

Handbook for the New Hampshire School Bus Driver



**New Hampshire
Department
of Safety**

**Division of
Motor Vehicles**

HANDBOOK FOR THE NEW HAMPSHIRE SCHOOL BUS DRIVER

The Department of Safety wishes to thank the following New Hampshire School Bus Driver Instructors for their assistance in revising and updating this publication:

Percy Abbott

Arlene Cody

Sandra Ellis

Cheryl Hardy

George Korn, Ed.D.

Gayle Marcotte

Natalie Perry

Trooper Cathy McHugh
Pupil Transportation Supervisor
N.H. Department of Safety
Division of Motor Vehicles

This handbook was made possible by a grant awarded to the New Hampshire Department of Safety by the New Hampshire Highway Safety Agency with federal funds provided by the National Highway Traffic Safety Administration, US Department of Transportation.

**NEW HAMPSHIRE DEPARTMENT OF SAFETY
DIVISION OF MOTOR VEHICLES
PUPIL TRANSPORTATION
23 HAZEN DRIVE
CONCORD, N.H. 03305**

John J. Barthelmes
Commissioner

Director of Motor Vehicles

Table of Contents

Forward	5
Laws and Regulations	6
Operation of a School Bus	11
Loading and Unloading Procedures	14
Mirrors	17
Seating and Aisle Space	18
Railroad Crossings	19
Emergency Evacuation Drills	20
Accident Procedures	25
Defensive Driving	27
Important Things to Remember	32
Discipline Tips for School Bus Drivers	33
Pupil Rules	34
Pupil Instruction	35
Field Trips	36
Transporting Students with Disabilities	38
Appendix A	
Definitions	57
Appendix B	
NH Motor Vehicle Laws for School Buses	58
Appendix C	
NH Department of Education Laws on Student Transportation	61
Appendix D	
Procedures for Lifting Passengers	62
Appendix E	
Vehicle Pre-Trip Inspection	64
Appendix F	
Vehicle Condition Report	67

FORWARD

In no other area of education do we accept more responsibility for student welfare than in transporting students by school buses to and from school and school related activities. The safe transportation of students requires the dedicated efforts of many individuals associated with the system. This includes the New Hampshire Department of Safety, the New Hampshire Department of Education, the local school board, the superintendent and staff, the vehicle maintenance and service personnel, teachers, parents, students and most important --- the driver of the bus.

School bus drivers are highly trained professionals who have accepted the tremendous responsibility of transporting young people. Before drivers are allowed to transport students, they must pass motor vehicle and criminal record checks, be drug tested if they need a commercial license, pass a physical, be trained to drive the bus, and finally pass a battery of tests administered by the N.H. Department of Safety, Division of Motor Vehicles. Every precaution is taken to assure that school bus drivers in New Hampshire are physically and mentally qualified to drive a bus.

This handbook has been prepared to provide present and prospective drivers with information regarding the laws, rules and guidelines which will aid them to safely operate a school bus. This book is not intended to take the place of any State or Federal motor vehicle laws or other official publications.

Every driver should have a copy of this handbook and be thoroughly familiar with the contents. In addition to this handbook drivers should also be familiar with school district and/or company policies.

Those who master the special knowledge and skills required to drive a school bus acquire the respect of other drivers, their employers, school officials, and the public. As professionals, they enjoy a position of being some of the safest, most knowledgeable and considerate drivers on our streets and highways.

LAWS AND REGULATIONS

DRIVER QUALIFICATIONS

To operate an approved school bus in New Hampshire, a bus driver must meet specific qualifications established by the New Hampshire Department of Safety, Division of Motor Vehicles. These qualifications are specifically related to driver responsibilities that will assure the safe operation of school buses and multi-purpose vehicles.

Driver Requirements (Saf-C 1304)

A driver of an approved school bus shall:

1. Be at least 18 years of age, and have had a minimum of 2 years experience driving a motor vehicle. Any interstate driver shall be at least 21 years of age.
2. Hold a valid driver license of the proper classification and endorsement, pursuant to the commercial driver license laws, if applicable, for the type of vehicle to be driven.
3. Have his/her name submitted to the Division of Motor Vehicles on a roster form (DSMV 126). This roster shall be signed by the individual responsible for personnel of the company or the school district where the person will be driving a school bus.
4. Read and speak the English language sufficiently to converse with the public, to understand highway traffic signs and signals, to respond to official inquiries, and to make entries on required reports and records.
5. Successfully complete a motor vehicle and criminal background check conducted by the Division of Motor Vehicles.
6. Pass a drug test prior to operating a vehicle that requires a Commercial Driver License (49 CFR 382).

Alcohol testing of drivers of commercial vehicles shall be in accordance with 49 CFR 382. A school bus driver who operates a vehicle with a rated capacity of 15 or less passengers is not required to be drug or alcohol tested.

Medical Qualifications (Saf-C 1304.02)

A school bus driver shall:

1. Be physically qualified to drive a school bus and be examined by a licensed physician. The physician shall fill out a form provided by the Department of Transportation that includes the requirements specified in 49 CFR 391.41 through 391.47 (commonly referred to as a DOT physical) as required by FMCSR (Federal Motor Carrier Safety Regulations).
2. Successfully pass a DOT physical every 2 years.
3. After attaining the age of 70, successfully pass an annual DOT physical prior to the beginning of the school year and operation of a school bus.

Driver Disqualification & Revocation (Saf-C 1304.03 & 1304.04)

An applicant for a school bus operator's certificate shall be disqualified for the issuance of a certificate upon receipt of information showing good cause. Good cause shall include, but not be limited to the following:

1. Arrest, conviction, or indictment involving the commission of a crime where the applicant used a motor vehicle to commit said crime.

2. Arrest, conviction, or indictment for deviate behavior such as rape, deviate sexual relations, or sexual assault.
3. Arrest, conviction, or indictment for an offense resulting in the corruption or delinquency of minor children.
4. Arrest, conviction, or indictment for operating a motor vehicle under the influence of alcohol or controlled drugs, leaving the scene of a motor vehicle accident, reckless operation of a motor vehicle, or operating to endanger.
5. A conviction within the preceding 10 years for:
 - a. Operating a motor vehicle under the influence of alcohol or controlled drugs,
 - b. Leaving the scene of a motor vehicle accident,
 - c. Reckless operation of a motor vehicle; or
 - d. Driving to endanger, unless in the judgment of the commissioner, the applicant's reputation is such that the conviction is unlikely to adversely affect the applicant's physical, mental or moral fitness to operate a school bus.
6. Arrest, conviction, or indictment involving the manufacture, illegal transportation, possession, sale or use of controlled drugs.
7. Arrest, conviction, or indictment of either New Hampshire motor vehicle or criminal laws or laws of other jurisdictions, that have a direct bearing on the driver's fitness to hold a school bus driver's certificate.
8. Involvement in a motor vehicle accident that has a direct bearing on the applicant's fitness to drive.
9. A determination that the driver is an abuser of alcohol, prescription drugs, or controlled substances.
10. If financial security is required from an applicant and is not on file with the department.
11. A determination that a driver is a danger to him/herself and/or to children.
12. Failure to meet all annual training requirements as described by the New Hampshire School Bus Transportation Rules shall mean the loss of the driver's school bus certificate until such time as requirements are met.

