway Factors**

   a. **Poor Lighting**-In the daytime there is usually enough light to see well. That is not true at night. Some areas may have

bright street lights, but many areas will have poor lighting.

b. **Less light** means you will not be able to see hazards as well as in the daytime. There are many accidents at night involving pedestrians, joggers, bicyclists, and animals.

c. **Traffic signals and hazards** can be hard to see against a background of signs, shop windows, and other lights.

d. **Drunk drivers and drivers under the influence** of drugs are a hazard to themselves and to you. Be especially alert around bars and taverns. Watch for drivers who have trouble staying in their lane or maintaining speed, stop without reason, or show others signs of being under the influence.

3. **Vehicle Factors**

a. **At night your headlights** will usually be the main source of light for you to see and for others to see you. You can't see nearly as much with your headlights as you can see in the daytime.

b. All lights must be clean and working properly. This includes:

i. Reflectors

ii. Marker lights

iii. Clearance lights

iv. Taillights

v. Identification lights

vi. Turn signals

vii. Hazard lights

viii. Brake lights

c. Windshields and mirrors must be clean. Bright lights at night can cause dirt on your windshield or mirrors to create glare of its own.
(CDL Manual, pg. 2-24,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Driving in Winter

Make sure your vehicle is ready before driving in cold weather.

Driving in Rain and Snow

When driving in rain and snow you need to pay attention to:

1. **Slippery Surfaces**. Drive slowly and smoothly on slippery roads. If it is very slippery, you shouldn't drive at all. Stop at the first safe place. The following are some safety guidelines:

    a. **Start Gently and Slowly.** When first starting, get the feel of the road.

    b. Don't hurry!

    c. **Adjust Turning and Braking to Conditions**. Make turns as gentle as possible. Do not brake any harder than necessary, and don't use the engine brake or speed retarder. (They can cause the driving wheels to skid on slippery surfaces.)

    d. **Adjust Speed to Conditions.** Don't pass slower vehicles unless necessary. Go slow and watch far enough ahead to keep a steady speed. Avoid having to slow down and speed up. Take curves at slower speeds and don't brake while in curves. Be aware that as the temperature rises to the point where ice begins to melt, the road becomes even more slippery. Slow down more.

    e. **Adjust Space to Conditions.** Don't drive alongside other vehicles. Keep a longer following distance. When you see a traffic jam ahead, slow down or stop to wait for it to clear. Try hard to anticipate stops early and slow down gradually.

    f. **Wet Brakes.** When driving in heavy rain or deep standing water, your brakes will get wet. Water in the brakes can cause the brakes to be weak, to apply unevenly, or to grab. This can cause lack of braking power, wheel lockups, pulling to one side or the other.

    g. Avoid driving through deep puddles or flowing water if possible. If not, you should:

If your windows fog up, in addition to the defroster/fans, turn on your AC or open a window.

i. Slow down;

ii. Place transmission in a low gear;

iii. Gently apply the brakes. This presses linings against brake drums or discs and keeps mud, silt, sand, and water from getting in;

iv. Increase engine rpm and cross the water while keeping light pressure on the brakes;

v. When out of the water, maintain light pressure on the brakes for a short distance to heat them up and dry them out; and

vi. Make a test stop when safe to do so. Check behind to make sure no one is following, then apply the brakes to be sure they work right. If not, dry out further as described above. (CAUTION: Do not apply too much brake pressure and accelerator at the same time or you can overheat brake drums and linings) (CDL Manual, pg.2-27, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

2. **Ice and Snow Equipment.** You may be required to put chains on your bus when there is ice and snow on the ground. The maximum speed while driving with chains on is 30 mph.

a. Automatic Chains

i. Are activated by a switch in the driver area.

ii. Spin under the wheels when traction is lost.

iii. Should be activated and deactivated when the bus is in motion at about 25-30 mph. This prevents damage to the chains.

iv. Automatic chains don't work in deep snow.

v. Should be deactivated as soon as they are not needed.

b. Manually Installed Chains

Metal chains that consist of 2 circular metal loops, one on each side of the tire, which are connected by evenly spaced chains across the tire tread.

There are three types of chain clamps.

i. Type 1-claim with S-hook

ii. Type 2-Cam locks

iii Type 3-Cable Chains

To install manual chains, you will need to follow manufacturer and your trainer instructions.

c. Tightener's

Larger rubber bands that resemble a bungee cord and take up slack in the chains and have 5 to 8 hooks that hook onto the chain links.
(NHTSA School Bus Safety Training, Adverse Weather Conditions, Instruction Guide, http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

Driving in High Winds

Strong winds affect the handling of the school bus. The side of a school bus acts like a sail on a sailboat. Strong winds can push the school bus sideways. They can even move the school bus off the road or, in extreme conditions, tip it over.

If you are caught in strong winds:

1. Keep a strong grip on the steering wheel. Try to anticipate gusts.

2. Slow down to lessen the effect of the wind, or pull off the roadway and wait.

3. Contact your dispatcher to get more information on how to proceed.
(CDL Manual, pg. 10-11, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Driving in Hot Weather

When driving in hot weather, you need to pay special attention to:

1. **Tires**. Check the tire mounting and air pressure. Inspect the tires every 2 hours or 100 miles when driving in very hot weather. 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. Otherwise the tire may blow out or catch fire.

2. **Engine Oil**. The engine oil helps keep the engine cool, as well as lubricating it. Make sure there is enough engine oil. Continually check the oil temperature gauge to make sure the temperature is within proper range while you are driving.

3. **Engine Coolant**. Before starting out, make sure that the engine cooling system has enough water and antifreeze. When driving, check the water temperature and coolant temperature gauge from time to time. Make sure it remains in the normal range. If the gauge goes above the highest safe temperature, there may be something wrong that could lead to engine failure and possibly fire.

   Some vehicles have sight glasses, see-through coolant overflow containers or coolant recovery containers. These permit you to check the coolant level while the engine is hot. If the container is not part of the pressurized system, the cap can be safely removed and coolant added even when the engine is at operating temperatures. **NEVER REMOVE THE RADIATOR CAP OR ANY PART OF THE PRESSURIZED SYSTEM UNTIL THE SYSTEM IS COOLED.** Steam and boiling water can spray under pressure and cause severe burns. If you can touch the radiator cap with your bare hand, it is probably cool enough to open.

4. **Engine Belts.** Learn how to check belt tightness on your bus by pressing on the belts. Loose belts will not turn the water pump and/or fan properly. This will result in overheating. Also check the belts for cracking or other signs of wear. Check for tension or movement.

5. **Hoses.** Make sure coolant hoses are in good condition. A broken hose while driving can lead to engine failure and even fire.

6. **Watch for bleeding tar**. Tar in the road pavement frequently rises to the surface in very hot weather. Spots where tar “bleeds” to the surface are very slippery.

7. Go slow enough to prevent overheating. High speeds create more heat for

tires and the engine. In desert conditions the heat may build up to the point where it is dangerous. The heat will increase chances of tire failure or even fire, and engine failure.
(CDL Manual, page 2-27,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

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

Driving in Mountains

In mountain driving, gravity plays a major role. On any upgrade, gravity slows you down. The steeper and/or longer the grade and/or the heavier the load, the more you will have to use lower gears to climb hills or mountains. When driving in mountains, you must do the following.

1. When coming down, long steep downgrades, gravity causes the speed of your vehicle to increase. You must select an appropriate safe speed, then use a lower gear, and use proper braking techniques.

2. **Go slow** enough so your brakes can hold you back without getting too hot. If the brakes become too hot, they may start to fade or glaze. This means you have to apply them harder and harder to get the same stopping power.

3. **SELECT A SAFE SPEED**. The most important consideration is to select a speed that is not too fast for the hill. Your SAFE speed includes:

    a. Total weight of the vehicle and students;

    b. Length of grade;

    c. Steepness of the grade;

    d. Road conditions; and

    e. Weather

    If a speed limit is posted, or there is a sign indicating Maximum Safe Speed, never exceed the speed shown. Also, look for and heed warning signs indicating the length and steepness of the grade.

    You must use the braking effect of the engine as the principal way of controlling your speed. The braking effect of the engine is greatest when it is

near the governed rpms and the transmission is in the lower gears. Save your brakes so you will be able to slow or stop as required by road and traffic conditions.

4. **BE IN THE RIGHT GEAR BEFORE STARTING DOWN THE GRADE.** Shift the transmission to a lower gear before starting down the grade. Do not try to downshift after your speed has already built up. You will not be able to get back into any gear and all engine braking affect will be lost. Forcing an automatic transmission into a lower gear at high speed could damage the transmission and lead to loss of all engine braking affect.

5. **BRAKE FADING OR FAILURE**. Brakes can fail from excessive heat caused by using them too much and not relying on the engine braking effect. Use proper braking techniques on a long or steep downgrade.

    a. Apply the brakes just hard enough to feel a definite slowdown.

    b. When your speed has been reduced to approximately five mph below your safe speed, release the brakes. This brake application should last for about 3 seconds.

    c. When your speed has increased to your safe speed, repeat steps 1 and 2.

    d. Escape ramps have been built on many steep mountain downgrades. Escape ramps are a long bed of loose soft material to slow a runaway vehicle.
    (CDL Manual, page 2-33)
    http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

6. When traveling on a mountain road that has one lane for traveling in each direction **AND** where passing is unsafe , the driver of a slow-moving school bus (defined as a vehicle traveling at a speed of rate less than the posted speed limit) shall do the following when five or more vehicles have formed a line behind the bus.

    a. At the nearest place designated as a turnout by signs erected by the public authority; or

    b. In the absence of such a designated turnout, at the nearest place where:

        i. Sufficient area for a safe turnout exists; and

ii. The circumstances and conditions are such that the driver is able to turn off the roadway in a safe manner.

(NRS 484B.630, http://www.leg.state.nv.us/NRS/NRS-484B.html#NRS484BSec630)

Seeing Hazards

A hazard is any condition that is a possible danger. You should always be looking for hazards in order to have time to plan a way out of any emergency.

1. **Importance of Seeing Hazards.** Seeing hazards lets you be prepared. You will have more time to act if you see a hazard before it becomes an emergency. There are often clues that will help you see hazards.

2. **Hazardous Roads.** Slow down and be very careful if you see any of the following road hazards:

   a. **Work Zones.** When people are working on the road, it is a hazard. There may be narrower lanes, sharp turns, or uneven surfaces. Drive slowly and use your four-way flashers to warn drivers behind you.

   b. **Drop Off.** Sometimes the pavement drops off sharply near the edge of the road. Driving too near the edge can tilt your vehicle toward the side of the road. This can cause the top of your bus to hit roadside objects like signs or tree limbs. It can also be hard to steer back onto the road.

   c. **Foreign Objects.** Things that have fallen on the road can be dangerous to your tires and wheel rims. They can damage electrical and brake lines. Objects can get caught between the dual tires and cause damage.

   d. **Off Ramps/On Ramps.** Off ramps and on ramps often have speed limit signs posted. Remember, these speeds may be safe for automobiles, but may not be safe for larger school buses. Exits which go downhill and turn at the same time can be especially dangerous.

3. **Drivers who are Hazards.** In order to protect yourself and others, you must know when other drivers may do something hazardous. Some clues to this type of hazard are:

a. People whose vision is blocked

b. Delivery trucks

c. Parked vehicles

d. Pedestrians and bicyclists-If passing a bicycle or electric bicycle, there must be at least 3 feet between any portion of the roadway and the bicycle. (NRS 484B.270 - http://www.leg.state.nv.us/NRS/NRS-484B.html#NRS484BSec270)

e. People who are distracted

f. Children

g. Talkers

h. Workers

i. Accidents

j. Stopped buses

k. Slow drivers

l. Drivers in a hurry

m. Ice cream trucks

n. Disabled vehicles

o. Impaired drivers

4. People who are hazards. Not only must you watch drivers who are hazards, but you also need to watch for the following:

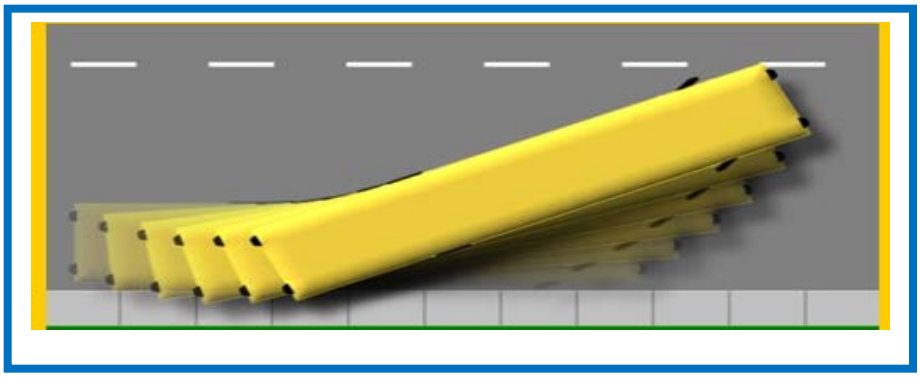
a. Pedestrians, including walkers and joggers, especially those wearing headsets;

b. Children who are playing or just getting out of school; and

c. Anyone using their cell phone. (CDL Manual, pg. 2-42 http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Tail Swing

A school bus can have up to a three-foot tail swing. You need to check your mirrors before and during any turning movements to monitor the tail swing. (CDL, pg. 10-11, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)



EMERGENCIES AND DEFENSIVE DRIVING

Steering to Avoid a Crash

Following safe driving practices can prevent emergencies, but if an emergency does happen, your chances of avoiding a crash depend upon how well you take action.

Stopping is not always the safest thing to do in an emergency. When you don't have enough room to stop, you may need to steer away from what's ahead. Remember, you can almost always turn to miss an obstacle more quickly than you can stop.

1. **Keep both hands on the steering wheel.** In order 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.

2. **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:

    a. **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;

    b. **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

c. Be prepared to counter-steer, that is, to turn the wheel back in the other direction, once you have passed whatever was in your path. Unless you are prepared to counter-steer, you won't be able to do it quickly enough. You should think of emergency steering and counter-steering as two parts of one driving action.
(CDL 2-36 http://www.dmvnv.com/index.htm)

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

3. **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.

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

   a. If you have been using your mirrors, you'll know which lane is empty and can be safely used;

   b. 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

   c. 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.

5. **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:

   a. **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;

b. **Keep one set of wheels on the pavement if possible:** This will help maintain control;

c. **Stay on the Shoulder:** If the shoulder is clear, stay on it until your vehicle has come to a stop;

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

i. 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

ii. 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 2-32, http://www.dmvnv.com/index.htm)

Stopping Quickly and Safely

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 emergency stab braking method.

1. **Controlled Braking: A**pply 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. **Emergency Stab Braking:**

a. Apply your brakes all the way.

b. Release the brakes when wheels lock up.

c. 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 2-32, 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:

1. Pump the brakes **(for hydraulic brakes only)**
2. Downshift
3. Pump the brakes
4. Use the parking brake
5. Use an escape ramp
6. If no escape ramp is available, take the least hazardous escape route you can- such as an open field or a side road that flattens out or turns uphill. (CDL 2-33, 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 Manual pg. 2-33, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

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

Tire Failure

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. Here is how to recognize tire failure.

1. **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.

2. **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.

3. **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.

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

    a. **Hold the steering wheel firmly.** If a front tire fails, it can twist the steering wheel out of your hand. The only way to prevent this is to keep a firm grip on the steering wheel with both hands at all times;

    b. **Stay off the Brake.** It's natural to want to brake in an emergency. However, braking when a tire has failed could cause you to lose of control;
    (CDL Manual, pg. 2-33,
    http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

    c. Once you have regained control, use steady braking, making sure to not lock up the wheels;

    d. Move off the roadway as far as possible and secure the bus; and

    e. Notify your dispatcher and evacuate the bus if necessary.

RAILROAD CROSSINGS

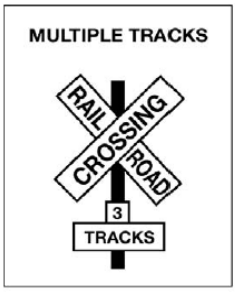
Decide Smart, Arrive Safe

About every 3 hours, a person or vehicle is hit by a train. Decide Smart, Arrive Safe is Operation Lifesaver's Highway-Rail Grade Crossing Awareness training. Operation Lifesaver's goal is to eliminate collisions, injuries and fatalities at highway-rail crossings. By explaining the potential dangers that await school bus drivers at highway-rail grade crossings, Operation Lifesaver helps school bus drivers Decide Smart, Arrive Safe! Operation Lifesaver http://oli.org/training/school-bus-drivers

Signs & Signals at Railroad Crossings

1. **Passive Signs and Active Traffic Control Devices:** These devices are installed along the roads near the railroad tracks to regulate, warn and guide traffic. They alert you to the presence of railroad tracks and to the possibility of an approaching train. Below is a list of various signs and devices that you will see in connection with a highway-rail grade crossing.

    a. The **passive CROSSBUCK sign** is the most common sign at public highway-rail intersections. It has two crossed white boards with words railroad crossing. It marks the crossing. If there is more than one track, a sign below the crossbuck indicates the number of tracks present. **SCHOOL BUSES MUST STOP BEFORE THE CROSSBUCK SIGN.** After a train has passed, wait look and listen for another train coming from either direction. Take care at passive crossings.



    b. **The STOP and YIELD sign** means the same as they do at highway intersections. A driver must always stop at the STOP sign in advance of the railroad track. **SCHOOL BUS DRIVERS ARE REQUIRED TO STOP AT RAILROAD CROSSINGS.**

    c. The **DO NOT STOP ON THE TRACKS** sign reminds the driver not to stop on the railroad track for any reason.

d. The **TRACKS OUT OF SERVICE** sign tells the driver trains no longer travel these tracks. It is not necessary to stop at these crossings.

e. The **EXEMPT** crossing sign placed below the crossbuck informs drivers of school buses carrying children that a stop is not required by law, **except** when a train is approaching or occupying the crossing.

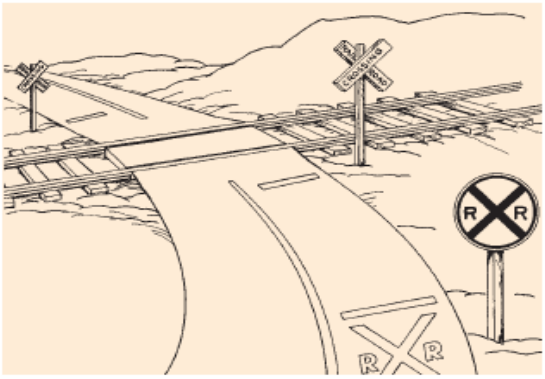
Because these tracks can be activated and trains could be on the tracks, it is recommended that exempt stops be evaluated and school bus drivers use extreme caution when approaching EXEMPT crossings. Some school districts may require school buses stop at exempt crossings.