Any applicant whose certificate is denied may request in writing for an administrative hearing to the Bureau of Hearings in the Department of Safety in accordance with the provisions of Saf-C 200.

Driver Licensing Requirements

A school bus driver must have the proper class of driver license to operate a specific size school bus [Saf-C 1304.01(a)(2)]. In addition to the driver license which may require an endorsement, **ALL** school bus drivers must acquire a school bus certificate pursuant to RSA 263:29.

Commercial Driver License

The Commercial Motor Vehicle Safety Act of 1986 was passed to establish minimum standards for the testing and licensing of interstate and intrastate truck and bus drivers. A "commercial motor vehicle" means a motor vehicle or combination used in commerce to transport passengers or property. You must have a commercial driver license to operate the following commercial motor vehicles:

1. A vehicle with a gross vehicle weight rating (GVWR) of more than 26,000 pounds.
2. A combination of trailer and towing unit which exceeds 26,000 pounds GVWR with the trailer exceeding 10,000 pounds GVWR.
3. A vehicle designed to transport more than 15 passengers (including the driver).
4. Any size vehicle which transports hazardous materials which requires placarding.

A school bus driver who is applying for a commercial driver license must study the Commercial Driver’s Manual, this handbook, and the New Hampshire Operator manual in order to pass the required tests given by the Division of Motor Vehicles.

What class of license do I need to drive a school bus?

SIZE OF BUS	REQUIRED LICENSE
1. GVWR more than 26,000 pounds	Class “B” License Passenger Endorsement School Bus Endorsement School Bus Certificate Air Brakes Endorsement if bus has air brakes
2. GVWR 26,000 pounds or less. Rated capacity of more than 15 passengers including the driver	Class “C” License Passenger Endorsement School Bus Certificate School Bus Endorsement Air Brakes Endorsement if bus has air brakes
3. Rated capacity of 15 or less passengers including the driver	Operator’s License School Bus Certificate

License Testing Requirements

Written tests:

All applicants for a commercial driver license must pass a battery of written tests.

1. General Knowledge Test - tests general knowledge and safe driving practices that all drivers should know.
2. Passenger Endorsement Test - anyone driving a bus on a Class A, B, or C license must take this test. This endorsement is required even if there are no passengers on the bus.
3. Air Brake Test - taken only if a bus has air brakes.
4. School Bus Test - tests knowledge on New Hampshire rules and procedures on transporting school children.

Skill Tests:

1. Pre-trip Inspection - tests applicant’s ability to see if bus is safe to drive.
2. Basic Control Skills Test - tests ability to maneuver bus such as backing, turning, and a controlled stop.
3. Road test - tests driving ability over a specified route that encompasses various traffic situations.
4. School bus drivers 70 years of age or older are required to take a road test annually prior to the commencement of the school year.

Renewal Test:

1. Upon renewal of a driver license, each school bus driver shall successfully complete a written test on rules of the road, motor vehicle laws and rules for driving a school bus. The school bus certificate shall expire on the same date as the driver license. [Saf-C 1304.01(c)]
2. School bus drivers, who are 70 years old or older shall annually demonstrate their physical and mental qualifications to hold a school bus certificate. The test shall include a vision test, off road skills test and a road test in a vehicle of the same class as their driver license. Upon successful completion of the tests, a school bus certificate shall be issued that will expire on August 15th of the following year. [Saf-C 1304.01(g)(h)]

DRIVER INSTRUCTION PROGRAM

Every driver of a school bus or spare school bus driver shall successfully complete a prescribed pre-service program of behind-the-wheel instruction and minimum of 10 hours classroom instruction in operating a school bus. Instruction shall be provided by a school bus instructor certified by the Department of Safety, using instructional techniques, informational films and other types of audio-visuals. (Saf-C 1305)

Pre-Service Instruction (Saf-C 1305.02)

All new and renewal contracts negotiated by school districts for school bus transportation shall contain a clause requiring school bus driver training. [Saf-C 1305.02(b)]

Pre-service instruction shall include a minimum of 10 hours of classroom instruction. Instruction shall include, but not be limited to the following:

1. Instructing the school bus driver to cope with a wide range of environmental, vehicular, and passenger situations.
2. Promote understanding and application of federal and state laws, rules and regulations governing the proper operation of a school bus.
3. Impart the necessary knowledge and skill to apply basic first aid measures.
4. Prepare the driver to handle emergencies such as fire, accidents, and adverse weather conditions.
5. Teach the driver to perform basic pre-trip and post-trip safety inspections.
6. Impart the basic concepts of pupil control and discipline.
7. Familiarize drivers with their important role in promoting safe fleet performance.
8. Instruction to familiarize each driver with the necessary record keeping procedures for driving a school bus as required by these rules and the driver's employer.

Behind-the-wheel instruction shall be conducted in the type of vehicle the applicant will drive and shall include, as a minimum:

1. Pre-trip and post-trip inspection procedures and requirements. (Please see Appendix E)
2. Smooth starting, stopping and turning techniques.
3. Proper use of signals.
4. Proper use of mirrors.
5. Proper use of the clutch and gearshift or automatic transmission.
6. Proper procedures for crossing railroad tracks.
7. Proper procedures for loading and unloading students.

8. Proper procedures for emergency evacuation drills for each means of egress.
9. Instruction to familiarize each driver with the requirements of 49 CFR 382, controlled substances and alcohol use and testing, and the employer's policies and procedures with respect to meeting these requirements.

In-Service Training (Saf-C 1305.03)

Additional training is necessary and strongly recommended for all drivers. Annually, every driver shall be required to complete not less than eight (8) hours of in-service classroom instruction devoted to improving skills, attitude and knowledge. This instruction shall include, but not be limited to:

1. Review and further discussion of any pre-service requirements;
2. Elements of a defensive driving course approved by the commissioner, in accordance with Saf-C 212.07(b);
3. First-aid;
4. Special problems of area and region;
5. Field trip/activity trip procedures;
6. Skid control procedures and vehicle handling procedures;
7. Fire extinguisher use;
8. Sexual harassment including law, and district or company policy;
9. Update, review and discussion of additional transportation problems for special needs students;
10. Review district and company policies dealing with transportation of all students;
11. Railroad grade crossing safety; and
12. Meeting the requirements of RSA 193-F:3, pertaining to pupil safety and violence prevention.

School Bus Driver Instructor (Saf-C 1305.04)

To become a school bus driver instructor, you must have a valid school bus driver's certificate and attend a 32-hour certification course. The course shall include but not be limited to the following: communication skills, driving skills, personnel management, behavior management, instructional methods, first-aid, emergency procedures and mechanics. The curriculum shall also include skills and knowledge necessary to ensure the safety of pupils and other motorists and an understanding of federal and state laws and rules regarding the operation of a school bus.

A driver instructor applicant shall pass with a 90% or higher score, a 100 question multiple choice test on:

1. The operation of a motor vehicle and school bus;
2. Information contained in the New Hampshire Driver's Manual and the New Hampshire School Bus Driver's Manual;
3. Motor vehicle laws; and
4. The New Hampshire School Bus Transportation Rules.

School Bus Driver Instructor Re-certification (Saf-C 1305.05)

For re-certification, an instructor must complete 18 credit hours of continuing education within a three year period. The re-certification courses shall have a curriculum that conforms to the subject areas in Saf-C 1305.04(c) or any other related school bus safety curriculum.

OPERATION OF A SCHOOL BUS

The purpose of this section is to provide information on basic procedures needed to operate a school bus safely and efficiently while transporting students. Once these basic procedures are learned, they should be practiced until they become automatic. By developing these procedures to their utmost, the driver can devote more time to changing traffic conditions.

VEHICLE PRE-TRIP AND POST-TRIP INSPECTION

It is the responsibility of the school bus driver or a person designated to perform a daily pre-trip and post-trip inspection (referred to above as vehicle inspections) of the school bus and equipment. The following emergency equipment is required on a school bus or multi-purpose vehicle:

1. Fire extinguisher
2. First Aid Kit
3. Three reflectorized triangles
4. Chock Blocks (not required on multi-purpose vehicles)
5. Bodily Fluid Spill Kit

The goal of the inspection requirements is to ensure safer vehicles and prevent accidents. These inspections should take place in time to allow for proper repairs or vehicle replacement, if necessary. Any defects relating to the safe operation of a school bus, such as a malfunction of the eight-light warning system, low tire inflation, brake problems, etc. should be reported in person or by radio/telephone immediately. This should be documented on the vehicle condition report. A school bus or multi-purpose vehicle that fails to pass school bus inspection shall not be used to transport passengers. [Saf-C 1315.01 and 1315.02]

Pre-Trip Inspection: A pre-trip inspection is performed prior to each trip to identify problems that could cause a breakdown or accident.

1. Be satisfied that the vehicle is in safe operating condition.
2. Review the last vehicle inspection report required to be carried on the bus.
3. Sign the last vehicle inspection report if a noted defect has been corrected. By signing this report, the driver acknowledges that the report has been reviewed and any defect has been corrected.

Post-Trip Inspection: At the end of a driver's day of work, he/she must complete a post-trip inspection. This is the final inspection before the vehicle inspection report is completed and signed.

Overview: It is recommended that whenever a vehicle is parked for a certain period of time, such as after the morning run, before next run or trip, a vehicle overview be done. For example:

1. Inside of bus: Check to see that no passengers remain on the bus [Saf-C 1304.04(b)(19)]. Also check for damage and items left behind. Before bus leaves again, check lighting systems and brakes.
2. Outside of bus: When parked - walk around bus to check for damage, fluid leaks, tires, etc. Before bus leaves again, check again for damage, fluid leaks, tires, etc.

Get into a daily routine for your inspection. This will help you remember to check each item. See APPENDIX E in this manual for a recommended pre/post-trip inspection report.

VEHICLE CONDITION REPORT [SAF-C 1307.06(C)(D)]

Every school bus carrier shall require and every school bus driver shall complete a “vehicle condition report” in duplicate, at the completion of each day for each type A, B, C, and D school bus operated. The report shall contain the items listed in Saf-C 1307.06(b) and shall indicate any defects discovered which may affect the safety of operation or could result in a mechanical breakdown. The following procedures relative to reporting shall be followed:

1. If no defects are found, the report shall so indicate. One copy of the report shall be submitted to the carrier at the end of the day, and the other copy shall remain on the bus.
2. If a defect is found, a copy of the report shall be turned into the carrier at the end of the day, and the other copy shall remain on the bus.
3. Any defect that would cause the bus to be put out-of-service shall be corrected before the bus is used to transport students.
4. In all instances, the driver shall sign the report.
5. In all instances, a legible copy of the last vehicle condition report shall be carried on the bus.

The vehicle report must contain the following information:

1. Full company name
2. Bus number
3. Mileage
4. Date
5. Time
6. Location (Town & State)
7. Defect (if found) with an explanation
8. Condition of the vehicle, and
9. Driver’s signature (legible).

Refer to Appendix F for a typical vehicle inspection form

If repairs are necessary, the school bus carrier or agent must sign the vehicle condition report attesting to the fact that the repairs have been made. The next driver of that bus must also sign the vehicle inspection report after the pre-trip to assure the defects have in fact been corrected. All signatures must be **LEGIBLE**.

DRIVER LOG

Federal Motor Carrier Safety Regulations (FMCSR) require carriers and drivers to maintain records of hours worked and hours available to work. The driver log is only necessary for drivers of commercial vehicles doing charters for **FOR-HIRE CARRIERS**. A commercial vehicle has a GVWR of more than 10,000 pounds or is a vehicle designed to transport more than 15 passengers (including the driver). Entries in the driver’s log must be legible and in the driver’s own handwriting. Drivers shall keep record of duty status current to the time shown for the last change of duty status. The driver must sign the log.

ON DUTY TIME

On duty time is defined as all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work.

Examples, includes but are not limited to: loading and unloading, time spent waiting for loads, time inspecting equipment as required, all time remaining in readiness to operate a commercial motor vehicle, all time repairing or obtaining assistance for a disabled vehicle, all time performing any other function for the motor carrier and all time spent working for any non-motor carrier entity.

Remember, on duty time includes hours accumulated performing any work.

DRIVING TIME

Driving time is all time spent at the driving controls of a commercial vehicle in operation.

100 AIR MILE RADIUS EXEMPTION

The Federal Motor Carrier Safety Regulations provide an exemption from the requirements of keeping a record of duty status if **ALL** the following conditions are met:

1. The driver operates within a 100 air-mile radius of the normal work reporting location;
2. The driver returns to the work reporting location and is released from work within 12 consecutive hours;
3. At least 8 consecutive hours off duty separate each 12 hours on duty;
4. The driver does not exceed 10 hours maximum driving time following 8 consecutive hours off duty; and
5. The motor carrier that employs the driver maintains and retains, for a period of 6 months, accurate and true time records showing:
 - a. The time the driver reports for duty each day;
 - b. The total number of hours the driver is on duty each day;
 - c. The time the driver is released from duty each day; and
 - d. The total time for the preceding 7 days in accordance with FMCSR section 395.8(j)(2) for drivers used for the first time or intermittently.