2. **SIGNS IN ADVANCE** of railroad crossings warn drivers that the road crosses the railroad tracks ahead.

a. Yellow circular **ADVANCE WARNING** sign warns drivers that the road crosses railroad tracks ahead.

b. **PAVEMENT MARKINGS** on paved roads near the yellow circular Advance Warning sign also alert drivers that the road crosses railroad tracks ahead.

c. A **STOP LINE** may be painted across the lane on paved roads and identifies the safe place to stop while looking and listening for an approaching train.



d. The **DRIVER MUST STOP THE BUS BEFORE THE CROSSBUCK** sign or signal at the crossing. On gravel roads there are no pavement markings or Stop Lines.

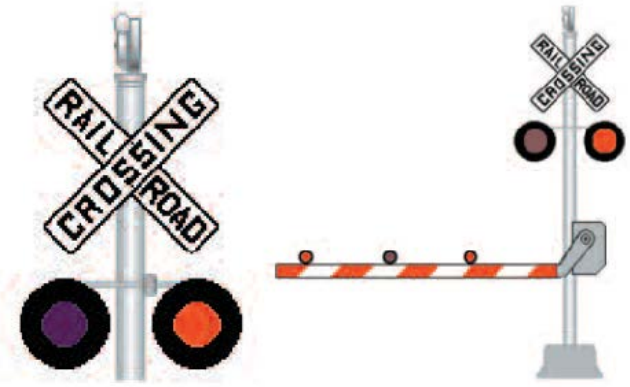
The **STOP LINES** on each side of a single track grade crossing are at least 35 feet apart. Do not stop within this area. Drivers should remember to apply the emergency or parking brakes while waiting at the Stop Line so they won't move or be shoved into the path of the train.

e. The yellow diamond **PARALLEL TRACK** sign identifies highway-rail grade crossings that appear immediately after making either a right or a left turn.

3. **ACTIVE SIGNAL DEVICES** at railroad crossings. There are electronically powered devices that warn of an approaching train.

a. **FLASHING RED LIGHTS**-with or without bells-warn of an approaching train. When the red lights are flashing, a train is approaching. You must stop and wait until the train passes, the gates go up and the lights go out. Stop and wait for the train to pass, then proceed when it is clearly safe to do so.

b. **FLASHING RED LIGHTS**-with bells and gates-warn that a train is approaching. It is illegal to go around lowered gates. Operation Lifesaver Instructors Guide http://oli.org/images/page/SB%20ModBro1_IG'12.pdf



4. **Emergency Notification Sign:** Shows the railroad's emergency phone number and USDOT Crossing Number. Each crossing in the USA has a unique USDOT Crossing Number. If it is missing call 911.

When you are not Required to Stop at a Railroad Crossing

1. When a police officer or official traffic-control device controls the movement of traffic.

2. Any crossing that is marked with a device indicating that the crossing is abandoned or exempt.
(NRS 484B.560, http://www.leg.state.nv.us/nrs/NRS-484B.html#NRS484BSec553)

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

1. **Get into the right lane** far in advance of the stop.

2. **Slow down**, including shifting to a lower gear in a manual transmission bus, and test your brakes.

3. **Scan your surroundings** and check for traffic in all directions using a five-count mirror check.

4. **Activate your four-way hazard lights** approximately 200 feet before the crossing.

5. **Scan your surroundings again and check for traffic behind you**, using your five-count mirror check.

6. **Choose an escape route** in the event of a brake failure or problems behind you.
(CDL Manual, pg. 2-28 & 10-7,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

At the Crossing

1. **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.

2. Check **beyond the tracks** for traffic congestion, a signal or STOP sign. Make sure the containment area is large enough to allow the bus to completely clear the crossing.

3. Place the transmission in Park, or if there is no Park shift point, in Neutral and press down on service brake or set the parking brakes.

4. **Turn off all radios and noisy equipment** and silence your students.

5. **Open the service door and driver's window**.

6. **LOOK and LISTEN** in both directions for an approaching train. You should be able to see the tracks at least 1000 feet in either direction. (CDL Manual, pg. 10-7 & 2-28, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Crossing the Track

1. Check the crossing signals again before proceeding.

2. Release the transmission or parking brake.

3. Close the door. Continue to **look** and listen for an approaching train.

4. **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**

5. **Cross the tracks in a low gear** as quickly as possible. Do not change gears or stop while crossing.

6. Turn off your hazard lights, deactivate the noise shutoff switch, and activate the master switch.

7. If the gate comes down after you have started across, drive through it even if it means you will break the gate. (CDL Manual 10-9, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Special Situations at Railroad Crossings

1. **Police Officer or Flagger at the Crossing:** If a uniformed law enforcement officer in contact with the railroad or a railroad flagman is present at the crossing, ask if this person knows if the track is closed to rail traffic before moving the bus.

   If there is no flagman, and you believe the signals are malfunctioning, **DO NOT PROCEED**. Look for an emergency notification number at or near the crossing to report the situation to your dispatcher who will report the situation to the railroad or local law enforcement.

2. **Obstructed View of Tracks:** Do not attempt to cross the tracks unless you can be sure no trains are approaching. Be especially careful at passive crossings (those without gates, flashing lights, bells). If you do not have adequate sight distance down the tracks in both directions, contact your supervisor and report that there is not adequate sight distance. Do not cross the railroad tracks unless you are sure the tracks are clear.

3. **Storage Areas:** If it won't fit, don't commit. Each driver needs to know the length of their bus and the size of the storage or containment area on the other side of the crossing. When approaching a crossing with a traffic light or stop sign on the far side, be sure there is enough room to proceed to avoid hanging over the tracks. If there is any doubt about the storage space necessary to completely clear the tracks, don't start across. Remember, the train will be 3 feet wider than the rails on both sides.

4. **Watch your Overhang:** Know the length of your vehicle and allow for your vehicle's overhang as well. While the wheels of the bus may have crossed the track, many drivers don't realize that their back end could still be hanging over the tracks. Many times a crash could be avoided if it weren't for the last few feet.
   Operation Lifesaver
   (http://oli.org/images/page/SB%20ModBro1_IG'12.pdf)

Plan Ahead for an Emergency Evacuation

If your bus stalls or is trapped on the tracks or you are required to evacuate your bus, you should:

1. Scout the Crossings on your Route. Know the safest location to take your students in event of a crisis at any crossing on your route;

2. Plan how you would evacuate your bus;

3. Get the students out quickly, without panic; and

4. Once you are certain all students are safely evacuated, call your dispatcher. Use the emergency notification number posted at or near the crossing to notify them that your stalled on the tracks and call 911.

Disqualification for Railroad-Highway Crossing Violations

A driver will be disqualified if convicted of a violation of a railroad highway grade crossing. (CDL 1-3, http://www.dmvnv.com/index.htm)

CHAPTER 5: LOADING AND UNLOADING ZONE

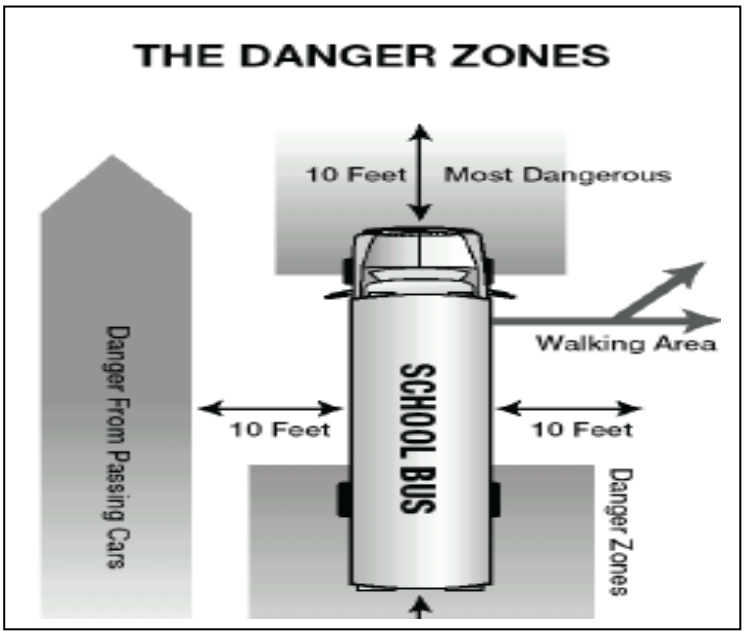
DANGER ZONE

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. More students are killed while getting on or off a school bus each year than are killed as passengers!

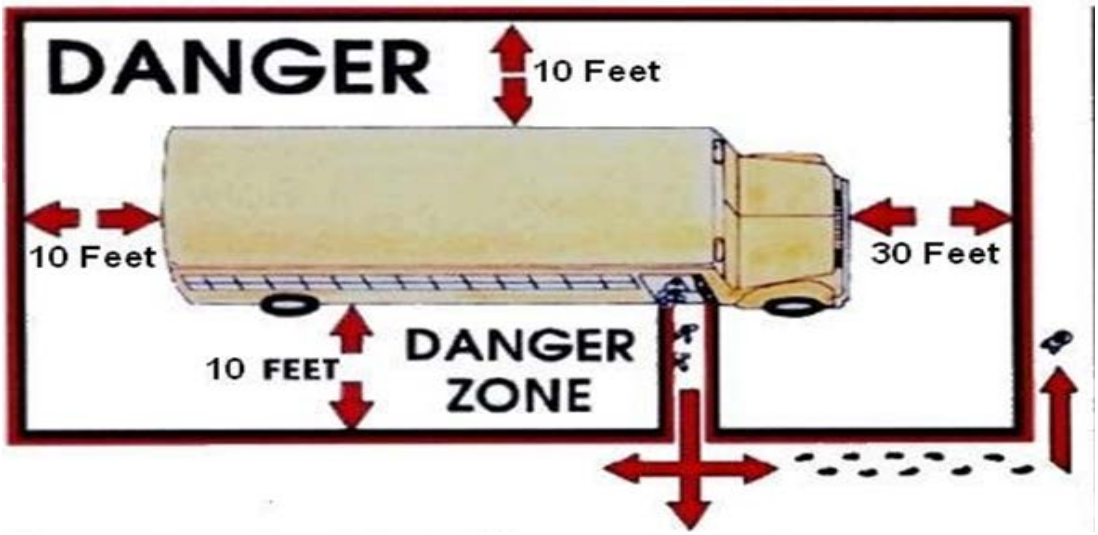
The area surrounding the school bus is known as the **DANGER ZONE** because it is the area where children are in the most danger of being hit, either by another vehicle or their own bus. Although there is no federally mandated danger zone, in Nevada the danger zone is defined as extending **AT LEAST 10 feet around the bus.**

The danger zone is the area on all sides of the bus where children are in the most danger of being hit, either by another vehicle or the school bus. The danger zones may extend as much as **30 feet** from the front bumper with the first **10 feet** being the most dangerous, **10 feet** from the left and right sides of the bus and **10 feet** behind the rear bumper of the school bus. In addition, the area to the left of the bus is always considered dangerous because of passing cars. (CDL Manual, pg. 10-1, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

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 DANGER ZONE extends as much as 30 feet from the front bumper with the first 10 feet being the most dangerous.



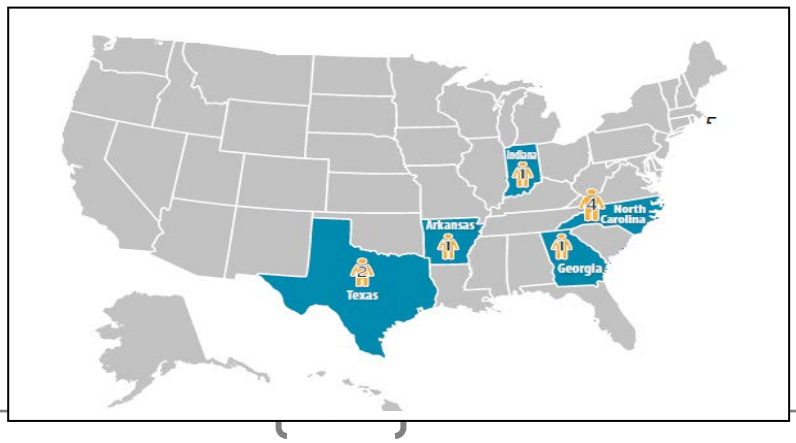
THE LOADING AND UNLOADING ZONE

Loading and unloading students is the most dangerous time for school bus drivers and students.

More students are killed while getting on or off a school bus each year than are killed as passengers inside of a school bus. As a result, knowing what to do before, during, and after loading or unloading students is critical. (CDL 10-3 http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

In School Year 2012-2013, there were 9 fatalities in the loading and unloading zone. That is 4 less than the previous year.

Reports of Fatalities by State for 2012-2013



Illegal Passing of the School Bus

School buses have a system of yellow/amber lights 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 red 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)

It is illegal for school bus drivers to pass other school buses that are stopped, with stop arms activated, who are loading and unloading students (except on divided highways with physical barriers)

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 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 $500.00 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 School Bus Driver of a Stop Arm Violation

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:

1. The date, time and approximate location of the violation.

2. The number and state of issuance of the license plate of the vehicle; and

3. An identification of the vehicle by type and color.
(NRS 484b.357, 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.

Alternating Flashing Amber/Yellow Lights

1. Are used to warn drivers that the school bus is planning to stop.

2. There are two in the front and two in the rear, visible up to 500 feet.

3. Is activated at least 200 feet in advance of the stop by the driver.

4. 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.

Alternating Flashing Red Lights, Stop Arms and Crossing Control Arm

1. Flashing red lights, stop arms and crossing control arm are to be activated once the bus has come to a complete stop.

2. The flashing red lights, crossing arm and stop arms are only to be used for loading and unloading students and at times of emergency.

3. 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.htm)

White Flashing Strobe Light (Optional)

1. Optional white flashing strobe lamp may be installed on the roof of a school bus. The strobe light may be mounted on the roof in the area directly over the restraining barrier on the driver's side.

2. The strobe lamp may be wired to activate with the amber alternately flashing signal lamps, continuing through the full loading or unloading cycle and may be equipped with an override switch to allow activation of the strobe at any time for use in inclement weather. (Nevada School Bus Standards, http://www.doe.nv.gov/PDFs/SchoolBusStandards2010-Final.pdf)

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

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:

1. On a day when school is not in session.

2. During the period from a half hour after school is out to a half hour before school is to start; or

3. 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

Each school district establishes official routes and official school bus stops. All stops must be approved by your school district prior to making the stop. You **cannot** change the location of a bus stop without written approval from your supervisor. You must use extreme caution when approaching a school bus stop. You are in a very demanding situation when entering these areas. It is critical that you understand and follow all state and federal laws. (CDL 10-3 http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Approaching the Stop

1. Get into the right lane far in advance of the stop.

2. **Approach the** stop cautiously at a slow rate of speed. (CDL Manual, pg. 10-3, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

3. Look for pedestrians, traffic, or other objects before, during and after coming to a stop. (CDL Manual, pg. 10-3, http://www.dmvnv.com/index.htm)

4. Do a 5-count mirror check.

5. Activate alternating flashing student amber/yellow lights at least 200 feet before the stop. This warns traffic that you are approaching a stop.

6. Do a 5-count mirror check.

7. Bring the school bus to a full stop with the front bumper at least **10 feet** away from students. This forces the students to walk to the bus so you have a better view of their movements.

8. Place transmission in Park, or if there is no park shift point, in neutral and set the parking brake and cover the brake pedal.

9. Open the service door activating your alternating flashing red student loading lights, stop arm and crossing control arm.

10. Check mirrors once again, using 5-count mirror check. (CDL Manual, Pg. 10-4, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

When in doubt, check it out!

Loading Procedures

1. Make sure all passing vehicles have stopped.
2. Students should wait in a designated location for the school bus, facing the bus as it approaches.
3. Count the number of students at the bus stop and check to make sure the same number boarded. If a student is missing, you will need to locate them before proceeding.
4. Check mirrors using 5-count mirror check.
5. 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.
6. Count all students as they board. You should have a roster of all students who ride the bus.
7. Wait until students are seated and facing forward before moving the bus.
8. Check your mirrors, using the 5-count mirror check. Make certain no one is running to catch the bus.
9. When all students are accounted for, prepare to leave by:
    a. Closing the door;
    b. Engaging the transmission;
    c. Releasing the parking brake;
    d. Turning off alternating flashing red lamps;
    e. Activate left turn signal;
    f. Allow traffic to clear; and
    g. Do a 5-count mirror check.
10. When it is safe, move the bus to enter traffic and continue on your route. (CDL Manual, Pg. 10-4, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Unloading Procedures

1. Approach the stop following the ***Approaching the Stop*** section instructions.

2. Have the students remain seated until told to exit.

3. Place transmission in Park, or if there is no park shift point, in neutral and set the parking brake.

4. Open the service door, activating the alternating flashing red lights, stop arms and crossing control arm.

5. Check mirrors, using the 5-count mirror check.

6. Signal the students when it is safe to stand up and exit the bus. Make sure students exit in an orderly fashion.

7. Count the number of students while unloading and confirm the location of all students before pulling away.

8. Have the students move at least **10 feet** away from the side of the bus and remain in the drivers viewing area, count students again.

9. Check mirrors again, using five-count mirror check.

Unloading students is far more dangerous than loading them. (NHTSA)

10. When safe, signal students who must cross the street that it is safe to do so by sweeping your arm from right to left indicating that it is safe to cross the street.

11. 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.

12. When all students are accounted for, prepare to leave by:

    a. Closing the door;

    b. Engage the transmission;

    c. Release parking brake;

d. Turn off alternating flashing red lamps;

e. Activate left turn signal;

f. Allow congested traffic to disperse; and

g. Do a five-count mirror check.

13. When it is safe, move the bus and enter traffic.

14. Never drop a student off at an unassigned stop.

15. At the end of each run, check for hiding/sleeping students or items left behind.
(CDL Manual, Pg. 10-5,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

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

Additional Procedures for Students That Must Cross the Roadway

You should understand what students should do when exiting a school bus and crossing the street in front of the bus. In addition, the bus driver should understand that students might not always do what they are supposed to do.

1. If a student or students must cross the roadway, they should follow these procedures:

   a. Walk at least **10 feet** away from the side of the school bus to a position where you can see them.

   b. Walk to a location at least **10 feet** in front of the right corner of the bumper, but still remaining away from the front of the school bus.