10 HOUR RULE

No driver may drive more than 10 hours without taking 8 consecutive hours off-duty. **ANY** driving time after the 10-hour limit subjects the driver and/or the motor carrier to prosecution.

15 HOUR RULE

No driver may drive after being on duty for 15 hours, whether or not any of that 15 hours included driving time.

60 OR 70 HOUR RULE

An employee may work as many hours as he/she can, but a violation occurs when the driver operates a commercial vehicle after 60 or 70 hours, whether or not those 60 or 70 hours involved actual driving.

1. No driver may drive after having been on-duty 60 hours in any 7 consecutive days.
2. Carriers that operate vehicles every day of the week, shall not allow drivers to drive a commercial motor vehicle after having been on duty 70 hours in any 8 consecutive day period.

LOADING AND UNLOADING PROCEDURES

The most potentially dangerous situation a school bus driver faces each day is stopping a school bus on a public way to load or unload students. The average driver makes approximately 20 to 25 stops per route; therefore, the loading and unloading procedure is crucial to the safety of the students being either loaded or unloaded, to the students on the bus and to the motoring public.

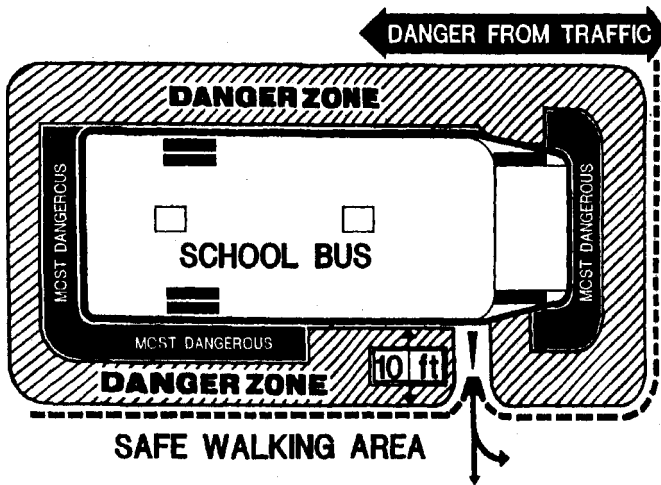
The Bus Stop

A school bus only stops at “designated stops” established by the local school board to load or unload students. Students should be instructed that there is only one designated bus stop for them to board or leave the bus and any change in the procedure must follow school district policy.

1. Students should arrive at the bus stop at least 5 minutes prior to the scheduled arrival of the bus.
2. Students should stand at least 10 feet from the point where the bus will stop.
3. Students should board the bus in an orderly fashion, using the handrail and go directly to their seat.
4. Students must be instructed not to pick up anything dropped within the 10 foot Danger Zone. Students must get the driver’s permission to pick up any item within this zone.

Students become the responsibility of the school district when they board the bus in the morning and cease to be the responsibility of the school district when they disembark from the bus in the afternoon. (N.H. Department of Education 308.02)

SCHOOL BUS DANGER ZONES



OPERATION OF THE LOADING/UNLOADING LIGHTS

School buses are equipped with either an eight-light warning system or a four-light system. These lighting systems are used only when loading or unloading students. Under no circumstance shall the red lights be flashing while the bus is in motion.

Drivers of vehicles may legally pass a school bus displaying the alternating amber flashing lights, although it is not recommended that they do so.

Drivers shall stop at least 25 feet away from a school bus that is loading or unloading students. Drivers need not stop for a school bus displaying the red flashing lights if they are on a divided highway with separate roadways.

PROCEDURE FOR THE OPERATION OF THE EIGHT-LIGHT SYSTEM

Buses equipped with the eight-light system have alternating flashing amber and red lights. The alternating flashing amber lights warn other drivers that the school bus is preparing to stop to either load or unload students. The school bus driver shall follow the procedure listed below while loading or unloading students:

LOADING

1. The driver shall decrease speed when approaching the stop and activate the amber warning lights a minimum of 100 feet prior to the stop.
2. The driver shall stop the bus as far to the right of the highway as possible, yet remain on the traveled portion of the roadway. The bus should be stopped in a position at least 10 feet from students and/or which allows students to cross approximately 10 feet in front of the bus.
3. As the driver approaches a school bus stop, he/she must check oncoming traffic, traffic to the rear of the bus, and to both sides of the bus to ascertain whether traffic is stopping. When the bus has come to a complete stop and the driver feels it is safe to load students, the driver will open the service door thereby activating the red flashing lights. At this point the driver will signal to the students that they may load. Students should never be allowed to cross in back of the bus. Students shall board in single file, using the hand rail, and go directly to their seats. **THE BUS WILL REMAIN STATIONARY UNTIL ALL STUDENTS ARE SEATED.**
4. Before proceeding, the driver shall check all mirrors to ensure no students remain near the bus.

UNLOADING

1. As the driver slows on the approach to a school bus stop, the amber warning lights shall be activated a minimum of 100 feet before the stop.
2. Students shall remain seated until the bus has come to a complete stop. The driver shall check all traffic to the front, rear, and side of the bus to ensure traffic has stopped before opening the service door.
3. Continue to check traffic after opening the door. When you are sure it is safe, allow students to exit the bus. Count students as they pass your seat, and make sure you can observe that same number of students at the stop or nearby location before proceeding.

4. Students who cross the roadway should walk approximately 10 feet (5 paces) in front of the bus to allow the driver and the student to see each other. At that point, the driver shall recheck to be sure all traffic has stopped and then signal the students to cross. When students reach the center of the road, they should re-check traffic.
5. Students shall not, at any time, cross the roadway **BEHIND** the bus.
6. When unloading, the students should leave the bus in an orderly manner, in single file front to rear, using the handrail and taking one step at a time out the door.
7. Before proceeding, the driver shall check all mirrors, handrail and service door area to make sure no students remain near the bus and no clothing or student body parts are caught in or on the bus.

FOUR LIGHT SYSTEM

Buses manufactured before April 1, 1979 have the four-light system which is distinguished by two red alternating flashing lights on the front and rear of the bus. It is recommended the driver activate the four-way hazard lights a minimum of 100 feet prior to a school bus stop. Procedures for loading and unloading students are the same as for the eight-light warning system.

RED LIGHT/STOP ARM VIOLATION PROCEDURES

New Hampshire State law requires all motorists to stop for a school bus displaying the flashing red lights and extended stop arm. It is very important that a school bus driver use the eight-light system when required to do so in accordance with the law. This assures that motorists view a consistent use of the system and can therefore respond and comply with the law, RSA 265.54.

During the loading/unloading procedure, the school bus driver must be alert for the motorist that fails to observe the stopped bus. Getting information on a driver passing a school bus is secondary to the safety of the students. If time permits, try to determine the make and color of the vehicle and a description of the driver. Also note the time and location of the incident. New Hampshire law states that testimony under oath from the school bus driver or other witness that a vehicle failed to stop and remain stopped is sufficient evidence to prove that the owner of the vehicle was driving. Remember, the more information the school bus driver provides will be advantageous in prosecuting the violator.

A full report of the violation should be prepared according to school district/company policy and forwarded to the local police department.

MIRRORS

School buses are equipped with many mirrors that are designed to reflect specific areas. As part of a pre-trip inspection, drivers will check mirrors to determine that they are clean and secure. Prior to the start of any route or trip, the driver must check all mirrors to assure they accurately reflect the area they are designed for. Any needed adjustment should be made before the bus is put in motion.

Proper adjustment and use of the entire mirror system is essential to the safe operation of a school bus.

LOADING/UNLOADING

- Check rear view mirrors prior to stopping to assure traffic to the rear of bus is also stopping and no vehicles are passing on either side of the bus.
- At a bus stop continue to check rear view mirrors for traffic. If students are crossing in front of bus, check and double check cross view mirrors. Be sure you know where each and everyone of your passengers are when entering or exiting the bus. **DO NOT PROCEED** if you cannot account for any passenger.
- Before leaving the stop, recheck mirror system.

ON ROAD DRIVING

- Make frequent checks of mirrors for traffic on both sides of bus.
- Check mirrors for vehicle condition such as tires.
- Check sides of bus through mirrors to assure passengers are not throwing objects out or extending their head or arms out the windows.
- Remember, there are “blind spots” that your mirrors cannot show you. The driver can help minimize blind spots by “moving in the seat”. By leaning forward and backward while looking in the mirrors, the driver will get a variety of views. This will assist in diminishing the area not visible at first glance.
- Turns - In turns, check your mirrors to make sure the rear of your vehicle does not swing out and hit anything. Through your mirrors, watch where the rear tires meet the pavement.

SEATING AND AISLE SPACE

Each student shall have a seat and remain properly seated while the bus is in motion. There shall be **NO** standees nor shall anyone sit on the lap of another. A driver has the authority to assign seats. No school bus driver shall allow transportation of more passengers than the manufacturer's rated capacity, unless an unplanned, temporary, non-recurring, emergency situation arises. An emergency situation shall include, but not be limited to:

1. An accident or mechanical failure; and
2. Every passenger can be seated (no standees).

The aisle of any school bus shall be unobstructed at all times, including in front of all emergency door exits. Objects, such as, but not limited to, musical instruments, books, athletic equipment and tools shall not be placed in the aisle. If skis or similar equipment are carried on a school bus, they shall be secured.

RAILROAD CROSSINGS

Drivers are responsible for the safe crossing at all railroad crossings. State law requires all approved school buses to stop at all railroad crossings, (RSA 265:50). Drivers will complete the following procedure at railroad crossings:

1. Activate the four-way hazard lights at least 150 feet from the railroad crossings.
2. Move as far to the right of the road as practical.
3. Turn off master switch.
4. Stop the bus completely at least 15 feet, but no more than 50 feet, from the nearest rail.
5. Shut off noisy equipment and instruct passengers to be quiet while listening for approaching trains.
6. Open the service entrance door and the driver's window to look in both directions and listen for approaching trains.
7. Drivers shall, in every instance, cross in a gear that will not necessitate changing gears while traveling across tracks.
8. After the rear of the bus has cleared the track, turn off the four-way hazard lights and turn the master switch on.

A school bus stopped at any railroad crossing where there are flashing red lights and/or bells in operation, shall not proceed across such tracks unless by authorization from a law enforcement officer or train personnel or the lights stop flashing. This does not relieve the driver of personal responsibility for safe crossing.

No driver shall drive the bus through, around or under any crossing gate or barrier at a railroad crossing while the gate or barrier is closed or being opened or closed.

The driver must never accept a lack of movement as indicating that the device is either in or out of order or not properly operating, but must always take a railroad grade crossing as a warning of danger and must not cross the tracks until it has been conclusively ascertained that no train(s) is approaching.

ALWAYS EXPECT A TRAIN.

MULTI-TRACKS

If there is more than one set of tracks, the driver must stop if there is space, for the bus plus 15 feet in front and behind the bus to the nearest track. The driver should not stop if there is insufficient space to stop the vehicle between the tracks but should continue over all the tracks. The driver must never drive onto a track unless he/she is absolutely certain he/she can safely drive all the way across. Always check for a second train approaching on an adjacent track.

STOPS AT RAILROAD CROSSINGS ARE NOT REQUIRED

1. At railroad crossings that are posted **EXEMPT** by order of the commissioner of transportation.
2. At any such crossing when a police officer or a traffic control signal directs traffic to proceed.

ALL school bus drivers shall be instructed on any special characteristics of railroad grade crossings on routes to be driven.

EMERGENCY EVACUATION DRILLS

As most students ride a bus to and from school or on activity trips, it is essential that all be taught emergency evacuation procedures. In a crisis situation, students who have been properly trained in how to evacuate a school bus will do so in a timely and orderly fashion. Evacuation drills shall be conducted each school semester and reported by the Superintendent of Schools to the Office of Pupil Transportation by October 15th and May 15th of each school year. [Saf-C 1303.05] The superintendent of a school district or his/her designee, shall report any emergency evacuation drill to the Division within 24 hours of the completion of the drill.

ASSESS THE NEED TO EVACUATE

Student safety and control is best maintained by keeping students on the bus during an emergency and/or impending crisis situation if doing so does NOT expose them to unnecessary risk or injury. A decision to evacuate should include consideration of the following situations.

1. Is there a fire?
2. Is there a smell of leaking fuel?
3. Does the possibility exist that the bus will roll/tip causing further threat to safety?
4. Is the bus likely to be hit by another vehicle?
5. Is the bus in the direct path of a sighted tornado or other natural disasters such as rising water?
6. Is the bus in the path of an approaching train?
7. Would evacuating students expose them to speeding traffic, severe weather, or a dangerous environment? The bus should be visible a minimum of 300 feet in each direction. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.
8. Considering the medical, physical, and emotional condition of the students, does staying on the bus or evacuating pose the greater danger to student safety?
9. Any other condition which may dictate evacuation.