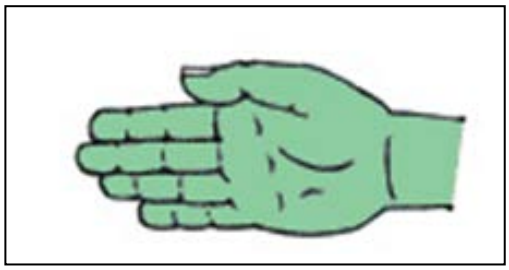
   c. Stop at the right edge of the roadway. You should be able to see the student's feet.

2. When students reach the edge of the roadway, they should:

a. Stop and look in both directions, making sure the roadway is clear and is safe.

b. Check to see if the red flashing lamps on the bus are still flashing.

c. Have students wait for your signal (2 fingers up, thumb tucked down or a sweeping hand) before crossing the roadway.



3. Upon your signal (waive your hand in a sweeping motion), the students should:

a. Cross far enough in front of the school bus to be in your view.

b. Walk to the left edge of the school bus, stop, and look again for your signal to continue across the roadway.

c. Look for traffic in both directions, making sure the road is clear.

d. Proceed straight across the road, continuing to look in all directions.

e. Count students to make sure you have accounted for all of them.

f. If you cannot find a student, you will need to get out of the bus and check for them.
(CDL Manual, pg. 10-5,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Loading/Unloading Procedures at School

Unloading students in school parking lots or other locations off the traveled roadway, are

different than loading along the school bus route. Along with the following procedures, it is important that you follow your school district's procedures for loading or unloading students at school.

1. Perform a safe stop as outlined in ***Approaching the Stop*** and ***Unloading Procedures*** section above.

2. State law says that you shall not idle a bus for more than 15 consecutive minutes. If parking at a school or any other parking lot, you must turn off your engine after 15 minutes. (NAC 445B.576, http://www.leg.state.nv.us/Division/Legal/LawLibrary/NAC/NAC-445B.html#NAC445BSec575)

3. **Remove the key if leaving the driver's compartment.**

4. Observe students as they step from the bus to see that all move promptly away from the unloading area.

5. **Walk through the bus and check for hiding/sleeping students and items left by students.**

6. Do a five-count mirror check, checking that no students are returning to the bus.
(CDL Manual, pg. 10-5, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

You are not allowed to idle your engine for more than 15 minutes.

Special Dangers of Loading and Unloading

1. **Dropped or forgotten objects.** Always focus on students as they approach the bus and watch for any who disappear from sight.

   Students may drop an object and attempt to retrieve the dropped object. 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.

2. **The school bus handrail hang-ups**. Students have been injured or killed when clothing, accessories, or even parts of their body get caught in the handrail or door as they exit the bus.

3. **Schools and school zones.** Children and parents are 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.
(CDL 10-5 http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

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

Preventing Incidents in the Loading and Unloading Zone

1. **Don't rush**

    a. This means **don't speed**.

    b. Take each stop one at a time. Don't get lazy and decide to skip over part of the loading and unloading procedure.

    c. Concentrate on what you are doing.

    d. If you are running late on a route, don't hurry. Safe is better than sorry. **Safety first, schedule second**.

2. **NEVER** move the bus if students are within 10 feet on any side.

3. Don't deal with on-bus problems when unloading and loading.

    a. Loading and unloading requires all your concentration. Don't take your eyes off what is happening outside the bus.

    b. If there is a behavior problem on the bus, wait until the students unloading are safely off the bus and have moved away. If necessary, pull the bus over to handle the problem.

4. Use consistent signals.

    a. Use a consistent **hand signal** to tell students when it is safe to cross the street. The hand signal should not be confused with a wave because waiting motorists might think you are telling

them to pass.

b. Use a consistent **danger signal** that you will use if motorists run your flashing lights. The signal will mean to "return to the side of the road you started from – **AT ONCE!**

c. Use the external P.A. system, if you have one, to let students know when it is safe to cross the road.

5. **Count and recount**.

a. Know how many students should get **ON** at a stop. Count them. If any are missing, ask if they were at the bus stop this morning. If yes, see if they are still outside the bus.

b. As the students get **OFF** at a bus stop, count them. Then, before you move the bus, count them again as they move away. Don't move until you are sure that they are all away from the bus and safely off the roadway.

c. If you can't account for a student outside the bus, secure the bus. Check around and underneath the bus.

d. Count at every bus stop every day.

e. Counting will also help prevent leaving a student on the bus.

6. Assume the worst from approaching motorists.

a. Even though they are not supposed to, motorists often pass a stopped school bus.

b. Constantly search for traffic, in front and in back of the bus and on both sides of the bus.

c. Make sure that you give plenty of warning by turning on your yellow flashers early.

d. Don't let students off until you are sure it is safe.

e. Watch special vehicles closely. Emergency and police ultimately have the right of way. However, most will not proceed until you have turned off your flashers. This tells them that you have heard the siren and it is safe for them to

proceed.

f. If you hear a siren and students are **UNLOADING**, make sure all students are out of the danger zone. Then cancel your flashers.

g. If you hear a siren and students are **STILL ON** the bus, do not allow students off the bus.

h. Make a record of anyone who passes illegally and give it to your supervisor.

7. Correctly adjust your mirrors.

a. Check your mirrors every day before every trip. Make sure that you can see what you are supposed to see.

b. Don't hesitate to get help adjusting the mirrors if you need it.

c. When loading and unloading, check your mirrors constantly. Before you pull out, recheck your mirrors.

8. Stopping.

a. Stay to the right side of the roadway when loading and unloading. Don't try to block traffic.

b. Stay in the traffic lane, not on the shoulder.

c. Stop before you get to the students. Make them walk to you so you can see them.

d. Never pull into a group of students hanging around the curb or in the street. Stay back and wait for the students to clear the loading zone before you pull in.

e. Secure your bus whenever you load or unload by setting the emergency brake and putting the bus in neutral.

9. Watch for:

a. Stragglers (students who don't cross with the group.)

b. Students running for a missed bus.

c. Dropped items. Instruct students to tell you when they have dropped something.

d. Loose or dangling clothing, drawstrings, or straps.

10. Expect the unexpected.

a. Watch for unusual hazards as you approach the bus stop.

b. Report the hazardous situation to dispatch.

c. Only let students off the bus if you and they feel it is safe. Trust your judgment.
(NHTSA's, School Bus Driver In-Service Safety Series, http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

Safety first. Schedule second!

NO STUDENT LEFT BEHIND - LITERALLY

Students being left on the school bus have 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:

1. Sudden and stressful situations can push our intentions from our active mind into our subconscious.

2. **Inattentional blindness**, when a driver remembers to do a check of the bus and simply does not see the child.

3. Not having your mind on your job at all times.

4. Driver fatigue.

5. Complacency **I checked the bus before and no one has ever been there**;

6. That would never happen to me; or

7. 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

1. Leaving a child on the bus can cause psychological trauma to children.

2. Children left on school buses can be injured while escaping from the bus.

3. Children can be injured or die due to extreme hot and cold weather.

4. Drivers have been terminated after leaving a student on the school bus.

5. Child neglect charges.

6. Catastrophic change in the life of bus drivers who leave students on the bus.

7. Public and personal humiliation.

Steps for Preventing Leaving Students behind

1. Constant driver training along with keeping drivers conscious of the dangers of complacency and importance of being vigilant.

2. Post reminders in the bus yard to check for students after each trip.

3. 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.

4. Keeping count of all students that board the bus and make sure the same number have exited the bus.

5. **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.**

6. Understand sudden and stressful situations, and avoid changes in patterns.

7. Avoid being complacent with the attitude that it won't happen to me. Everyday good parents leave their kids in vehicles by accident.

8. 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 students.

Remember to check under the seats!

CHAPTER 6: STUDENT MANAGEMENT

Student misbehavior on school buses is one of the biggest problems confronting school bus drivers.

In order to get students to and from school safely and on time, you need to be able to concentrate on driving.

Loading and unloading requires **ALL** your concentration. Don't take your eyes off what is happening outside the bus. If there is a behavior problem on the bus, wait until the students have safely unloaded and have moved away from the bus. If necessary, pull the bus over to handle the problem. (CDL Manual, pg. 10-10, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

Students riding your bus must understand from the outset that you cannot allow anyone's actions to keep you from providing for the safety of your passengers and yourself. The relationships you will experience daily are with individuals whose behavior ranges somewhere between that of an infant and a young adult. Without a clear understanding of who is in charge, the conditions could become unmanageable and potentially dangerous for everyone. The climate that exists on the school bus is up to you! (Illinois Bus Driver Training Manual, pg. 60, http://www.isbe.net/funding/pdf/busdriver_trainmanual.pdf)

Never use your brakes as a student management tool.

TIPS AND TECHNIQUES FOR MANAGING YOUR STUDENTS

1. General attitude and approach

    a. Be friendly, but not familiar; your name is Mr., Mrs., or Miss _____.

    b. Be firm, but not tough.

    c. Be consistent; don't be lax one day and tough the next.

    d. Treat all students equally; don't have favorites.

    e. Be fair.

    f. Show respect.

    g. Be courteous and not sarcastic; don't ridicule a student or their family.

h. Always control your temper.

i. Keep calm; don't yell.

j. Pay attention to your appearance.

k. Clearly establish your expectations – what the rules are and the reasons they exist.

l. Set a good example; act the part of a person in a responsible position who follows rules.

m. Be honest in what you do and say.

n. Remember your sense of humor.

o. Don't hold grudges and don't take things personally.

p. Watch your language.

2. Helpful hints

a. Greet students by name. Say good morning. Smile.

b. Show an interest in things that interest them.

c. Compliment students on positive behavior.

d. Sometimes it pays not to hear things.

e. Make students feel that they have a responsibility in ensuring group safety; have them help set the rules on the bus.

f. Listen to the students-their suggestions, their complaints, their concerns.

g. If you make a mistake, admit it.

h. Give commands that stimulate an action. **Do this** instead of **Don't do that**.

i. Have a reason for what you ask a student to do and give the reason.

j. Communicate at the student's level: a kindergartner is different from a 5^{th} grader who is different from a 9^{th} grader.

3. When there is a problem

   a. Stop the bus. Park in a safe location off the road, perhaps a parking lot or a driveway.

   b. Secure the bus. **Take the ignition key with you if you leave your seat.**

   c. Stand up and speak to the offender or offenders. Speak in a courteous manner with a firm voice. Remind the offender of the behavior expected. Don't show anger but do show that you mean business.

   d. If a change of seating is needed, move the student to a seat near you.

   e. **NEVER** put a student off the bus except at school or at his or her residence/school bus stop. If you feel that the offense is serious enough that you cannot safely drive the bus, call dispatch so that an administrator can come and remove the student. Let students know early on that this is your policy.

   f. If the offense is serious enough or violent follow your district's policy or call the police.
   (NHTSA's, School Bus Driver In-Service Safety Series, Student Management, http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

Maintain your sense of humor!

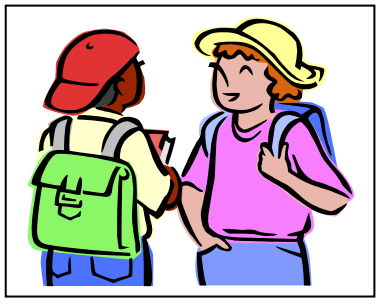
SCHOOL BUS DRIVER RESPONSIBILITY

1. Be familiar with and abide by all federal, state and school district rules, policies and procedures.

2. Be familiar with assigned routes and designated school bus stops.

3. Instruct students on proper behavior, consequences of improper behavior, general policies regarding riding the bus, and emergency evacuation drills.

4. Maintain order, safety and the rights of students by:



   a. Minimizing interior noise;

   b. Controlling passenger movement;

   c. Requiring an orderly entrance and exit;

   d. Eliminating movement or potential movement of objects;

e. Requiring silence at railroad crossings;

f. Prohibiting transportation of unauthorized materials;

g. Handle minor infractions with school district approved procedures;

h. Represent your school district in a positive way by **DRESS, HYGIENE, LANGUAGE AND MANNER;**

i. Be considerate and patient with all children, especially the young or special needs student;

j. Keep the bus clean at all times, including route and extra-curricular trips;

k. It is highly recommended that you keep a daily log of events; and

l. Never allow unauthorized people to board or enter your school bus.

STUDENT RESPONSIBILITIES

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

1. Know the rules and know they are responsible for their actions;

2. Be respectful of the rights of other students;

3. **Be aware that transportation is a privilege not a right and can be denied to students who act inappropriately;**

4. 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;

5. Go directly to their seats and remain seated until instructed to stand and unload the school bus;

6. Refrain from loud conversation, unnecessary noise and boisterous conduct;

7. Profanity, eating, drinking, tobacco use, glass containers, weapons, drugs, alcohol, or any other items that could distract the driver are prohibited;

8. Keep all body parts inside the school bus;

9. Athletic footwear equipped with metal cleats or spikes **cannot** be worn on the school

bus;

10. Students need to face forward and keep their feet on the floor in front of their seats in order for compartmentalization to work;

11. Never tamper with or block emergency exits;

12. Keep their hands off other children and their possessions. Hitting, pushing, spitting, biting and rough behavior will not be tolerated;

13. **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;

14. Tampering or destruction of school property is prohibited and students can be prosecuted; and

15. 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.

STUDENT RULES

1. Students shall follow directions of the driver the first time given.

2. Students should arrive at the bus stop no more than 10 minutes before the bus arrives.

3. Students shall wait in a safe place, clear of traffic and away from where the bus stops.

4. Students shall wait in an orderly line and shall avoid horseplay.

5. Students shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver.

6. Students shall go directly to an available or assigned seat when entering the bus.

7. Students shall remain seated and keep aisles and exits clear.

8. Students shall exhibit classroom conduct at all times.

9. Students shall refrain from throwing or passing objects in, from or into the buses.

10. Students are permitted to carry only objects that can be held on his/her lap.

11. Students shall not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on the bus.

12. Students shall not carry hazardous materials or non-service animals into the bus.

13. Students shall respect the rights and safety of others.

14. Students shall refrain from leaving or boarding the bus at locations other than the assigned stop.

15. Student shall refrain from extending head, arms or objects out of the bus windows.

16. Students shall refrain from hitching rides via the rear bumper or other parts of the bus.
(NCST, pg. 367, http://www.ncstonline.org)

PARENT AND GUARDIAN RESPONSIBILITES

1. Understand and support district rules and policies, regulations and school bus safety.

2. Assist children in understanding safety rules and encourage them to abide by them.

3. Recognize their responsibilities for the actions of their children; **and**

4. Support safe riding practices and reasonable discipline efforts.

5. Never board a school bus.

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:

1. In an emergency situation. Drivers may call Quiet Time so that students can hear important instructions; and

2. 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:

1. Provide notification that students and drivers are subject to being videotaped on the school bus;

2. Provide notification to parents that all students are subject to videotaping by the school district;

3. 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

4. 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 **ALL** cities. Do not be misled by assuming that all gang activity is strictly "large city" related. School bus drivers must be aware that gang activities exist in our society. Recruitment starts as early as third grade. While the school bus driver cannot control who is or is not recruited, you can report unusual or inappropriate behavior to your supervisor. **UNDER NO CIRCUMSTANCES ARE YOU, THE BUS DRIVER, TO CONFRONT GANG LEADERS OR POTENTIAL GANG MEMBERS**. Explain to your bus riding students the rules of the bus, what is and is not acceptable behavior. If they misbehave, follow district policy.

Gang activity is extremely serious and sometimes deadly. **NEVER INTERFERE**! Should you see gang signs or symbols on the outside or inside the bus, report it and then remove it. If you or your students are approached by gang members, avoid a confrontation, leave the area as quickly as possible and report the incident to your dispatcher.

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.

Gangs Defined

Gangs are a product of the community from which they reside. They are members of the same community they intimidate. Today, gangs exist in every community. A gang could have as little as five or as many as one thousand members. Rather than seeking socially acceptable means of achieving influence, gangs use violence, harassment, intimidation, extortion and fear to control a neighborhood.

A street gang is an association of individuals who exhibit the following characteristics in varying degrees. All modern street gangs display all of the following criteria:

1. A gang name and recognizable symbols;

2. A geographic territory;

3. A regular meeting pattern; and/or

4. An organized, continuous course of criminality.

There are several elements that each gang shares in order to survive. Traits such as unity, identity, loyalty and rewards are important to their group. Unity and identification are reinforced by the wearing of earrings and specific color schemes in clothing as an outward display. Just as each gang wears signs of identifiable clothing they mark their "turf" by graffiti displays on any open space. This graffiti is vigorously protected from defacement by rival gangs. Graffiti painted on buildings is a good indication of gang activity in the area. (Illinois School Bus Driver Training Manual, pg. 68, http://www.isbe.net/funding/pdf/busdriver_trainmanual.pdf)

Interacting with Gang Members

1. Be specific, firm and fair. Lenient treatment of gang members is viewed as a weakness and they will take advantage of your weakness.

2. Intimidation of gang members usually escalates into a confrontation and seldom creates respect. Remember, lectures to scare gangsters straight **DO NOT WORK**!

3. Giving public or media attention to a gang or its members escalates gang activity.

4. View each suspected gang member as an individual, they may be a "poser" or "wannabe."

5. Prevent conflict whenever possible. Experience has proven that an incident, no matter how minor today, can cause 1 to 10 more gang-related or motivated acts of vengeance or reprisals as much as two years later.

(Illinois School Bus Driver Training Manual, pg. 68, http://www.isbe.net/funding/pdf/busdriver_trainmanual.pdf)

Things Not To Do or Say in Front of a Gang Member

1. Never insult or show disrespect for a gang member, particularly in front of his or her peers. In the gang subculture, no insult goes unchallenged.

2. Never be critical of gang clothing, slang, tattoos, jewelry, hand signs, music, graffiti or other indications of gang subculture.

3. Never confront gang status, only behavior.

4. Never confront a gang member in the company of their gang peers. This invites resistance in normal society, let alone in the gang subculture.

5. Never mimic gang activity by using a gang stance or throwing a gang hand sign.

6. Never call a gang member a "wannabe." This is openly disrespectful and may induce the individual to prove that you have underestimated them.

7. Never place rival gang members together.

8. Never assume you are safe just because you are encountering a gang member in school, a mall, a church, or in custody.

9. Never physically confront a gang member.

10. Never underestimate the threat from a young or small gang member. (Illinois School Bus Driver Training Manual, pg. 81, http://www.isbe.net/funding/pdf/busdriver_trainmanual.pdf)

TRANSPORTING HOMELESS CHILDREN

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Act is the federal regulation that addresses homeless children. If "homeless" eligibility is determined and placement in the student's school of origin is determined to be in the best interest of the student, local school districts are required to provide transportation to and from the student's school of origin upon request from the school district.

Changing schools greatly impedes academic achievement and the social development of students who experience homelessness. Students who transfer to a new school often lose

academic credits, their social network and connections with teachers and school staff who know their academic strengths and weaknesses. This along with the distress caused by the loss of their home puts homeless students a great risk for academic failure.