EVACUATION RESPONSIBILITIES

The bus driver is responsible for the safety of the pupils. Written evacuation instruction and emergency telephone numbers should be posted in the bus. If help must be summoned from a near-by residence, always send 2 responsible students. Students who are appointed to assist in evacuation drills should be trained in the event the driver is incapacitated. In selecting these students, consideration should be given to maturity, good citizenship, and they should live near the end of the bus route. These students should know how to:

1. Set emergency brake, turn on four-way flashers.
2. Turn off ignition switch/shut down engine.
3. Summon help when and where needed.
4. Use all emergency egress exits.
5. Set warning devices.
6. Open and close doors and account for all students.
7. Help small students off.
8. Use radio to summon help if so equipped.

Drills should be restricted to school property and conducted under the supervision of school officials. The bus driver should stay on or in the vicinity of the bus during the evacuation drill. He/she must set the parking brake, turn engine off, remove key and if

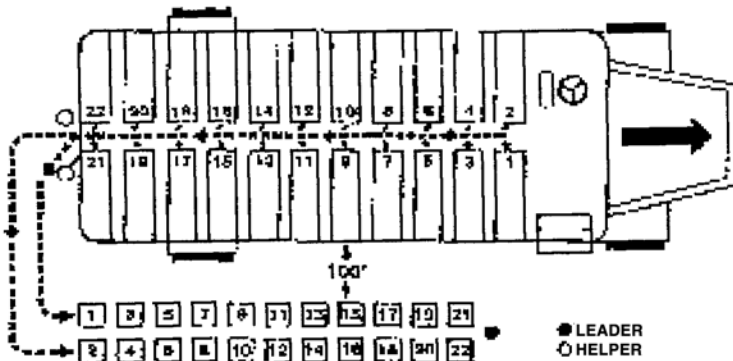
bus has a manual transmission, place it in gear. The bus driver shall supervise the orderly evacuation of seats, thus assuring **ALL** students have evacuated the bus. Student assistants shall sit closely to both the emergency door(s) and service door so they will be able to assist students exiting the bus.

TYPES OF EVACUATION DRILLS

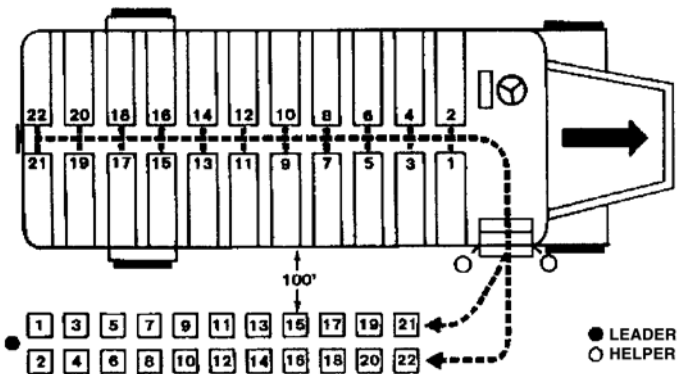
Below are evacuation plans students should know:

1. Rear emergency door evacuation.
2. Front door (service door) exit.
3. Side door evacuation.
4. Front and side/rear door evacuation. Front half evacuates from the service door and rear half from the side/rear door.
5. Students should be familiar with the operation of emergency windows and roof hatches. During drills students should be given the opportunity to open these exits to ensure their ability to operate these devices.

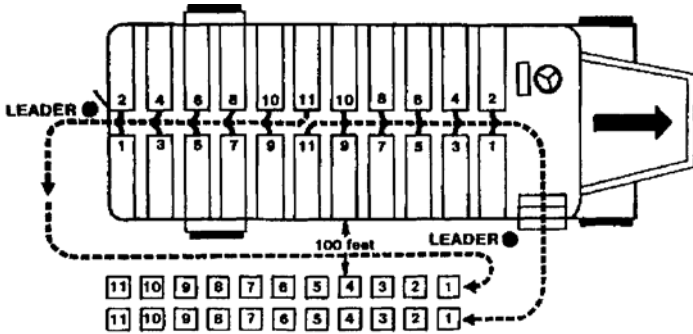
REAR DOOR EVACUATION



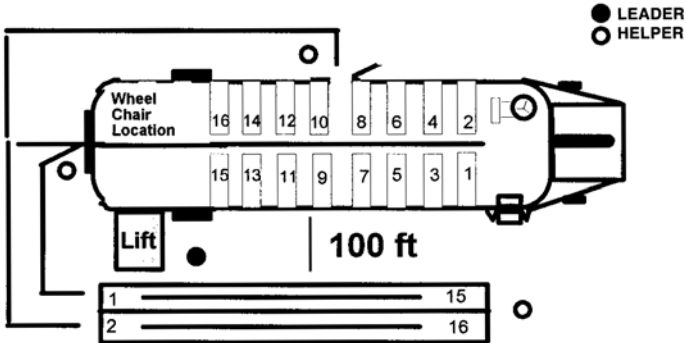
FRONT DOOR EVACUATION



FRONT & REAR DOOR EVACUATION



WHEELCHAIR EQUIPPED BUS EVACUATION WITH SIDE DOOR



EMERGENCY EVACUATION DRILLS FOR STUDENTS WITH DISABILITIES

Definition

The special needs bus for students with disabilities as addressed in this section on evacuation drills is a vehicle which meets **one of the following** criteria;

1. Is a non commercial vehicle regardless if the driver holds a commercial driver license.
2. Has single tires (as opposed to dual tires) on the rear axle.
3. May be a modified or unmodified 15 or 8 passenger van.
4. May be a mini-van of up to 7 passengers.
5. May be a suburban, station wagon, sedan or other multi-purpose vehicle.

Which students to include in the drills

Evacuation Drills are required by New Hampshire school bus transportation rules. The special needs bus presents a number of difficulties in meeting state mandates for evacuation drills, both because of the unique needs of some students and the variety of vehicles used to transport such students. These problems in compliance with evacuation drills are not typically addressed in state requirements for evacuation drills, and all special needs buses must comply with the evacuation drill requirement.

All students, unless excused for cause, should participate in several planned evacuation drills each year. It is the school district's responsibility to determine which students will be exempt from an evacuation drill on the basis of being excused for cause. Excused for cause means that there exists a valid concern for the safety and well being of the student who will be exempt from participation in any school bus emergency evacuation drill. The following is a non inclusive list of examples of conditions which may be a valid cause for exemption.

1. Wheelchair bound student with positioning rods and braces.
2. Medically involved student with intravenous or catheter.
3. Physically injured student with splints, braces or crutches.
4. Students with severe sensory loss who may become confused or disoriented.
5. Students with severe emotional sensitivity who may become unmanageable.

Type I Busette

Evacuation drills should reflect the standard drills, practicing emergency evacuation from all available exits.