McKinney-Vento Homeless Assistant Act provides students experiencing homelessness with the right to continue attending their school of origin. (NCHE, http://center.serve.org/nche/downloads/briefs/transportation.pdf)

Summary of Key Provisions

1. School homeless education liaisons must ensure that the parent or guardian of a homeless child or youth, or any unaccompanied homeless youth, is fully informed of all transportation services, including transportation to and from the school of origin, and is assisted in assessing transportation to the school selected in accordance with 42 USC §11432 (g)(3)(A).

2. Local educational agencies (LEAs) must provide students experiencing homelessness with transportation to and from their schools of origin if requested by the local liaison.

3. If the student's temporary residence and the school of origin are the same LEA, that LEA must provide or arrange the student's transportation to and from the school or origin. If the student is living outside of the school of origin's LEA, the LEA where the student is staying and the school of the origin's LEA must determine how to divide the responsibility and cost of providing transportation, or they must share the responsibility and cost equally.

4. In addition to providing transportation to the school of origin, LEAs must provide students in homeless situations with transportation services comparable to those provided to other students. (42 USC 11432(g)(4)(A), 2001)

Who is Considered Homeless

The term homeless children and youth means individuals who lack a fixed, regular, and adequate nighttime residence and include:

1. Children and youth who are:

    a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;

    b. Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;

c. Living in emergency or transitional shelters;

d. Abandoned in hospitals; or

e. Awaiting foster care placement.

2. Children and youths who have:

a. Primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings;

b. Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or

c. Migratory children who qualify as homeless because they are living in circumstances described above.
(NCHE, http://center.serve.org/nche/downloads/briefs/transportation.pdf)

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. (**National Congress on School Transportation 2010**, http://www.ucmo.edu/safetycenter/ncstonline)

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

CHAPTER 7: EXTRA-CURRICULAR ACTIVITY AND FIELD TRIPS

ON-DUTY TIME AND HOURS-OF-SERVICE REGULATIONS

It is important for you to know the laws for on-duty time. Federal and State 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.

On-Duty Time Includes:

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

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

Hours-of-Service Rules

Nevada hours-of-service regulations state that you cannot drive a school bus in excess of 10-hours in any 15-hour period without resting for 10-hours. (NRS 392.360, http://www.leg.state.nv.us/NRS/NRS-392.html)

In addition, once you have operated a school bus for 10-hours in a 15-hour period, you are required to be off-duty for 10 consecutive hours.

Drivers May not drive after 60/70 hours on duty in 7/8 consecutive days. A driver may restart a 7/8 consecutive day period after taking 34 or more consecutive hours off duty. Must include two periods from 1 a.m. to 5 a.m. home terminal time, and may only be used once per week, or 168 hours, measured from the beginning of the pervious restart. (https://cms.fmcsa.dot.gov/regulations/hours-service/summary-hours-service-regulations)

Drivers who drive extra-curricular activity trips are required to keep a log book showing on-duty time and the hours you have been on-duty.
(http://www.fmcsa.dot.gov/rules-regulations/topics/hos/index.htm)

Drivers-are allowed 2 additional hours of driving and on-duty time in order to complete a run or to reach a safe place if they encounter adverse weather and driving conditions. **However, these conditions had to not be obvious at the time the trip was dispatched.** (FMCSA 395.5 http://www.fmcsa.dot.gov/rules-regulations/administration/fmcsr/FmcsrGuideDetails.aspx?menukey=395

PLANNING FOR AN EMERGENCY

An emergency situation can happen to anyone, anytime, anywhere. It could be a crash, a stalled school bus on a railroad crossing or in a high-speed intersection, an electrical fire in the engine compartment or a medical emergency to a student on the school bus. Knowing what to do in an emergency-before, during and after an evacuation-can mean the difference between life and death. (CDL Manual, pg. 10-6, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

DRILLS TO PRACTICE EVACUATION

Nevada Law requires that you practice and participate in an emergency evacuation drill at the beginning of any field trip by school bus. (NRS 392.375 - http://leg.state.nv.us/NRS/NRS-392.html#NRS392Sec375)

A field trip is any trip taken by students for the purposes of first hand observation. A extra-curricular activity trip is defined as a regularly scheduled activity. Students being transported for extra-curricular activities must practice and participate in an emergency evacuation drills twice

each year as required in NRS 392.375.

When conducting emergency evacuation drills for field trips and extra-curricular activities you must instruct chaperones, parents and students on:

1. The responsibility of passengers on a school bus, including where and how to use the emergency exit doors and windows during an evacuation;

2. Procedures to safely enter and exit a school bus;

3. Appropriate behavior and conduct while on a school bus;

4. The location of emergency equipment on a school bus; and. (NRS 392.375, http://leg.state.nv.us/NRS/NRS-392.html)

5. If chaperones or parents are riding the school bus for the first time, they will need to practice and participate in an emergency evacuation drill.

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.**

Remember, the bus driver has the final authority and responsibility on the school 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. **Anytime you leave the bus unattended** for any length of time, it is important to do a security inspection of your vehicle. You must walk around the vehicle checking for vandalism, suspicious packages, tire damage or engine tampering. There is no time requirement for this type of inspection. Anytime the bus is left unattended (no longer in visual sight of the driver) a quick inspection must be done. You are still required to do a full-post trip inspection.

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.

You are required to keep a student roster, including seating positions of the students.

PLANNING FOR EMERGENCIES

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

1. Have a list of emergency phone numbers and emergency contact information;

2. Have insurance and vehicle registration in case of an accident;

3. Have a blank seating chart;

4. Have medical information on students;

5. Have evacuation procedures; and

6. Location of first-aid kit, body-fluid kit, fire extinguisher, emergency exits and belt cutter, including emergency shut-off switches in the event of a vehicle emergency.

Never fuel a bus with passengers on board.

EXTRA RISKS WITH ACTIVITY TRIPS

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

1. Drivers are often unfamiliar with the route and the bus;

2. Driving speeds are usually higher;

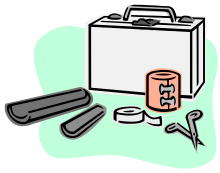
3. Trips often take place at night where visibility is less;

4. There is a greater risk of fatigue;

5. Students may not be regular riders and may be unfamiliar with the bus and the rules for students; and

6. 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



EMEGENCY 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 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)

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. If transporting multiple wheelchairs, it is recommended that you have more than one belt cutter. Once used, belt cutter or the blade needs to be replaced.

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.

Medical grade gloves need to be replaced every year.

Minimum contents include:

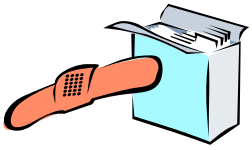
1- Packet of a solution that contains a red-10 dye and is used to solidify bodily fluids
1- Antiseptic wipes or antiseptic liquid
1- Antimicrobial wipe
1- Disposal germicidal wipe
1- Pair of medical grade gloves
1- Safety shield
1- *Red bag that is marked biohazard; and
1- Scraper/scooper.

*** 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/PDFs/SchoolBusStandards2010-Final.pdf)

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.

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



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
- 2- Mouth-to-mouth airway.

Note: Your school district will provide you with bandages to use for those minor injuries. This prevents unnecessary opening of the first aid kit. http://www.doe.nv.gov/PDFs/SchoolBusStandards2010-Final.pdf

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.

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, pg. 22,
http://www.doe.nv.gov/PDFs/SchoolBusStandards2010-Final.pdf)

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

1. Each bus shall have at least one 5 or 6 pound UL-approved pressurized, dry chemical fire extinguisher;

2. The extinguisher shall be mounted in a bracket located in the driver's compartment;

3. The certification tag must be current and the pressure gauge shall be easily read without moving the extinguisher from its secured position; and

4. 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 pg. 21, http://www.doe.nv.gov/PDFs/SchoolBusStandards2010-Final.pdf)

A Fire extinguisher MAY NOT put a fire out, but it will provide you with valuable time to get students off the bus.

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.
(Nevada School Bus Standards, pg. 22, http://www.doe.nv.gov/PDFs/SchoolBusStandards2010-Final.pdf)

EMERGENCY PROCEDURES

When NOT to use a Fire Extinguisher

1. If the fire is spreading beyond the spot where it started;

2. If you can't fight the fire with your back to an escape exit; or

3. If the fire can block your only escape.

When a Fire Extinguisher can be used

1. Once you have evacuated all students to a safe place;
2. The fire is small and contained to a single object; or
3. 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;

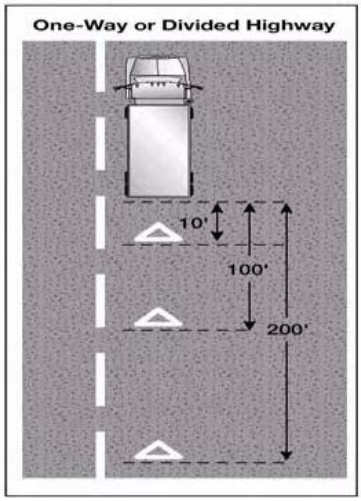
Squeeze the extinguisher at the base of the fire;

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

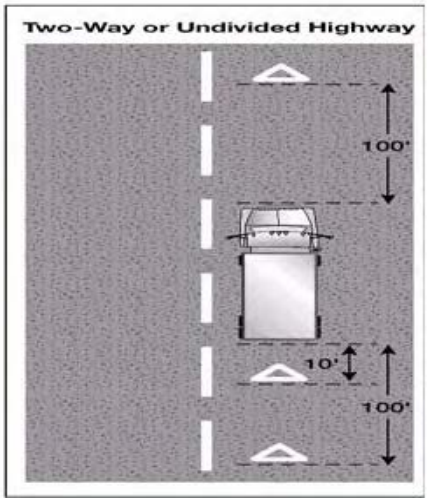
Placement of Emergency Warning Devices

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:

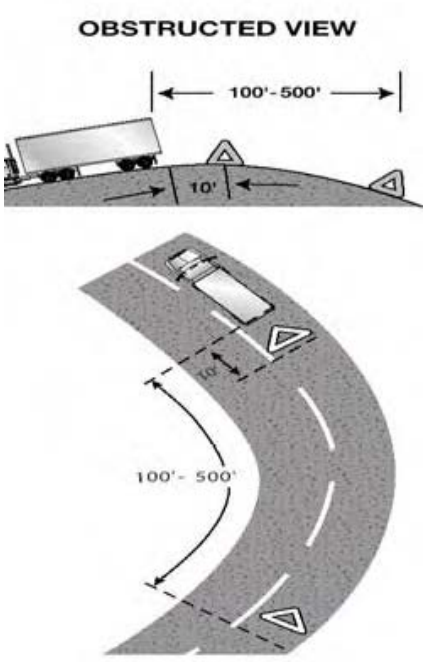
1. **ONE-WAY or DIVIDED HIGHWAY** – Place warning devices 10 feet, 100 feet, and 200 feet toward the approaching traffic.



2. **TWO-LANE ROAD on an UNDIVIDED HIGHWAY** – Place warning devices within 10 feet of the front or rear corners to mark the location of the vehicle and 100 fee behind and ahead of the vehicle.



3. **BEYOND A HILL, CURVE, OR OTHER OBSTRUCTED VIEW** – An obstruction that prevents other drivers from seeing your vehicle within 500 feet. If line of sight view is obstructed due to a hill or curve, move the rear-most triangle to a point back down the road so warning is provided.
(CDL Manual, pg. 2-13,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)



EMERGENCY EVACUATIONS

Determining the Need to Evacuate the Bus

The first and most important thing is for you to recognize the hazard. If time permits, school bus drivers should contact their dispatcher to explain the situation before making a decision to evacuate the school bus.

As a general rule, student safety and control is best maintained by keeping students on the bus during an emergency. But remember, the decision to evacuate the bus must be a timely one.
(CDL Manual, pg. 10-6, http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

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

Reasons for Evacuating the Bus

A decision to evacuate should include consideration of the following conditions:

1. Is there a fire or danger of fire;

2. Is there a smell of raw or leaking fuel;

3. Is there is a chance the bus could be hit by other vehicles;

4. Is the bus in the path of a sighted tornado or rising waters;

5. Are there downed power lines;

6. Would removing students expose them to speeding traffic, severe weather, or a dangerous environment such as downed power lines;

7. Would moving students complicate injuries such as neck and back injuries or factures; or

8. Is there a hazardous spill involved? Sometimes, it may be safer to remain on the bus and not come in contact with the material.
(CDL Manual, pg. 10-6,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

School bus drivers **MUST EVACUATE** the bus when:

1. The bus is on fire or there is a threat of fire;

2. The bus is stalled on or adjacent to a railroad-highway crossing;

3. The position of the bus may change and increase the danger of collision; (A bus coming to rest near a body of water or a spot where it could go over a cliff)

4. There is an imminent **danger of collision;**

5. If the school bus is in water; or

6. There is a need to quickly evacuate because of a hazardous materials spill.
(CDL Manual, pg. 10-6,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

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

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

1. If possible, assign two responsible, older student assistants to each emergency exit. Teach them how to assist the other students off the bus. This can be done when practicing emergency evacuation drills prior to the trip;

2. Determine the best type of evacuation. Can students be evacuated through all emergency exits, or just through the front, rear, side or roof evacuation exits;

3. Secure the bus by:

    a. Placing transmission in Park, or if there is no shift point, in Neutral;

    b. Set parking brakes;

    c. Shut off the engine;

    d. Activate hazard-warning lights;

    e. Remove ignition key; and

    f. Take electronic communication devices.

4. Give the command **PREPARE TO EVACUATE** and provide instruction as to what emergency exits are going to be used:

    a. Turn toward the front of the bus;

    b. Have student assistants, if available, take their posts at their assigned emergency exits;

    c. Move backward to the first occupied seats;

    d. 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 needs to get up and head for the exit;

e. Keep the students in the opposite seat by holding your hand on their shoulder until you are reaching for them to evacuate;

f. Move down the aisle, repeating this procedure at each seat until the bus is empty; and

g. Have student assistants do the same when evacuating students out the rear or side emergency exits.

5. Check the bus from the very back seat to the front, making sure it is empty;

6. If possible, grab the fire extinguisher, body fluid clean up kit and first-aid kit;

7. Call 911 immediately and notify your school district supervisor;

8. Direct a student or adult to lead students to a safe place after being evacuated. A safe place should be:

a. At least 100 feet off the road in the direction of oncoming traffic. This will keep students from being hit by debris if another vehicle hits the bus;

b. Lead students upwind of the bus if fire is present;

c. Lead students as far away from railroad tracks as possible in the direction of any oncoming train;

d. Lead students upwind of the bus at least 300 feet if there is a risk from spilled hazardous materials; and

e. If the bus is in the direct path of a sighted tornado and evacuation is ordered, escort students to a nearby ditch or culver if shelter in a building is not available, and direct them to lie face down, hands covering their head. They should be far enough away so the bus cannot topple on them.

9. Join waiting students and account for all students;

10. Administer first-aid if necessary;

11. Protect the scene;

12. Set out emergency warning devices; and

13. Prepare information for emergency responders.
(CDL Manual, pg. 10-7,
http://www.dmvnv.com//pdfforms/dlbookcomm.pdf)

ACCIDENT PROCEDURES

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

1. Stop the bus and **do not move it** without permission of the investigating officer;

2. Set the brake, turn off ignition and activate hazard lights;

3. Remain calm and survey the scene;

4. Account for all students and access the situation;

5. Notify the proper authorities;

6. Secure the scene;

7. Evacuate the bus if necessary;

Remain calm and
DO NOT MOVE THE BUS!

8. Place emergency warning devices;

9. Collect the names of students and establish a seating chart. Law enforcement officials will require a seating chart at the time of the accident; and

10. Do not discuss the accident.

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:

1. Slow down, activate your turn signal, and move to the far right lane if possible. You can also pull off onto a shoulder in order to prevent an accident;

2. Set the parking brake, turn off the ignition, set hazard lights, and remove the keys;

3. Evacuate the bus only if necessary; (See ***Emergency Evacuation*** in this chapter)

4. Contact the appropriate official as outlined by your school district;

5. Place emergency warning devices as described in ***Chapter 7, Emergency Equipment***; and

6. 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:

1. 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;

2. 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

3. 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)

If your school bus is in an accident, STOP THE BUS IMMEDIATELY! Do not move the bus until instructed to 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:

1. Move students away from the contaminated area;
2. Put on disposable gloves;
3. Sprinkle absorbent material over spilled area. Liquid will quickly congeal for safer handling;
4. After 1 minute, remove contaminated material with scoop and scraper. Carefully place in discard bag from kit;
5. Clean away soils with absorbent towel;
6. After the spill is removed apply disinfectant from the kit;
7. Place all contaminated materials (including gloves) in discard bag. Seal and dispose of bag according to your school district policy;
8. Wipe hands with anti-microbial hand wipe. Wash with soap and running water as soon as possible; and
9. 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

1. First-aid procedures apply only to immediate temporary need.
2. Accepted first- aid procedures should only be used. You are not expected to be a medical doctor and minimal first-aid should be administered.

3. Follow only school district approved first-aid procedures.

4. It is important to remain calm when administering first-aid.

5. Injuries can vary in seriousness. Make good decisions.

6. It is strongly recommended that you complete the American Red Cross/American Heart Association course in first-aid and/or a certified CPR course.

First-Aid Kits

1. Each school bus must have a sealed, removable, moisture-proof first aid-kit.

2. It must be in a readily accessible place in the driver's compartment.

3. It must be properly mounted, secured and identified as a first-aid kit.

4. The location for the first-aid kit must be marked.

5. If you must open a first aid kit, it is your responsibility to have the kit restocked and resealed.

Extra bandages should be kept separate from the First Aid Kit.

MEDICAL EMERGENCIES

The information in this section is designed to provide awareness about general procedures that would help you assist a student who is sick or injured while on the bus. First Aid is the immediate but temporary aid given until trained emergency personnel arrive. This material is not intended to prepare you for general first aid proficiency.

All school bus drivers are required to have training in first aid and CPR, along with emergency procedures. The following information is meant to be a guide. Make sure you are aware of your school district's policy with regard to medical emergencies and contact your supervisor when issues arise that you are not sure how to handle.

Allergic Reactions & Anaphylactic Shock

Signs and symptoms:

1. Difficult/noisy breathing;
2. Wheezing;
3. Sneezing;
4. Difficulty talking and/or hoarse voice. Unable to speak more than one or two words;
5. Red, raised, blotchy skin, hives;
6. Itching;
7. Swelling of the lips, tongue;
8. Numbness or tingling of the lips or tongue;
9. Skin redness;
10. Fast heartbeat;
11. Weak pulse;
12. Feeling very anxious;
13. Confusion;
14. Stomach pain;
15. Lost control of urine or bowel movements; or
16. Faintness or passing out. (http://www.epipen.com/About-EpiPen/When-to-use-your-EpiPen.aspx)

Care and treatment:

1. Call your dispatcher and report the situation;
2. Call 911 immediately; and

3. Administer EpiPen if you've been trained to administer epinephrine.

Authorization for Student to Self-Administer Medication for Asthma or Anaphylaxis

Nevada law allows a parent or legal guardian of a pupil who has asthma or anaphylaxis to submit a written request to the school nurse to allow the pupil to **self-administer** medication for the treatment of asthma or anaphylaxis while on a school bus. The written request must include a signed statement from a physician indicating that the pupil has asthma or anaphylaxis and is capable of self-administration of the medication.

The Superintendent, principal or school nurse shall provide the Transportation Department with written authorization for the pupil to carry and self-administer medication on the school bus. (NRS 392.425, http://www.leg.state.nv.us/NRS/NRS-392.html#NRS392Sec425)

What is an EpiPen

The EpiPen (epinephrine) auto-injectors contain a single dose of epinephrine, which can be injected into the outer thigh. It is used to treat severe allergic reactions and can be lifesaving.

Although Nevada law allows students to self-administer anaphylaxis (EpiPen), there could be an instance where a school bus driver might have to administer this medication. You will need to receive training from the school district nurse on how to administer this lifesaving medication.

How to use an EpiPen:

1. Release the blue safety cap. Indicator window shows if pen has been used. It is important that you remember the orange tip contains the needle and you should not touch the orange tip with your fingers, thumb or hand;

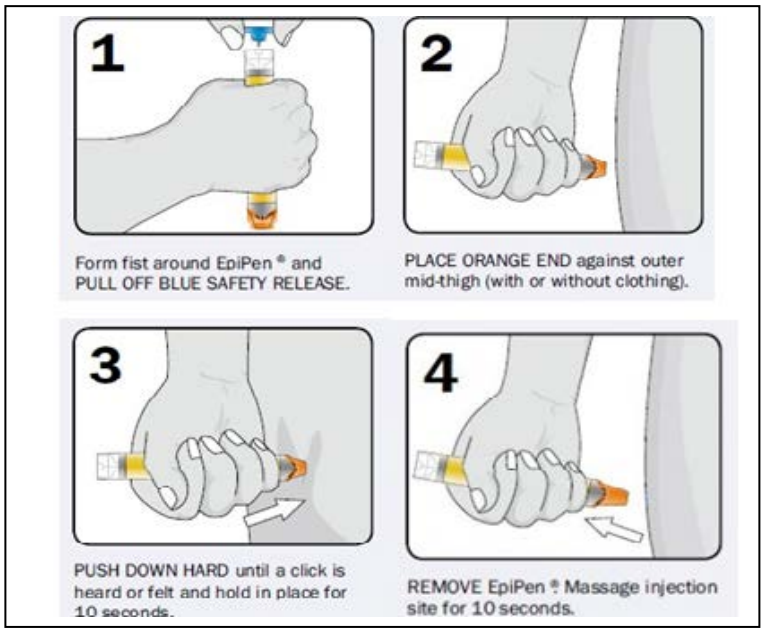
2. Place the brightly colored orange tip into the outer mid-thigh of the child. A sudden jab may cause the child to jump and the needle to be discharged before the adrenaline is injected. It is important to hold the child securely while administering the EpiPen. It may be given though light clothing. If the clothing is difficult to remove you should not waste time attempting to do this;

3. Push **HARD** until a loud click is heard or felt and hold in place for 10 seconds;

4. Remove the EpiPen. The orange needle shield will now cover the needle;

5. Do not inject the EpiPen into a vein, buttock, fingers, toes, hands or feet; and

6. Always call 911 for emergency medical attention right away. When an EpiPen has been used the patient should remain under medical observation for at least 4 hours after the symptoms have resolved.
(http://www.epipen.com/How-to-Use-EpiPen)



Asthma

Signs and symptoms:

1. Pale, cool, clammy skin;

2. Shortness of breath, using all the chest and diaphragm muscles to breathe;

3. Wheezing-a high pitched raspy sound when breathing;

4. Anxiety, exhaustion, a rapid or weak pulse; or

5. Severe asthma attack-collapse, leading to eventual respiratory arrest.

Care and treatment:

1. Call your dispatcher and report the situation;

2. Call 911 if the asthma attack is a serious;

3. Sit the student comfortably upright;

4. Be calm and reassuring;

5. Assist the student with locating their inhaler. Allow student to use inhaler if possible;

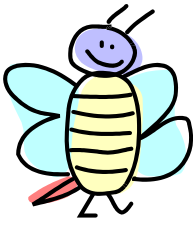
6. Place mouthpiece in students mouth and fire 1 puff into mouth;

7. Ask the student to breath in and out normally for about 4 breaths; and

8. 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:

1. Puncture marks;

2. Anxiety;

3. Pale, cool skin with progressive onset of sweating;

4. Rapid, weak pulse;

5. Rapid, shallow breathing or breathing difficulties;

6. Difficulty swallowing and speaking;

7. Blurred vision;

8. Abdominal pain;

9. Nausea and/or vomiting;

10. Headache;

11. Intense pain at site of bite; and

12. Localized redness and swelling;

Care and treatment:

1. Find out if the student has any allergies to stings or bites; and

2. Use cold compress, if available, to reduce swelling.

Bites from other Children

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

1. Clean bite with antiseptic wipe and place a band aid on the bite; and

2. Report biting incident.

Bleeding

Types of wounds:

1. **Incision:** Is the type of wound made by slicing with a sharp knife or sharp piece of metal;

2. **Laceration:** Is a deep wound with associated loss of tissue – the type of wound barbed wire would cause;

3. **Abrasion:** Is a wound where the skin layers have been scraped off;

4. **Puncture:** Is a wound that breaks the skin and may be due to anything from a corkscrew to a bullet; and

5. **Amputation:** Is the loss of a limb by trauma.

Care and treatment:

1. Use universal precautions;

2. Apply pressure to the wound to stop bleeding by using a sterile bandage; and

3. 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

NEVER SLAP A CHOKING CHILD ON THE BACK!

Signs and symptoms:

1. Difficulty or absence of breathing;

2. Inability to speak or cough; and

3. Agitation and distress – grabbing the throat; cyanosis and eventual collapse.

Care and treatment:

1. Check mouth and clear any obstructions that may have come loose;

2. Stand behind the student and wrap your arms around the student's waist;

3. Make a fist with one hand;

4. Place the thumb side of the fist against the student's abdomen in the midline and slightly above the navel;

5. Grasp the fist with the other hand and press the fist into the student's abdomen with a quick upward thrust;

6. Each new abdominal thrust should be a separate and distinct movement; and

7. Repeat thrusts until victim expels the obstruction.

Dehydration

Signs and symptoms:

1. Pale, cool, clammy skin;

2. Rapid breathing;

3. Profuse and prolonged sweating;

4. Thirst;

5. Loss of skin elasticity; or

6. Sunken eyes in children.

Care and treatment:

1. Complete rest indoors or in the shade;

2. Remove unnecessary clothing; and

3. Give cool water to drink.

Diabetes

Signs and Symptoms:

1. Hot, dry skin;

2. Smell of acetone (nail polish remover) on the breath;

3. Drowsiness;

4. Unconsciousness, progressing to coma;

5. Profuse sweating;

6. Pallor (lack of skin tone and color);

7. Hunger;

8. Confused or aggressive behavior;

9. Rapid pulse;

10. May appear drunk; or

11. Seizures

DO NOT GIVE INSULIN INJECTIONS TO STUDENTS!

Care and treatment:

1. If conscious, give sweet drink (No diet sodas);

2. Repeat if student responds;

3. Assist with medication and encourage ingestion of food high in carbohydrates;

4. **DO NOT** attempt to give insulin injection; and

5. Avoid putting fingers in student's mouth.

Seizures

Types of seizures:

1. Tonic clonic, or fits, also known as grand mal, are readily identified by the uncontrolled body spasms;

2. 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;

3. 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

4. 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:

1. Fixed stare or apparent daze. Very young epileptic suffers may drool;

2. No reaction to stimuli;

3. Have a feeling of light headedness;

4. Usually starts with a cry as the diaphragm spasms and forces air from the lungs;

5. Collapse and momentary rigidity;

6. Uncontrolled spasmodic movements of head, limbs and body with blue or purple color to the skin;

7. Cyanosis – is not breathing;

8. May be loss of bladder and/or bowel control;

9. Spasms usually subside after three minutes. The student should regain control of the tongue and commences breathing normally; or

10. Student remains in a drowsy state for a period of time after the seizure.

Care and treatment:

1. Contact your dispatcher and call 911 if necessary;

2. Reassurance;

3. Protect the student from injury by moving any possible objects that the student could injure themselves on, and pad the head;

4. Allow the seizure to run its course;

5. When the seizure subsides, check the airway and breathing;

6. Place student in the recovery position on their side. Let them sleep if they wish;

7. Do not put anything, including fingers, into the student's mouth;

8. Avoid well-meaning bystanders who will insist on pulling the tongue out to avoid swallowing the tongue. Epileptics cannot swallow their tongues; and

Types of fractures:

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

2. **Closed** - Where the bone has fractured but has no obvious external wound; and

3. **Complicated** - May involve damage to vital organs and major blood vessels as a result of the fracture.

Signs and symptoms:

1. Pale, cool, clammy skin;

2. Rapid, weak pulse;

3. Pain at the site;

4. Tenderness;

5. Loss of power to limb;

6. Associated wound and blood loss; or

7. Nausea.

Care and treatment:

1. Treat and pad the wound;

2. Apply adequate splint, if possible; and

3. Elevate injury.

Heat Stroke

Signs and symptoms:

1. Flushed, hot, dry skin;

2. The student has stopped sweating;

3. Rapid pulse, gradually weakening;

4. Irrational or aggressive behavior;

5. Staggering gait, fatigue;

6. Visual disturbances, headache, vomiting; or

7. Collapse and seizures

Care and treatment:

1. Complete rest indoors or in shade;

2. Remove unnecessary clothing;

3. Cool the student down; and

4. Give fluids and cool water if the person is conscious.

IN AN EMERGENCY, DO NOT EXCEED YOUR TRAINING! CALL 911!

Hyperventilation

Signs and symptoms:

1. Rapid respirations;
2. Rapid pulse;
3. Shortness of breath;
4. Pressure, tightness or pain across the chest;
5. Anxiety;
6. Blurred vision;
7. Tingling in fingers and toes;
8. Hand and finger spasms and pain; or
9. Fainting

Care and treatment:

1. Reassurance;
2. Remove the cause of anxiety, if possible;
3. If the student has fainted, lay student down with legs elevated; and
4. Monitor breathing.

Seizures

What is a seizure?

A brief, excessive discharge of electrical activity in the brain that alters one or more of the following:

1. Movement;

2. Sensation;

3. Behavior; or

4. Awareness

Did you know that:

1. Most seizures are not medical emergencies;

2. Students may not be aware they are having a seizure and may not remember what happened;

3. Epilepsy is not contagious and is not a form of mental illness;

4. Students almost never die or have brain damage during a seizure;

5. A student cannot swallow his/her tongue during a seizure.

Types of seizures:

1. **Generalized Tonic-Clonic Seizures** (also known as grand mal)

    a. Involve the whole brain;

    b. Common types include absence and tonic-clonic; and

    c. Symptoms may include convulsions, staring, muscle spasms and falls.

2. **Simple and Partial Seizures** which are knows as psychomotor or temporal lobe involves staring, automatic behavior such as lip smacking, chewing, tumbling:

    a. Involve only part of the brain;

    b. Common types include simple partial and complex seizures; and

    c. Symptoms relate to the part of the brain affected.

3. **Absence Seizures** also known as petit mal, causes the person to lose contact with his or her surroundings for a few minutes:

    a. Pause in activity with blank stare;

    b. Brief lapse of awareness;

    c. Possible chewing or blinking motion;

    d. Usually lasts 1 to 10 seconds; and

    e. May occur many times a day.

If a student is having a seizure on the bus:

- **DO NOT put anything in the student's mouth**
- **DO NOT hold down or restrain**
- **DO NOT attempt to give medications, food or drink during the seizure.**

Care and Treatment

1. Generalized Tonic-Clonic Seizures:

    a. Notify dispatch;

    b. Stay calm and track time;

    c. Protect student from possible hazards;

    d. Turn student on his/her side;

    e. Cushion head;

    f. After the seizure, remain with the student until awareness of surroundings is fully regained; and

    g. Provide emotional support.

2. **Complex Partial Seizure:**

    a. Stay calm, reassure others;

    b. Track time;

    c. Do not restrain;

    d. Gently direct away from hazards;

    e. Don't expect students to obey verbal instructions;

    f. Stay with student until fully alert and aware; and

    g. If seizure last 5 minutes beyond what is routine for that student or another seizure begins before full consciousness is achieved, call 911.

When is a seizure an emergency?

1. When it's a first time seizure with no known history of seizures.

2. When convulsive seizure lasting more than 5 minutes.

3. When there are repeated seizures without regaining consciousness.

4. When there are more seizures than usual or a change in type.

5. When student is injured, has diabetes or is pregnant.

6. When the seizure occurs in water.

7. When normal breathing does not resume.
Epilepsy Foundation,
http://www.epilepsyfoundation.org/livingwithepilepsy/educators/socialissues/helpingchildrenunderstand/trainingforteachersandschoolpersonnel/upload/STfSP-PowerPoint-Final.pdf)

Nose Bleeds

When a student's 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 AWARNESS, HARASSEMENT, 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:

1. Violence from students, unauthorized visitors, the neighborhood dog, weapons and criminal elements outside the school bus; and

2. Vandalism, property loss, petty theft, fights or disturbances, child abductions and sexual predators. (NCST 2010, http://www.ncstonline.org/)

Why School Buses Could Be Targets

1. They are relatively unprotected and vulnerable;

2. They have predictable routes and schedules;

3. They have the potential for a large numbers of casualties;

4. They have schools all over the nation;

5. They have unquestioned access to high-value destinations;

6. They represent an emotional target; and

7. The effects of a terrorist attack on school buses would demoralize Communities, States, and the Nation.

Active Shooter

An active shooter is a person who appears to be actively engaging in killing or attempting to kill people in a populated area. In most cases, active shooters use firearms, and there is no apparent pattern or method to their selection of victims. These situations are dynamic and evolve rapidly, with immediate deployment of law enforcement to stop the shooting and mitigate harm to innocent victims.

1. **Indicators**-An active shooter may portray many of these indicative behaviors, to include:

    a. Appearance of being nervous, may seem preoccupied or have a blank stare;

    b. Focused, intent, and vigilant; may result in lack of response to verbal questions or commands;

    c. Attempts to blend in with surroundings; behavior may seem odd or overtly out of place;

    d. Avoidance of authority figures, law enforcement, or security; if security is present, the active shooter tries to be inconspicuous;

    e. Praying fervently to him or herself;

    f. Profuse sweating that is incompatible with current weather conditions;

    g. May wear bulky clothing to conceal weapon;

    h. May carry weapon(s) in plain view; and

    i. Expressing solidarity with, or admiration for, extremists or terrorists.

2. **How to Respond:**

    a. Make sure you know the identified security director and know your school districts emergency security plan;

    b. Call 911 for immediate law enforcement response;

c. Know your school districts procedures to report and safely challenge any unidentified persons in unauthorized or secured areas such as schools and bus yards; and

d. Know your school districts communication protocols for emergencies.

3. **What to do if you have an active shooter:**

Depending on if the shooter is outside of the school bus or inside, you will need to quickly determine the best way to protect you and your students.

a. Call 911 immediately;

b. Look for an escape route and move the bus to an area away from the shooter;

c. You could have to evacuate students to a building that is more secure; and

d. Do not let the shooter board the bus.

(TSA Attack Method Awareness Bulletin, http://www.idevmail.net/assets/yellowbuses/TSA_Active_Shooter.pdf)

Suspicious Packages

School bus drivers need to be vigilant about checking the school bus for improvised explosive devices (IED). Because they are improvised, IEDs can come in many forms, ranging from a small pipe bomb to a sophisticated device capable of causing mass damage. IEDs can be carried or delivered in a vehicle, carried, placed, or thrown by a person; delivered in a package; or concealed on the roadside.

1. **Indicators:**

a. Suspicious or unattended package left where people may gather;

b. An abandoned vehicle beside a road, building or any place it does not belong;

c. Suspicious package with a chemical odor that might indicate a biological or chemical attack;

d. Anxious or suspicious person lurking around the area of the suspicious package;

e. The odor of petroleum based product, other flammable liquids or smoke in areas not common to this smell; and

f. Vandalism involving damage to security cameras.

2. **How to Respond:**

a. Know your security/emergency director and report the incident to dispatch;

b. Make sure to conduct a thorough inspection of your school bus before and after you leave the bus yard and anytime you leave the bus unattended; and

c. Know your school districts emergency codes and call 911 if you feel there is an immediate threat.

(TSA Attack Method Awareness Bulletin, http://www.stnonline.com/images/stories/pdfs/tsa-bulletin-attack-method-ied.pdf)

Suspicious Packages

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:

1. Anyone appearing unusually interested in school facilities, vehicles or their surroundings;

2. Anyone who has been sighted within a school, or a school bus stop numerous times;

3. Anyone who has put a package in a public place and left quickly;

4. Anyone seeking information on school facilities, buses or schedules;

5. Anyone taking pictures or videotaping areas of school bus facilities, schools or school bus stops;

6. 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;

7. Anyone showing disruptive or potentially distracting behavior;

8. Anyone showing an unusual interest in employees or students, the school or school bus locations;

9. Anyone wearing a uniform that appears to not be part of the setting;

10. Anyone wearing clothing that is not appropriate for the weather;

11. Any person possessing a weapon or dangerous item; and

12. Any person using a vehicle in a suspicious way (illegally parked, erratic driving, following).

You cannot identify suspicious behavior based on stereotypes of race, color or ethnicity.

Being Aware of Suspicious Items

1. Items that are abandoned or hidden in an unusual place;

2. Items having leaking gas, vapor, odor or suspicious substance including excessive grease;

3. Any items that contain exposed wires or timer;

4. Any items that have an attached message with a threatening note or suspicious markings; or

5. 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:

1. **Policies and Procedures for:**

    a. What to do in case of emergencies or an increase security threat;

    b. The available communication systems and how to use them;

Trust your GUT!

    c. Policies and procedures for hostage situations;

    d. Conduct security inspection of vehicles (similar to pre and post trip inspections); and

    e. How to respond to threats of violence from students, unauthorized boarders and others outside the school bus.