Modified 15 passenger Van

Evacuation drills should occur using side door (sliding or dual hinged type), as well as from right passenger door, with the possibility of the side door being damaged and inoperable after an accident. Students should not practice evacuation out of the driver's door;

- (1) even with the ignition off and the key removed there exists the potential for releasing the parking brake or damage to shift, turn indicator, or other driver mechanism, and
- (2) never practice emergency evacuation on the left (driver side) of the vehicle where students may be exiting into traffic lanes in a real emergency.

The rear door may be used in a true emergency, however, since a student would have to crawl over the seat, with a very short van floor area behind the seat, there exists too great a potential for student injury in a drill to use this as a practice egress.

Modified 8 passenger Van

Same technique as the 15 passenger

Mini Van 7 passenger

Students should practice evacuation drills using the right side sliding door and right side passenger door only. Students should not practice evacuation out of the driver's door since even with the ignition off and the key removed there exists the potential for releasing the parking brake or damage to shift, turn indicator, or other driver mechanism. Starting with

the 1996 model year most mini vans offer an optional sliding left side (driver side door). Never practice emergency evacuation on the left (driver side) of the vehicle where students may be exiting into traffic lanes in a real emergency. The rear hatch may be used in a true emergency, however, since a student would have to crawl over the seat, with a very short van floor area behind the seat, there exists too great a potential for student injury in a drill to use this as a practice egress.

Station Wagon

Students should practice evacuation drills using the right side front and rear doors only. Students should not practice evacuation out of the driver's door since even with the ignition off and the key removed there exists the potential for releasing the parking brake or damage to shift, turn indicator, or other driver mechanism. Never, practice emergency evacuation on the left (driver side) of the vehicle where students may be exiting into traffic lanes in a real emergency.

Sedan

Students should practice evacuation drills using the right side front and rear doors only. Students should not practice evacuation out of the driver's door since even with the ignition off and the key removed there exists the potential for releasing the parking brake or damage to shift, turn indicator, or other driver mechanism. Never practice emergency evacuation on the left (driver side) of the vehicle where students may be exiting into traffic lanes in a real emergency.

ACCIDENT PROCEDURES

The driver of a school bus or multi-purpose school vehicle involved in an accident is subject to the requirements of RSA 264:25 **Conduct After An Accident**. Immediately following the involvement of any school bus or multi-purpose passenger vehicle involved in an accident resulting in death, personal injury or property damage, the driver shall report the accident to the nearest available law enforcement agency having jurisdiction at the location of the accident. The law enforcement agency having jurisdiction at the scene of the accident has the responsibility of contacting the Division of Motor Vehicles. The investigating police officer shall file an accident report with the Division of Motor Vehicles within 15 days if the accident is considered reportable as stated above. Combined property damage in excess of \$1,000.00 is considered a reportable accident. A copy of all school bus accident reports should be forwarded to the Office of Pupil Transportation at the Division of Motor Vehicles.

If you are involved in an accident, remain calm. This will enable you to assess the situation with a clear mind. Without delay, write down all the necessary information and observe the following procedures:

1. Stop the vehicle immediately, no matter how trivial or unimportant the accident may seem. Do not move the vehicle unless authorized to do so, or unless its location may result in further danger.
2. Set parking brake, activate four-way flashers, and turn off engine. If driver must exit bus, remove the keys.
3. Evaluate the accident scene to determine if the vehicle needs to be evacuated. If bus is evacuated, make certain all passengers are in a safe place.
4. Check for injuries. If there are severely injured passengers, make them comfortable, but do not move them unless it is absolutely necessary.
5. Notify local authority and provide the following information:
 - a. Location of accident
 - b. If there are any injuries
6. Protect the scene, set out emergency triangular reflectors.
7. Obtain names of all passengers on board and make notation of each passenger's seating location.
8. When another vehicle is involved, obtain driver's name, license number and state of issue, insurance company name and a list of passengers.
9. If there are witnesses, get their name, address and telephone number.
10. Remain at the scene of the accident until a law enforcement officer tells you to proceed.
11. Do not release students to anyone without proper authorization, ie. law enforcement, superintendent or his/her designee.
12. In making any statements, be accurate and factual.
 - a. Make no admission of fault,
 - b. Make no accusations, and
 - c. Do not discuss accident with anyone other than a law enforcement officer, school bus company manager or school superintendent or his/her designee.

Remember, no matter how minor the accident may appear, stop the vehicle, assess the damage, notify proper authorities, and make a list of passengers on board.

Gather all the necessary information needed to file an accident report before leaving the scene. Information relative to the accident is prepared after your responsibilities to the passengers has ended or has been taken over by an appropriate person. As soon as possible, sit down and prepare a diagram of the accident scene. Describe in detail how the accident occurred. Explain what you actually observed. Details like weather, road condition, time of day, and the actions of other driver(s) should be included.

Many transportation industry suppliers produce accident reporting kits which are very helpful following an accident. These forms should be readily accessible to the driver so information can be obtained by the other involved party with little communication.

DEFENSIVE DRIVING

It is essential as a school bus driver to use extreme care while driving. Gaining knowledge and learning how to use it properly is important.

Information from the CDL manual and N.H. Operator's Manual can provide you with some of the knowledge that you would need to operate your vehicle safely. As a defensive driver, you also need to defend yourself against other drivers on the road. Be alert to your surroundings at all times. Slow down, increase your following distance and scan the area ahead to help you recognize potential hazards and conflicts that might arise.

One of the major contributing factors to most collisions is other driver error. Collisions may be avoided by scanning ahead. Good driving practices can help in avoiding most traffic collisions.

The following are some suggestions on defensive driving practices.

Look down the roadway as far ahead as possible and be alert to developing situations.

Keep Your Eyes Moving Frequently glance near and far, right and left, in the mirrors and at the instrument panel.

Get The Big Picture Identify critical clues that your eyes have selected as a potential hazard or conflict.

Make Sure Others See You Communicate your intentions by vehicle positioning, lights, eye contact and body movements.

Leave Yourself an OUT Have enough room around your vehicle so that you have an escape route. This will enable you to steer your vehicle away from hazards and conflicts. This is called a space cushion.

Identify the hazard Understanding what you see, regardless of the driving environment. You should always look for other roadway users, roadway features, changing conditions and for traffic controls in every situation.

Predict and expect The worst possible action by the other motorist. You must compare and judge the possible consequences before deciding on the best action. Also be aware of hills, curves, intersections, parking lots, etc. Anticipate the unexpected in those areas.

Decide Once you have identified a situation and predicted a possible conflict, decide upon an action to avoid the conflict. Changing speed, communicating direction by lights, along with vehicle positioning and eye contact are some of the decisions.

Execute Carry out your decision in order to avoid the conflict, using smooth and gentle maneuvering.