2. **Identification and Prevention of:**

    a. Suspicious criminal or terrorist activity; and

    b. Illegal entry of the school bus by people, packages or devices.

3. **Responses to:**

    a. Shootings or snipers;

    b. Fights and disturbances, both on and off the bus;

    c. Vandalism or property damage;

    d. Child abductions, sexual predators or child custody issues;

    e. Threats of violence from students, unauthorized boarders and others outside the school bus; and

    f. Weapons on the school bus. (NCST 2010, www.ncstonline.org)

4. **Additional Safety Tips:**

    a. Remove the keys from the ignition and take them with you whenever you have to leave your school bus;

b. Do pre-trip and post-trip inspections whenever you have left the school bus unattended for any length of time including a security inspection;

c. Never allow unauthorized personnel to enter the bus; and

d. Maintain an uncluttered bus.

Reporting Suspicious Items & Unusual Activities

1. **IMMEDIATELY** report suspicious items. If you suspect a serious situation, call 911 right away.

2. Remain alert and calm. Pay attention to the details. Be able to provide the location and a description of the suspicious activity or person.

3. Be able to report the location, color, year, make, model and license plate number of any suspicious vehicles.

4. Never touch or pick up a suspicious item. Move as far away as possible; and

5. **DO NOT USE** your radio or cell phone within 300 feet of the suspicious package.

School Bus Security Inspection

Anytime you leave the bus unattended for a short period of time, you are required to do a security inspection. You must walk around the vehicle checking for vandalism, suspicious packages, tire damage or engine tampering. There is no time requirement for this type of inspection. Anytime the bus is left unattended (no longer in visual sight of the driver) a quick inspection must be done. You are still required to do a full-post trip inspection.

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

1. **Seats:** Look for lumps, bulges, damaged upholstery and any suspicious packages on a seat;

2. **Floor surface:** Look for modifications to material/unusual thickness;

3. **Roof liner:** Look for rips or bulges;

4. **Cargo compartment:** Smell for strange odors, raised floor, unusual welds, unusual items or excessive weight;

5. **Exterior surface:** Look for missing screws, unusual scratches, welds, signs of tampering or recent paint;

6. **Undercarriage:** Look for items that are taped or attached to the frame or fresh undercoating;

7. **Engine compartment:** Look for odd wires or liquids, unusual welds or new tape;

8. **Tires:** Check for unusual odor from air valve; and

9. **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:

1. **Denial:** It is common for the victim to feel that this is not happening to me, or that it is just a joke;

2. **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

3. **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

1. **Bond with your captor:** Try to relate to them and build a relationship of understanding and sympathy.

2. **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.

3. **Take mental notes:** Without being obvious to the captor, note any scars, tattoos, or other identifying marks. Estimate height, weight, and hair color.

4. **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.

5. **Keep a low profile:** Speak only when spoken to. Do not initiate conversation.

6. **Think pleasant thoughts:** The incident could go on for hours. Avoid falling into depression, and remain confident that you will be released.

7. **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.

8. **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

1. **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.

2. **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.

3. **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.

4. **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.

5. **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.

6. **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

1. **Help keep the peace:** Prevent anyone from getting hurt. Consider your actions so as not to put yourself or your students at risk.

2. **Be patient:** If you as the driver show patience, then your students will be more prone to follow your lead.

3. **Remain calm:** Try not to show fear, the students are looking to you as an example.

4. Know that 99% of all situations are resolved through negotiations: **Negotiations may take time, but remember that time is on your side.**

5. **Do not be confrontational:** Don't be a hero, unnecessary harm to you or your students may result from your actions.

6. **Avoid getting caught in a hostage situation:** Report any suspicious activity immediately. Do not wait for something to happen or get out of control.

7. **Call the police:** This is the best action a driver can do. Avoid becoming caught in the situation before it occurs.

8. **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.

9. **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).

10. **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.

11. **Go along to get along:** Cooperate with your captor and do as you are told. Comply with reasonable demands.

12. **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 is Unwelcome and Unwanted.

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, they 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:

   a. The driver may not be aware of the harassment while it's occurring;

   b. School buses and school bus stops limit the number of witnesses;

   c. The school bus or a school bus stop is a confined area that prevents escape from the harassment; and

   d. The student's ability to avoid harassment is restricted.

Types of Behavior that Constitute Harassment or a Hostile Environment

1. Spreading rumors or gossiping.

2. Making suggestive comments about the sexual orientation or activity of another person.

3. Calling someone names of a sexual or ethnic nature. Making obscene gestures in a sexually suggestive manner.

4. Using sexually explicit language.

5. 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.

6. Unwelcome and unwanted touching, pinching or restraining of students.

7. Exposing private parts; flipping up skirts or snapping bras.

8. Threatening unwanted sexual activity.

9. Teasing or lewd remarks.

Know and understand your district's harassment policy.

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:**

1. Discussing or sharing your personal life with students;

2. 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;

3. Encouraging, laughing or tolerating sexist or racist jokes;

4. Stereotyping of your students;

5. Allowing students to sit on your lap or hug them. No neck rubs or back massages;

6. **Allowing students in your personal vehicle for any reason;**

7. Giving special treatment or making promises of special treatment to your students; and

8. Meeting with students outside of school.

The Bus Drivers Role

1. Report all incidents of inappropriate behavior to your supervisor.

2. 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.

3. Follow up with your supervisor on your report.

4. Remember that **YOU ARE PERSONALLY LIABLE IF YOU**

SUSPECT HARASSMENT AND FAIL TO REPORT YOUR SUSPICIONS.

5. Do not be afraid to report suspicious behavior to the appropriate authority even if the suspected abuse is by an educator.

6. **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. 900, 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 392.910, http://leg.state.nv.us/NRS/NRS-392.html)

Threatening a Pupil or School Employee by Oral, Written or Electronic Communication

1. You cannot threaten a school employee or pupil through the use of oral, written or electronic communication.

2. Through the use of cyber-bullying, threaten to cause bodily harm or death to a pupil or school employee with the intent to:

    a. Intimidate, harass, frighten, alarm or distress;

    b. Cause panic or civil unrest; or

    c. Interfere with the operation of a school. (NRS 392.915, http://leg.state.nv.us/NRS/NRS-392.html#NRS392Sec900)

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 have reasonable cause to believe that a child has been abused or neglected shall:

1. Report the abuse or neglect of the child to an agency which provides child welfare services or to a law enforcement agency; and

2. 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 will need to contact your supervisor and file a *Suspected Child Abuse Report* within 24 hours. If you feel that the child is in immediate danger, then you will need to contact your local law enforcement agency for immediate assistance.

To file a report, you can go to http://www.dcfs.state.nv.us/SuspectedChildAbuseReportForm-Interactive.pdf. If immediate assistance you can contact:

Department of Health And Human Services
Division of Child And Family Services
4126 E. Technology Way – 3rd Floor
Carson City, Nevada 89706
(775) 684-4400
FAX: (775) 684-4455

Clark County Department of Family Services
Claude I. Howard Children's Center
701 K North Pecos
Las Vegas, NV 89101
(702) 455-5444
FAX: (702) 385-2999 CA/N Hotline 702- 399-0081

Washoe County Department of Social Services
350 Center Street
Reno, NV 89501
(775) 785-8600
FAX: (775) 785-8648

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 STUDENTS WITH SPECIAL NEEDS

LAWS AFFECTING SPECIAL NEEDS TRANSPORTATION SERVICES

Individuals with Disabilities Education Act (IDEA)

1. IDEA guarantees students with special needs a free and appropriate education.

2. IDEA's two primary objectives are:

   a. Special Education must be designed to meet each student's unique educational needs.

   b. Those unique special education needs and how they will be addressed are described in the student's individual education plane or IEP.
   (NHTSA's School Bus Driver In-Service Safety Series, http://www.nhtsa.gov/people/injury/buses/UpdatedWeb/topic_9/index.html)

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)

1. The centerpiece of IDEA is the FAPE concept; and

2. 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:

    a. Travel to and from school and between schools; and

    b. Travel in and around school buildings.

3. 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:

    a. Provide a free appropriate public education;

    b. Educate with non-handicapped students to the maximum extent appropriate;

    c. Develop procedures for the identification of all handicapped students; and

d. 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

1. FERPA is the federal law that protects students' privacy;

2. 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

3. Transportation personnel are considered school officials in their role as related services providers.

Confidentiality

The Individuals with Disability Education Act (IDEA) requires that an **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 PLAN (IEP)

The IEP team determines if a student needs specialized transportation as a related service. The transportation staff needs to participate in the IEP if specialized transportation is required.

1. By law, the IEP committee must consider several issues related to the student's educational program. When transportation is considered as a related service, there are a number of questions which must be addressed:

    a. Can the student use regular transportation;

b. If not, can regular transportation be safely used if supplementary staff, equipment, and/or services are provided;

c. If not, what type of specialized transportation is required;

d. Is an attendant or other qualified personnel available;

e. Is a responsible adult available for pick-up and delivery of students; and

f. Length of time the student can be on the bus.

2. The IEP team addresses transportation issues such as:

a. Type of transportation needed;

b. What equipment the student uses that must be transported;

c. Whether the student needs an attendant;

d.

e. Transportation restrictions (for example, a maximum riding time); and

f. If the type of transportation requested is viable. (NHTSA's School Bus Safety Series, http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

Special Factors

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

1. Behavior Plan

2. English Proficiency

3. Vision Skills

4. Communication Needs

5. Assistive Technology Needs

Responsibilities of School Bus Drivers who Transport Special Needs Students

Transporting students with disabilities is far more difficult than transporting their non-disabled peers. School bus drivers who transport special education students need to know that there is additional responsibilities such as:

1. Knowing your students and what are their specific needs are;

2. Know where the following important information is located:

    a. Route information;

    b. Manufacturer's instructions for lifts and securement systems;

    c. A seating chart/plan;

    d. Emergency information;

    e. DNR (Do Not Resuscitate) orders;

    f. Special medical information; and

    g. Emergency Equipment (fire extinguishers, first aid kits, belt cutters, etc.)

3. Exercise universal precautions;

4. Don't use a lift without another experienced driver or aide until you feel comfortable;

5. Loading and unloading:

    a. How to safely handle and maneuver the student and their equipment;

    b. How to properly load a wheelchair using a lift;

    c. How to properly secure wheelchairs and other equipment; and

    d. How to properly secure a student.

6. How to maintain the equipment on the school bus used to secure the student and their equipment;

7. How to communicate with parents/caregivers and teachers about situations that might affect the safe transportation of the student;
(NHTSA's School Bus Safety Series, http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

8. Emergency contact information; and

9. Emergency evacuation plan.

CHARACTERISTICS OF DISABILITIES AS DEFINED BY IDEA

Autism

1. **The Student**

These students exhibit a wide range of intellectual and behavioral differences. Some students do not communicate, communicate in a meaningless manner, or have emotional outbursts, abnormal reaction to sound, hyperactivity, lethargy, abnormal responses to objects, abnormal fears, and difficulty communicating with others. A child who manifests the characteristics of autism after age 3 could be diagnosed as having autism.

2. **The Driver/Attendant**

   a. Bus attendants are essential to assure transportation safely for this population.

   b. Ignore behaviors that don't hamper bus safety.

   c. When behaviors affect bus safety, intervene.

   d. Plan intervention carefully. For example:

      i. Give only one or two word directions to correct inappropriate behavior;

      ii. Do not provide choices;

      iii. Give all requests in a quiet, gentle, firm voice;

e. Stop the bus if there is a severe disruption; and

f. Maintain a daily routine that minimizes inappropriate behavior.

Deafness

1. **The Student**

Not all deaf students communicate in the same manner. Some deaf students only use sign language, other deaf students only lip-read, and other students use a total communication system that includes both sign language and lip-reading.

2. **The Driver/Attendant**

a. Deaf students who are able to maintain communication with the driver or assistant will present fewer behavior problems.

b. Be familiar with the student's mode of communication.

c. If the primary mode of communication is sign language, learn enough basic signs and finger spelling to provide safe transportation.

d. Keep paper and pencil available for communication purposes.

When dealing with special need students, always speak in a calm voice and follow a daily routine.

Deaf-Blindness

1. **The Student**

Students with hearing and visual impairments require very specialized planning. Consistency in seating, communication, and daily management are required in order to minimize transporting problems. Students who are deaf-blind react positively to a daily routine and are easily distracted and upset by sudden change.

2. **The Driver/Attendant**

a. Bus attendants are considered essential to accommodate these students.

b. Transporters of this population require extensive training, skill, and knowledge about mobility and alternative communication techniques.

Emotional Disturbance

1. **The Student**

These students can be the most challenging to provide with daily transportation services. The day-to-day transportation problems may range from mild to severe behavior disruptions. Inappropriate behaviors may include failure to stay seated, name calling, hitting, spitting, screaming, stealing, fighting, exiting the bus, and destruction of property.

2. **The Driver/Attendant**

a. Get behavior management training.

b. A structured daily routine that is coordinated with the student's instructional program will enhance appropriate behavior.

c. Video cameras have been recognized for their effectiveness in modifying bus behavior.

d. In addition, there has been success in not transporting all seriously emotionally disturbed students on the same bus.

Hearing Impairment

1. The Student

Students with hearing impairments may or may not use sign language. These students may have fluctuating hearing and therefore do not respond consistently to verbal communication.

2. The Driver/Attendant

a. Establishing good communication practices increases acceptable behavior.

b. Be sensitive to each student's communication needs.

c. Accommodate hard-of-hearing students by patiently repeated missed information, speaking clearly, and avoiding excessive background noise, which further reduces hearing.

d. Students should be able to see the lips of the person speaking.

Mental Retardation

1. **The Student**

Students who are mentally retarded demonstrate a broad range of abilities and functional levels. These students may be ambulatory or non-ambulatory, and may attend their local school or a special education center.

2. **The Driver/Attendant**

a. The degree to which transportation services must be modified depends on such factors as independent functional level, ability to follow directions, ability to memorize and retain safety rules, and day-to-day age-appropriate self-help and adaptive behavior skills.

i. More and more mentally retarded students are being transported on a regular bus and integrated with their non-disabled peers.

ii. Severely and profoundly mentally retarded students require a greater level of assistance because of their limited level of comprehensive or severe memory limitations.

b. It is difficult for students to conform to what is expected if they can't comprehend the expectation. Expectations should be directly related to the student's functional ability.

c. Follow a daily routine.

d. Speak softly and firmly.

e. Be friendly.

f. Give one-part directions.

g. Students who have toileting problems should be toileted before leaving home in the morning and before leaving school in the afternoon. Appropriate garments should be worn to protect the school bus seats.

Multiple Disabilities

1. **The Student**

Students with multiple disabilities require extensive planning.

2. **The Driver/Attendant**

a. Recommendations for other disability students may be implemented for these students. In addition, many of these students may also have medical problems that require special knowledge and skills.

b. In-service training must include extensive information and skill development about alternative communication systems, special equipment management, student positioning, and behavior management techniques.

c. Because of the range of severity of disabilities under this definition, emphasize safety.

d. Visually monitor the status of each child during the ride. A trained bus attendant who can work closely with the driver should be provided.

Orthopedic Impairment

1. **The Student**

Students with orthopedic impairments may require specialized services.

2. **The Driver/Attendant**

a. Many of these students require specialized seating, physical handling, or specialized equipment with adaptations.

b. If significant modifications are required, they should be discussed at the IEP meeting where the parent, and appropriate educational and related services personnel, can address the required modifications.

c. If special personnel are required to assist these students, both the driver and attendant should be knowledgeable about each student's needs.

d. Safety in student handling and equipment management are essential skills for drivers and attendants.

Other Health Impairments

1. **The Student**

This definition encompasses a broad range of students. This category includes children who have limited strength but may appear no different from their non-disabled peers.

2. **The Driver/Attendant**

Know about each student's disability and how it may be manifested while on the school bus. Special education personnel, occupational and physical therapists, and nurses can provide valuable assistance that increases safety and reduces the risk of liability in emergencies.

a. For example, safety of a student with hemophilia requires priority seating to prevent any dangerous bleeding.

b. For the epileptic student, seat assignment and climate control may be vital to reduce seizure activity.

c. For the student with diabetes, glucose tablets should be available on each school bus and the driver or attendant should be familiar with administration.

d. Students with lead poisoning may demonstrate mild to severe attention deficits, as well as an inability to control impulsive behavior.

e. All drivers should be provided adequate in-service training about children with disabilities since children with health impairments may frequently be transported with their non-disabled peers.

Specific Learning Disability

1. **The Student**

This student population rarely requires special transportation intervention. The majority of these students ride the school bus with their non-disabled peers.

2. **The Driver/Attendant**

a. Because these students frequently do not look or act differently from others, their special needs are not obvious.

b. A learning disabled student may have a problem using or understanding language.

c. Students who have severe learning disabilities may require patience and understanding with written or oral communication.

Speech or Language Impairment

1. **The Student**

This student population rarely requires special education transportation services except for the reason of age. Because of the emphasis on early intervention, this population is more frequently being served at a very young age.

2. **The Driver/Attendant**

Have transportation equipment that is appropriate for a child's age to ensure safety for young children.

Traumatic Brain Injury

1. **The Student**

   This student population often requires very specialized transportation planning because of limited physical, behavioral, or intellectual abilities. Students who have suffered traumatic brain injury were not born disabled and may demonstrate extreme frustration trying to accept changes in their physical, behavioral, or intellectual status.

2. **The Driver/Attendant**

   a. Identify personnel to provide assistance with interventions recommended on the student's IEP. Rehabilitation personnel are often the most knowledgeable about the needs of this population and can provide valuable assistance.

   b. Patience, compassion, and good communication are essential elements for appropriate services.

Vision Impairment

1. **The Student**

   This student population may or may not require special services. The degree of intervention required depends on the student's ability to function independently.

2. **The Driver/Attendant**

   a. Carefully assess each student to provide the appropriate level of assistance.

   b. Some students require extensive assistance to be seated, while others need little or none.

   c. To ensure safety, maintain a consistent daily routine that includes the same seat assignment.

   d. Use verbal communication to provide compensation for what cannot be seen.

   e. Directions should be precise.

(NHTSA's School Bus Safety Series, http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

COMMUNICATION

It takes a team of people to best provide proper transportation for students with special needs. In this section you will learn about who should be on the team, what information to communicate and what not to communicate and what to do in an unexpected situation.

Who Needs to be on the Transportation Team

1. Anyone necessary to ensure a safe ride for that student. This could include:

   a. School bus driver & attendant;
   b. Teacher;
   c. School nurse/aide;
   d. IEP Team;
   e. Parent or caregiver;
   f. Anyone who meets the school bus to assist with loading/unloading;
   g. Counselor;
   h. Occupational/Physical Therapist;
   i. Psychologist; and
   j. Student

Communicating with Parents and Caregivers

1. Remember that you are not alone in dealing with parents and caregivers.
2. You are not obligated to do everything a parent or caregiver requests although some requests may make it easier to transport the student. Know which

questions to refer to your supervisor.

3. Be sensitive in dealing with parents and caregivers:

    a. Be firm but kind;

    b. Explain why something is done a certain way, e.g., for safety reasons;

    c. Remember that parents and caregivers are advocating for the student's needs. However, they aren't in a position to tell you what your job is and how to do it; and

    d. Know your districts policy and procedures for communicating with parents and caregivers.
    (NHTSA's School Bus Safety Series, http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

Communicating with Special Needs Students

1. Know and respect the cognitive capacity of the student.

2. At the level the student can understand, explain what you are going to do and why before you do it and explain again while you are doing it (if appropriate). It's helpful to explain things in terms of safety reasons. For example, "you need to stay seated because if we stop fast or hit a bump you won't be protected and you might get hurt."

3. Keep bus rules simple and repeat them often to help students understand. For example, bus rules should simply be:

    a. Remain seated;

    b. Don't touch any bus parts such as lift controls;

    c. If you have a lap belt, keep it on low and snug; and

    d. Be cooperative.

4. Reinforce bus rules by praising students who follow them; and

5. Remember, if a student can't communicate with you, don't assume that the

student can't understand you.
(NHTSA's School Bus Safety Series, http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

Communicating in Emergencies

1. If you encounter a situation that you hadn't expected, your first response should be to contact dispatch and request advice from your supervisor.

2. If you have a medical emergency, don't delay in notifying Dispatch and call 911 if the medical emergency exceeds your training. When contacting dispatch, remember to respect confidentiality. Remember that:

    a. Radios and cell phones are not secure;

    b. Use discretion when talking over non-secure lines; and

    c. Avoid using personal identifying information unless you have no other choice.

3. Depending on the situation you may need to pull the bus over at a safe place.

4. DO NOT tell other drivers or non-drivers about the situation. Respect the confidentiality of your students.

5. Know your school district policies for communicating with emergency responders and your school district.
(NHTSA's School Bus Safety Series, http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

Handling a Situation You Are Not Prepared For

1. Call Dispatch and request advice from your supervisor. You don't want to jeopardize the safety of the student or other students on the bus by transporting inappropriately. In addition, a delay in notifying dispatch may jeopardize student safety in a medical emergency.

2. When you contact Dispatch, remember to respect confidentiality. Radios and cell phones are not secure. Use discretion when talking over non-secure lines. Avoid using personal identifying information unless you have no other choice. Use a code system to identify the severity of the situation.

3. Depending on the situation you may need to pull over at a safe place until the situation is resolved and it is safe to continue. The exception might be an emergency situation where the decision is made to continue. In some remote locations, it may be best to drive the school bus to the help site or to a meeting point with emergency personnel.

4. It is important that you **DO NOT** tell other drivers or non-drivers about the situation unless absolutely necessary. Respect the confidentiality of the students you transport.
(NHTSA's School Bus Safety Series, http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

SPECIALIZED ASSISTIVE EQUIPMENT

Students with special needs may use a variety of specialized equipment requiring special care and use. One of the most challenging to transport is the wheelchair. Some of the specialized equipment or assistive devices you might encounter as a school bus driver/attendant of students with special needs are:

1. Wheelchairs, lifts and securement systems;
2. Braces or crutches;
3. Walker's or wheelchairs;
4. Cane's;
5. Tracheotomy tubes;
6. IV or feeding tubes;
7. Oxygen equipment;
8. Guide/service animals;
9. Do Not Resuscitate (DNR); and
10. Lap trays.
(NHTSA's School Bus Safety Series, http://www.nhtsa.gov/Driving+Safety/School+Buses/School+Bus+Driver+Training)

Wheelchair Features

There are many kinds of wheelchairs. They range widely in cost from hundreds of dollars to tens of thousands of dollars and have a variety of features. Some examples include:

1. Lap trays;

2. Tilt and recline options;

3. Various anterior chest supports; and

4. Different head and foot rests.
(NHTSA's *Transporting Students with Disabilities*, Specialized Equipment, http://icsw.nhtsa.gov/people/injury/buses/Brady%20Web/topic_9/)

Wheelchair Systems

1. Some mobile seating devices are acceptable as safe seating during transportation.

2. Some mobile seating devices the student cannot remain seated in during transportation:

    a. A wheelchair with a sports back; and

    b. A 3-wheeled scooter.

3. Be aware of:

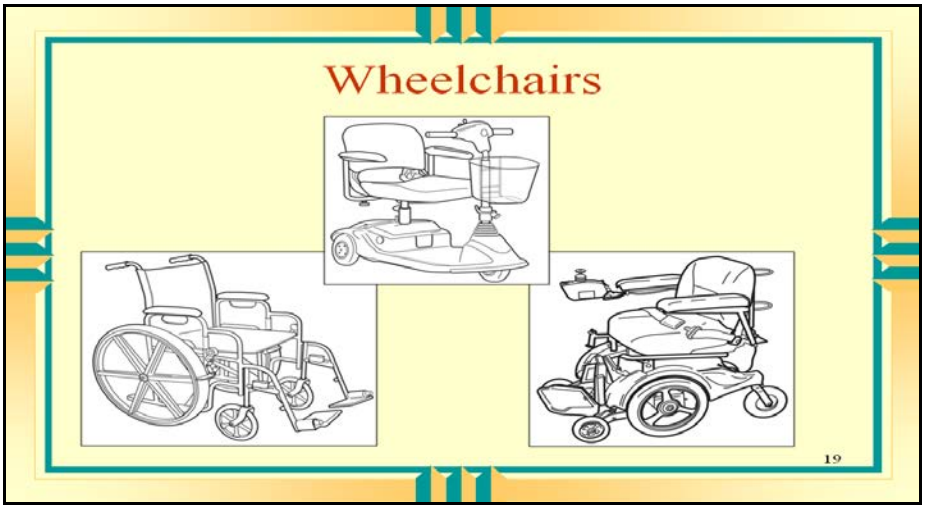
    a. An extra heavy wheelchair that requires additional tie-downs; and

    b. The "tilt-in-space" wheelchair if tilted more than 20 degrees. (NHTSA, School Bus Driver In Service Safety Series, http://www.nhtsa.gov/School-Buses)

Wheelchair Characteristics

1. Some wheelchairs are manufactured for transportation purposes. When they are they will have a label stating they are manufactured for transportation.

2. This doesn't mean that students CANNOT use mobile seating devices that are not manufactured for transportation purposes.



3. Some students cannot get on the bus without a wheelchair, but can sit in a regular seat. It is recommended that whenever possible, students be transferred to a regular seat on the school bus. The wheelchair must be secured even if not used by the student.

4. There is a standard for wheelchair crashworthiness, but it IS NOT a Federal standard, only a voluntary standard. It was established by transporters concerned about the safety of persons being transported while seated in a wheelchair. A wheelchair that complies with that standard can be considered to provide safe and suitable seating during loading/unloading, while being transported and in a frontal crash.

5. Some wheelchairs are not always safe to transport students in. When a wheelchair is structurally unsafe to transport, you will need to contact your supervisor to come up with an alternate transportation plan.
(NHTSA's "Transporting Students with Disabilities," Specialized Equipment,
http://icsw.nhtsa.gov/people/injury/buses/Brady%20Web/topic_9/)

Wheelchair Lifts and Safety Features

1. Wheelchair lifts-have similar components like:

    a. Platforms;

b. Outboard roll stop;

c. Inboard roll stop;

d. Hand rails;

e. Vertical arms;

f. Top and bottom parallel arms;

g. Base plate; or

h. Hydraulic pump with manual backup.

2. Wheelchair safety features include:

a. The outboard roll stop which is activated by the up and down buttons:

i. When the up button is pushed, the outboard roll stop rotates to the vertical position before the platform rises; and

ii. When the down button is pushed, the outboard roll stop does not rotate to the horizontal position until the platform is lowered fully to the ground.

b. The inboard roll stop position is also activated by the up and down buttons:

i. When the down button is pushed, the inboard roll stop rotates to a vertical position;

ii. It remains in the vertical position while the wheelchair is loaded or unloaded on the ground; and

iii. When the up button is pushed, the inboard roll stop rotates to the horizontal position when the platform reaches the vehicle floor level.

c. The bridge plate rotates to the horizontal position when the

unfold button is pushed. It rotates to the vertical position when the fold button is pushed.

d. Interlock devices prevent operation of the lift or the school bus when it is not safe. Interlock devices can work in a variety of ways:

i. Locks the school bus transmission in place when the lift is deployed;

ii. Doesn't allow the lift to be deployed until the school bus is in PARK and the emergency brake is set; and

iii. Stalls the school bus engine if the lift is deployed and the emergency brake is released or the transmission is shifted from PARK. (NHTSA's *Transporting Students with Special Needs*, Specialized Equipment, http://icsw.nhtsa.gov/people/injury/buses/Brady%20Web/topic_9/page5.html)

Power Wheelchairs

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

1. The power is switched off and battery is charged 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; and
5. The gears need to be engaged to allow the student or aide to maneuver the power wheelchair into the securement position if they are capable.

Wheelchair Tie-down 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 system.

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.

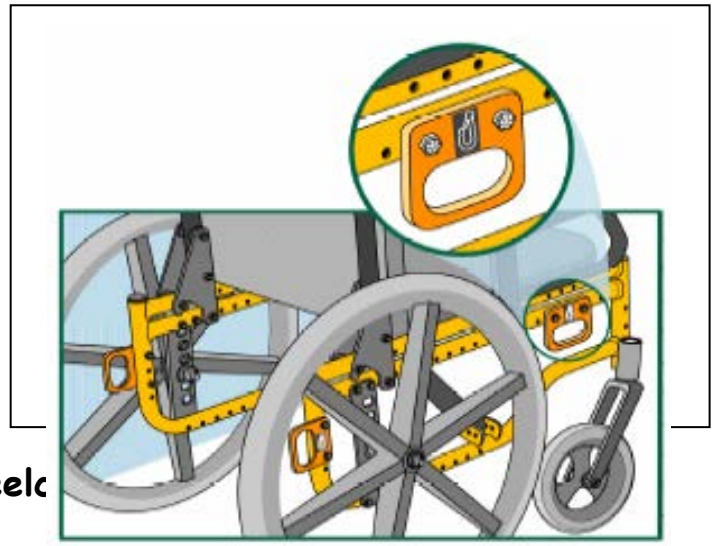
4. Immediately after their use, all securement hardware not permanently affixed to vehicle floors and sidewalls (tracks, plate) should be detached and stored in a bag, box or other compartment. (NCST 2010, pg. 160, www.ncstonline.org)

WC 19/Transit Wheelchairs

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 WC19 wheelchair has four-crash tested securement points to which tie-down 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 tie-down straps and hooks can be attached at frame junctions.



Tilt 'n Space Wheelc

These wheelchairs require additional securement straps. If this wheelchair is tilted more than 20 degrees, the shoulder belt won't work correctly. Students in these type of wheelchairs

should be loaded in them and if possible, transfer the student to a regular seat in the school bus.

Other Specialized Equipment

In addition to the above specialized equipment, school bus drivers and aides need to be familiar and know how to operate a variety of other specialized equipment.

1. How to manually operate power lifts in case of power failure.

2. Where the power cut-off switches are located.

3. Emergency communications systems on the bus.

4. The importance of maintaining a climate-controlled bus.

5. 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 securement hardware, including storage and securement.

6. Service animals that you may be required to transport to assist students.

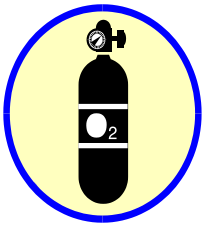
7. The location of the belt cutter and how to use it.
(NHTSA's *Transporting Students with Disabilities, Specialized Equipment*, http://icsw.nhtsa.gov/people/injury/buses/Brady%20Web/topic_9/page5.html)

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

securement.

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:



   a. 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

   b. If the student is using the oxygen on an as needed basis. The bus driver **cannot** 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.

Service/Guide 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. Service/Guide animals on the school bus can raise some issues that need to be addressed prior to transport:

1. What do you do if another student is allergic to the service animal;

2. What do you do if other students are fearful of the service animal;

3. How do you secure the dog and keep out of the way;

4. Is the dog properly inoculated and certified;

5. Will the dog respond to commands from the driver or attendant; and

6. How has the dog been trained to respond in emergencies. (NHTSA's Transporting Students with Disabilities, http://icsw.nhtsa.gov/people/injury/buses/Brady%20Web/topic_9/page4.html)

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

1. Not assume a person with a service animal is not disabled just because they don't appear to be disabled;

2. Ask the student to assist you;

3. Do not touch or give the service animal any commands and instruct students to do the same;

4. Service animals should sit or lie on the floor **without blocking the aisle;**

5. The student with the disability is responsible for the behavior of the service animal, including clean-up of any unexpected messes; and

6. If the service animal is disruptive or jeopardizes the safe operation of the school bus, it can be excluded from riding the bus. (www.ada.gov)

LOADING, UNLOADING AND SECURING THE WHEELCHAIR

Loading, securing and unloading students with special needs requires more than one person. In all cases, the school bus driver is responsible for safely loading, securing and unloading students safely.

School Bus Position

You must position your school bus in the correct position before using the wheelchair lift.

1. Before using the wheelchair lift, park the vehicle on level ground. **DO NOT** park on a slope.

2. Remember that the platform must rest completely on the ground. Choose a place without obstacles to interfere with the operation of the lift.

3. Review the operation of the interlock device on your school bus. (NHTSA's "Transporting Students with Disabilities," Loading and Unloading, http://icsw.nhtsa.gov/people/injury/buses/Brady%20Web/topic_9/page5.html)

Loading the Wheelchair

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

2. Remember to tell the student what you are going to do before you do it.

3. Open and secure the lift door.

4. Use the hand-held control to activate the unfolding of the platform.

5. Lower the platform until it rests entirely on the ground.

6. Unfold the outboard roll stop.

7. **Fasten the wheelchair seat belt around the student.**

8. Back the student onto the lift. Always face the student away from the school bus.

9. Student's using a motorized wheelchair **SHOULD NOT** drive onto the lift.

Disengage the motor and push the chair onto the platform manually.

10. **Lock the wheelchair brakes.**

11. Turn off the wheelchair power. In some cases, the motor must be disengaged to secure the wheelchair.

12. Make sure the roll stops are in the completely up position.

13. Have the student hold onto the handrails if able.

14. Tell the student to keep arms and legs within the lift area and clear of moving parts.

15. **Never ride the power lift with students on it.**

16. Operate the lift controls by standing next to the platform at the front corner. Keep one hand on the wheelchair as it is raised and operate the controls with the other hand.

17. When the platform reaches the floor level, set down or hang up the controls.

18. Release the wheelchair brakes and push the wheelchair into the bus; (NHTSA's "Transporting Students with Disabilities," Loading and Unloading, http://icsw.nhtsa.gov/people/injury/buses/Brady%20Web/topic_9/page5.html

19. Never allow students to operate the lift.

When not in use, wheelchair securement straps must be secured, and CANNOT block the aisle.

Unloading the Wheelchair

When unloading a wheelchair, reverse the procedures for loading.

The Do's and Don'ts of Securing a Wheelchair

1. Do 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 bold head.

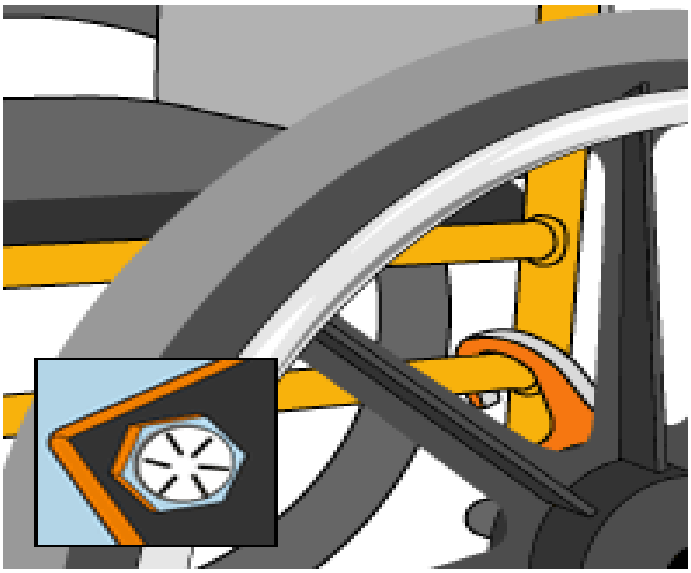
2. **DON'T ATTACH TIEDOWNS TO ADJUSTABLE MOVING, OR REMOVABLE PARTS OF THE WHEELCHAIR SUCH AS ARMRESTS, FOOTRESTS, AND WHEELS.**

3. Do choose structural securement points closest to the seat surface as possible to provide greater wheelchair stability during travel.

4. Do pick rear securement points that are high enough to result in angles of the rear tiedown straps between 30 and 45 degrees to the horizontal.

5. Don't mix wheelchair securement points between the seat and base.

6. Don't mix or interchange securement systems.



Wheelchair Securement Systems

1. School buses have a securement system that is used to tie down or secure a wheelchair to the school bus

2. FMVSS 222 requires that wheelchair securement and wheelchair occupant restraint systems:

    a. Must be forward facing. There are several reasons why forward-facing is required:

i. Forward facing positions are inherently safer and the wheelchair and human body are better capable of surviving a frontal crash when facing forward;

ii. Sled tests show that side facing wheelchairs are unstable and often collapse; and

iii. Lap and shoulder belt restraint systems are designed to be most effective in the frontal impact position.

b. Must have at least 4 tie-down devices for each wheelchair; and

c. Must have lap and shoulder belts for each wheelchair location.

3. FMVSS 222 requires 7 points:

a. A 4-point securement system that anchors the wheelchair to the vehicle to meet minimum strength requirements;

b. A 3-point occupant restraint system to attach the occupant to the vehicle:

i. The shoulder belt must be attached to the vehicle; and

ii. The lap belt can be attached to the wheelchair 4-point anchor system or to the vehicle.

c. Remember that there is a difference between the seat belt (used for occupant restraint) and a postural aid or pelvic belt (used to hold in or to hold erect a student with a particular disability)
(NHTSA's *Transporting Students with Disabilities, Loading and Unloading*, http://icsw.nhtsa.gov/people/injury/buses/Brady%20Web/topic_9/page5.html)

Anchoring the Wheelchair

1. Do not jerry-rig a securement for a wheelchair.

2. Only use an approved 4-point tie-down system.

3. At a minimum, the front straps and back straps should be the same type.

4. Don't interchange systems. Use only one manufacturer's tie-down system for each wheelchair.

5. Never place a wheelchair in front of emergency exit door even if the wheelchair securement position is provided at that location.

6. Extra heavy wheelchairs require at least 2 additional tie-downs. (NHTSA's *Transporting Students with Disabilities, Loading and Unloading*, http://icsw.nhtsa.gov/people/injury/buses/Brady%20Web/topic_9/page5.html)

Securing the Wheelchair

1. Center the wheelchair with the anchorages on the floor. Leave room for the rear belt to be secured at a 45-degree angle from the floor.

2. Set the wheelchair brakes on both sides; turn off the wheelchair power.

3. Attach the wheelchair straps to the wheelchair at 4 points:

    a. Attach the straps along the wall first; and

    b. Then attach the straps along the aisle.

4. Attach the straps properly:

    a. Do not attach the straps to the wheels or any detachable portion of the wheelchair;

    b. Don't let the straps bend around any object. The straps should have a clear path from the floor to the wheelchair frame;

    c. Keep the straps away from sharp edges or corners;

    d. Do not crisscross or twist the straps;

    e. Make sure that the wheelchair doesn't have forward or reverse movement; and

Never crisscross securement straps.

f. If you can't get the wheelchair secured properly, contact dispatch.

5. To secure the wheelchair:

a. Whenever you secure a wheelchair with a student in it, you must also use a 3-point system to secure the student's pelvis and torso:

i. Position the lap belt over the pelvic bone, not the abdomen;

ii. Position the lap belt inside the arm rests between the side panels and the cushion;

iii. Adjust the belt so it is snug;

iv. Position the shoulder belts so it does not cross the student's face or neck;

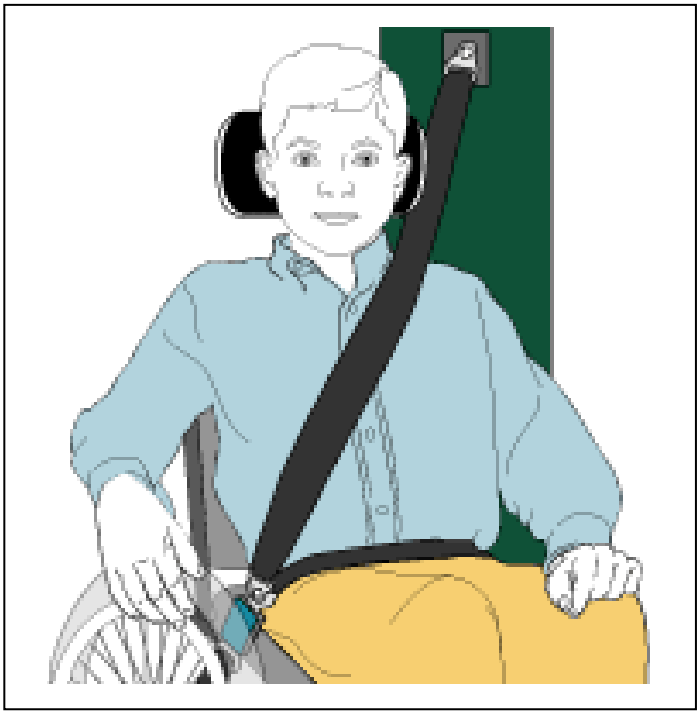
v. Never position the shoulder belt under the student's arm where is would cross the rib cage;

vi. Adjust the shoulder belt to achieve firm but comfortable tension; and

vii. Never twist the belts, the belts should always lie flat against the body.

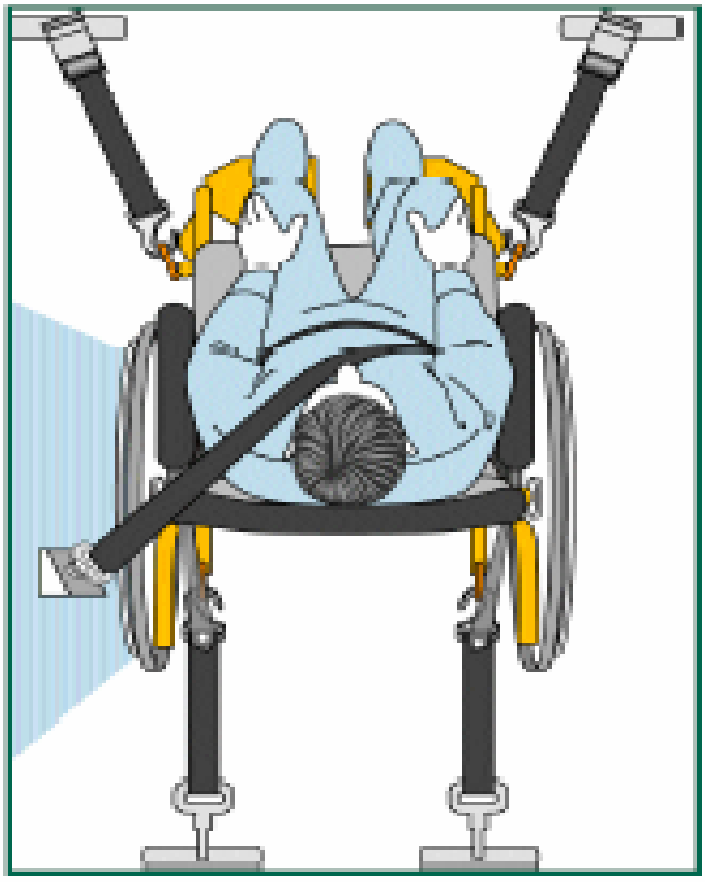
(NHTSA's *Transporting Students with Disabilities, Loading and Unloading*, http://icsw.nhtsa.gov/people/injury/buses/Brady%20Web/topic_9/page5.html)

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.**



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.

All securement straps and hardware NOT PERMANENTLY secured to the floor and sidewalls must be detached and stored in a bag, box or other compartment.
(Nevada School Bus Standards, pg. 54,
http://www.doe.nv.gov/PDFs/SchoolBusStandards2010

OTHER IMPORTANT POINTS

1. 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.

2. Make sure that the space around the rider is clear to reduce the possibility of contact with vehicle or wheelchair components in a crash.

3. Check WTORS equipment regularly for worn or broken components.

4. Keep anchorage track free of dirt and debris.

5. If a WTORS have been involved in a crash, the WTORS will need to be replaced.

6. 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.

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

PLACEMENT OF STUDENTS

1. Where you seat the students on your school bus should not be haphazard. You must think about and lay out a seating plan for your school bus. When developing a seating plan, remember:

    a. Your route and the order in which students are loading and unloaded at home and at school;

    b. The medical conditions of the students;

    c. Evacuation;

d. Behavior;

e. Supervision;

f. The age of the student; and

g. Your ability to observe the student.

2. When considering medical conditions for placement of students, think about:

a. Students who are medically fragile or vulnerable and who need to sit closer to the front where there is less bounce;

b. Students who are prone to seizures in certain light conditions;

c. Younger students and those in child safety seats who need to sit in the first few seats;

d. Students with respiratory conditions who need to sit away from the lift area and away from rear windows near the exhaust. Changes in temperatures also tend to bother these students; and

e. Students who may need to sit over wheel wells for additional lower extremity support.

(NHTSA's *Transporting Students with Disabilities, Loading and Unloading*, http://icsw.nhtsa.gov/people/injury/buses/Brady%20Web/topic_9/page5.html)

EMERGENCY INFORMATION

1. Emergency information for students with disabilities shall be maintained on the bus.

2. The information should be updated at least annually or more often as changes occur.

3. Information must include parent, emergency contact, and general student information, as well as specific needs and limitations of each student.

SHARING STUDENT HEALTH AND MEDICAL INFORMATION

When transportation is provided to a special education student in order for the child to access IEP Services, then transportation is a related service under IDEA, Section 200.24. Under these

circumstances, the school district MUST provide necessary information to school transporters. That information includes setting forth the role of transportation personnel in meeting the unique needs of the child as identified in his/her IEP, and those "accommodations, modifications, and supporters" identified in the child's IEP which relate to the transportation environment. (IDEA, Section 200.342 (b) (2) and (3))

In addition FERPA provides for broader permission to disclose information about a child under two situations:

1. When a parent consents to the disclosure; o

2. When school officials have a legitimate educational interest, even when the district has not obtained such prior consent.

3. FERPA Law clearly demonstrates that A school official is a person employed by the District as an administrator, supervisor, instructor, or **SUPPORT STAFF** who has a **LEGITIMATE EDUCATIONAL INTEREST**.
(NCST, Appendix E, Sharing Student Health and Medical Information with School Transporters, written by Peggy Burns for NASDPTS, http://www.ncstonline.org)

EVACUATION DRILLS

1. Nevada law requires that school bus evacuation drills be conducted at least two times per year. (NRS 392.375, http://www.leg.state.nv.us/NRS/NRS-392.html)

2. **All students, including students with special needs are required to participate in the drills unless their disability would prevent their participation.**

3. Make sure your instructions are simple, and repeat them when necessary.

EVACUATION OF STUDENTS WITH DISABILITIES

Evacuating students with disabilities is much more difficult than regular education students. Nevada law requires that you practice evacuating your students at least twice each year. It is recommended that you practice more often with students who have disabilities.

When considering evacuation, think about:

1. Which students can evacuate themselves;

2. Which students need help;

3. Which students could help others;

4. Which students are in child safety seats:

    a. They should not be in emergency exit rows; and

    b. They should not be in aisle seats with students who are unrestrained seated in the window seats.

5. Think about which students are compatible and which aren't;

6. Think about who needs supervision either for behavior or for a medical condition; and

7. Put your plan in writing. This will be especially helpful for a substitute driver/attendant.
(NHTSA's *Transporting Students with Disabilities, Loading and Unloading*, http://icsw.nhtsa.gov/people/injury/buses/Brady%20Web/topic_9/page5.html)

8. 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.

    a. Know the location of belt cutter(s);

    b. Have a diagram of your bus that includes the following:

        i. The name of each student and their seat location; and

        ii. Next to each student's name, indicate the following information, as appropriate:

            (1) Hearing or Visually Impaired or non-verbal;

            (2) Other special needs that would affect the student's ability to safely evacuate the bus;

            (3) Whether students can walk with or without assistance; and

            (4) If the student needs to be removed from the wheelchair for evacuation or

if the student can be kept in the wheelchair for evacuation.

(5) If the student can be carried or dragged from the school bus. Dragging is usually more effective than lifting or carrying heavier students.

(6) If more than one adult will be needed to carry or drag the student.

PROCEDURES FOR LIFTING PASSENGERS

Listed below are some basic rules for lifting passengers if you are required to evacuate the school bus.

Basic Rules

1. Tell your students what is going on.

2. Estimate the weight of the student. **NEVER ATTEMPT TO CARRY A STUDENT ALONE WHO WEIGHS MORE THAN 50 POUNDS** unless the student is in immediate danger and no assistance is available.

3. Always attempt to get help if you have any doubts about your ability to lift the student. If there is only a driver on the bus, and the necessity for an emergency evacuation develops, some districts suggest that the driver activate the school bus alternately flashing signal lamps (alternating red lights), as the evacuation procedure is considered an unloading procedure. Such action can draw attention from motorists that you need assistance.

4. Be sure your path is clear.

5. Stand with both feet planted about shoulder width apart for good balance.

6. Always bend from knees, not from your back, so that you use your thigh muscles and buttock muscles rather than your back muscles to do the lifting.

7. When lifting and carrying, keep the student as close to your own body as possible.

8. Shift the position of your feet to move. **DO NOT TWIST YOUR BODY.** Take small steps to turn.

Single-Person Lift

1. Follow the basic rules. Most strains, fatigue and back injuries caused by lifting are due to using the wrong muscles. Use your strong leg and buttock muscles (by bending at the knees and hips), **NOT YOU'RE BACK MUSCLES.** Maintain the normal curves of the spine when lifting and avoid rounding of the upper back.

2. Keep equal weight on both feet, and lower yourself to the level of the student by bending your knees and hips before lifting.

3. Once in position, put one arm around the student's upper back and the other under both knees.

Two-Person Lift

1. To lift from a wheelchair:

    a. In an emergency situation, to save time and congestion, leave the chair where it is strapped and blanket-pull or carry the student to the appropriate exit location;

    b. One person stands to the side in front; the other person stands in back;

    c. The person in front removes the arm rest (if detachable) and folds up the footrest if time allows;

    d. The person in back removes or cuts the seat belt and any other positional device;

    e. The person in front, bending from knees and hips, lowers himself or herself to place hands under the student's thighs;

    f. The person in back places his or her arms under student's armpits, reaching forward to grasp both of the student's wrists firmly (right hand to student's right wrist; left hand to left wrist);

g. Lift together on the count of 3. Remember to use your legs and buttock muscles; and

h. Walk to the area where the student is to be placed and lowered on the count of 3, bending from the knees and hips.

2. When lifting from a bus seat, same procedures as above, but first, **SLIDE THE STDUENT TO THE EDGE OF THE BUS SEAT NEAR THE AISLE.**

Evacuation Aid/Blanket Lift

1. Use an evacuation aid/blanket that has been approved for this purpose.

2. If a blanket is used, fold the blanket in half, place it on the floor as close to the student as possible.

3. Follow the Basic Rules listed above, and lower the student to the blanket.

4. **ONE PERSON LIFT**: Place the student's head toward the direction of the exit, lift the blanket from the head and slide the student to safety. (NCST 2010, pg. 415, http://www.ncstonline.org)

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:

   a. How the IEP process works;

   b. Your school district's policy for confidentiality of student information;

   c. Legal issues, including federal and state laws, administrative rules and school district policies and procedures for special education students;

   d. Policies and procedures for:

      i. Loading and unloading students with special needs;

ii. Evacuation procedures, including the use of emergency equipment;

iii. Lifting and positioning procedures for evacuating special needs students;

iv. Behavior management, including procedures for dealing with inappropriate or unacceptable student behavior;

v. Knowledge in first-aid and CPR, including universal standards for the spread of contagious and communicable diseases, blood borne pathogens and universal precaution procedures;

vi. Policies and procedures for detecting and reporting neglect or abuse; and

vii. Policies and procedures for students medicine and other articles that may have been left on the bus after an evacuation.

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.

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:

1. The IFSP meeting, where parents and interagency personnel jointly make decisions about an eligible child's early intervention services; and

2. 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 and 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.

1. 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;

2. Annual and daily pre-trip inspection and maintenance programs;

3. Trip routing restrictions, including elimination of U-turns, backing up of buses and locating stops to avoid having children cross streets;

4. Safety training for parents and children; and

5. 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 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:

1. General knowledge about the development of young children, including specific disability conditions;

2. Age-appropriate physical handling, communication and behavior management of young children;

3. Appropriate use of all the equipment (e.g., power lifts, child restraint systems, safety vests, wheelchairs, securement devices/occupant restraints and safety belts);

4. Loading and unloading of children who are ambulatory or non-ambulatory;

5. Evacuation and evacuation drills;

6. Knowledge about transportation requirements on a child's IFSP or IEP, including confidentiality;

7. 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;

8. Knowledge about child protection laws (e.g., abuse and neglect); and

9. 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:

1. 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;

2. Using age-appropriate physical handling, communication, and behavior management;

3. 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);

4. Loading and unloading of children who are ambulatory or non-ambulatory;

5. Evacuation procedures and evacuation drills;

6. Transportation requirements on the IFSP or IEP, including confidentiality;

7. 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;

8. Child protection laws; (e.g., abuse and neglect) and

9. 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):**

    a. 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;

    b. 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;

    c. 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

    d. 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 the infant.

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

    a. Rear-facing infant position is designed for babies from birth to twenty pounds, and one year of age (manufacturer's instructions) and usually less that 26 inches in length;

    b. The rear-facing position at a 45 degree recline supports the infant's head, neck and back;

c. The harness straps must be at or below the infant's shoulders;

d. Harness straps must be snug (allow one finger of space under the harness at the collar bone) and lie flat (not twisted);

e. The harness retainer clip, which is designed to hold the harness straps in place, is always at armpit level;

f. Avoid any extra padding or blankets behind the infant; and

g. 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):**

a. Forward-facing CSRS with five-point harness, T-shield or tray shield are designed for children above twenty pounds to sixty pounds;

b. The seat should be adjusted to the upright position;

c. Harness straps must be in the upper slot (at or above the child's shoulders);

d. The seat may be used until the child's ears are above the back of the shell; and

e. 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. A car bed is for preschoolers and infants up to 20 pounds allows the infant to lie flat. The use of a car bed must be approved by qualified personnel at an IFSP team meeting;

b. Lateral support can be added at both sides of the infant. Avoid placing padding around the infant's head to prevent airway blockage;

c. Beds must be secured to the bus seat, with the seat belt passing through both slide loops;

d. Adjust the harness system to a snug fit as specified by the manufacturer. Harness straps should lie flat (not twisted); and

e. Caution should be given to gastronomy tubes, tracheotomies and shunts.

2. **Specialized Positioning Seats:**

a. These seats are used only when a child does not fit in a standard CSRS or has a particular condition warranting more support;

b. The seat may require an additional tether strap to secure the seat to a bus seat;

c. The safety belt must be routed through the appropriate belt path specified by the manufacturer's instructions to secure the CSRS;

d. If a retainer clip is used, it must be positioned at armpit level; and

e. Caution should be given to gastronomy tubes, tracheotomies, and shunts.

3. **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.

4. **Safety Vests:**

a. Vest selection should be appropriate for the height, weight, and waist of the child. Proper fit must account for seasonal changes in clothing;

b. The decision to use a vest should be made by an IFSP or IEP team that includes qualified personnel and the parents;

c. The use of safety vests should be noted on the IFSP or IEP;

d. 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;

e. Caution should be given to gastronomy-tubes, tracheotomies and shunts;

f. 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;

g. 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;

h. 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;

i. Portable seat mounting straps should be checked for proper fit by transportation personnel during pre-trip inspections; and

j. Get parent/guardian signature prior to the use of safety vests.

5. **Wheelchairs:**

a. 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;

b. 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

c. 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 and unloaded.

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

1. A written plan on emergency evacuation procedures for infants, toddlers and pre-school age children who are secured in Child Safety Restraint Systems (CSRSs);

2. Emergency evacuation drills are practiced on a scheduled basis, at least as often as required for other school age children; See NRS 392.375

3. Personnel involved in transporting children in CSRSs should be trained in evacuation and emergency procedures;

4. All school buses carrying children in CSRSs carry safety belt cutters that are accessible only to the driver and any assistants; and

5. CSRSs should not be placed in school bus seat adjacent to emergency exit.