When you are driving, make every effort to keep your mind on your driving task. Using the techniques provided requires your full attention. Do not assume that the other drivers are making that same effort. Be on the look-out and watch out for the other driver.

DRIVING AHEAD

To be a safe driver you will need to maintain a safe space between your vehicle and any possible hazard around your vehicle. Keep an adequate following distance behind other vehicles.

When you are driving and you have to stop, there are several things that must happen. You need to recognize that you have a hazard or warning, respond to the situation and brake your vehicle to a stop. The distance your vehicle travels from the point you first see the hazard to the point where the vehicle completely stops is called “total stopping distance.” It is calculated by the following

Perception Distance The distance your vehicle travels from the time your eyes see a hazard until your brain knows it. The time for an alert driver is $\frac{3}{4}$ of a second.

Reaction Distance The distance the vehicle travels after the hazard is recognized until the brakes are applied. For the average driver it takes $\frac{3}{4}$ of a second.

Braking Distance The distance it takes to stop once the brakes are applied. Braking time is affected by the speed, condition and weight of the vehicle, roadway surfaces and condition of the driver.

Example:

The total stopping distance for a bus traveling under ideal conditions at 55 MPH is:

Perception Distance	=	60 feet
Reaction Distance	=	60 feet
Braking Distance	=	170 feet
Total Stopping Distance	=	290 feet

If the vehicle is equipped with air brakes, an additional $\frac{1}{2}$ second or more must be added. With air brakes it takes a little time for the air to flow through the lines to the brakes once you have applied the brake pedal. This is called “brake lag.”

Tailgating is a frequent cause of many traffic crashes. Following too close reduces your ability to scan properly and leaves you little room to safely maneuver around hazards.

The 2 second rule was designed so that you can maintain a proper distance while following traffic. It is determined by the length of your vehicle. For every 10 feet of vehicle add one second. To determine proper distance you would locate a fixed object on the side of the road (tree, sign post, shadow). When the vehicle ahead passes this object, you would begin to count seconds (one-thousand one, one-thousand two). If your vehicle reaches the object before you finish counting, you are following too close and should slow down.

Most large school buses are 40 feet long; therefore under ideal conditions at 40 mph, the driver would use the 4 second rule. This formula was designed for ideal conditions at speeds under 40 miles per hour.

When road or weather conditions deteriorate or when speed increases, then your following distance must be increased. For each condition you would increase your following distance by 1 second.

When stopping your vehicle behind another, leave enough space so that you can drive around the vehicle ahead without backing. Leave enough room so that the rear tires of the vehicle ahead are clearly seen on the road.

BACKING

Backing should be avoided whenever possible. Always use good judgement. Park your vehicle in areas that would give you enough room to drive ahead. When backing is unavoidable, **use extreme caution**. Be sure you know what is behind you, even if it means walking to the rear of the bus to look. When backing, keep maneuvers to a minimum, activate your 4-way flashers and sound horn. Be sure you have checked every one of your mirrors carefully before beginning. It is strongly recommended to use an **adult** observer whenever possible. Find a safe area to back your bus (a side street or driveway is suggested). **Never** back out onto a heavily traveled roadway. When backing is involved at a bus stop, **never** back while students are outside. When picking students up do the backing **after** the students are on the bus. When discharging students, back **before** students are let off the bus.

DRIVING IN BAD WEATHER

When driving in bad weather, both driver and vehicle must be prepared in advance. Listening to the radio or watching the news will help you recognize the fact that visibility and traction has changed. This will enable the driver to have the right frame of mind before starting the day.

Make sure before you leave, you clean the entire vehicle. Any snow left on lights, windows and mirrors will decrease your ability to see or be seen. To reduce the possibility of a collision, areas like roof and hood tops should be cleared. To prevent student injuries, remove snow and ice from service door entrance. Defrost windows and warm the vehicle up before departing.

Good traction requires good tire tread and proper pressure which is necessary for starting, stopping and maneuvering safely. When starting out use light, steady pressure on accelerator. If you accelerate too quickly your wheels could spin. When this happens, ease up on the accelerator until spinning stops. Starting in a higher gear might help prevent the wheels from spinning.

When stopping your vehicle, use the brakes in a way that will keep the vehicle in a straight line or allow you to turn if needed. If you need to brake because of an emergency situation, apply the brakes as hard as you can without locking the wheels, steer gently. Release the brakes if you need to make a larger steering movement or if the wheels lock. Apply the brakes again if necessary.

Driving in a lower gear will help eliminate the chances of the vehicle moving too fast. If your vehicle begins to go into a skidding situation, **DO NOT PANIC**. Take your foot off the accelerator, steer your vehicle towards the direction you intend to go. Gently brake while controlling the vehicle's direction.

Your traction can be reduced when rain, snow, black ice and wet leaves are present. When it first starts to rain, the water mixes with oil on the roadway making it very slippery. A driver will lose control if the vehicle begins to hydroplane. To avoid this situation, reduce your speed, drive in the tracks of the vehicle ahead of you (they will be slightly drier). If you begin to hydroplane, take your foot off the accelerator, do not apply brakes, slow your vehicle down, maintain steering.

Some of the worst traction conditions can occur near freezing temperatures (32 F) when snow starts to turn to slush. The combination of snow and water can create very slippery surfaces. Traction can also be reduced at intersections and stop signs. To control your vehicle in snow use gentle acceleration and light braking. Recognize the areas that are slippery - **SLOW DOWN**.

If your vehicle gets stuck in snow, try rocking it free by following these steps:

1. Straighten your front wheels.
2. Gently accelerate to move forward (do not spin the wheels).
3. When your vehicle stops moving forward, shift to reverse and move backward until the vehicle stops, shift to forward.
4. Continue going back and forth (not spinning the wheels) until you are free.

When driving in bad weather, always use your headlights on low beam, reduce your speed and increase your following distance. If the sun is producing a glare, wear sunglasses and keep your windows clean. Use extra care when approaching a school bus stop where students are waiting to load. Slow down well in advance. Use gentle braking. The bus should come to a complete stop before reaching the students.

EMERGENCY DRIVING SITUATIONS

As a school bus driver, you will experience a variety of emergency driving situations. You will be able to handle emergencies more successfully if you know how to deal with some of them in advance.

CURVES

When you approach a curve, your speed, the contour of the curve and your load will affect the control. Slow down before the curve and once into the curve, accelerate slightly. Never attempt to pass a vehicle when approaching a curve.

TIRE BLOWOUT

Good maintenance can prevent a tire from blowing. A tire blowout occurs when air pressure is lost or the tire hits an object on the roadway. **Do not brake.** When this occurs to a front tire, the vehicle will swerve to the side of the blowout. It can be especially dangerous if the left front tire blows out. The vehicle will swerve into oncoming traffic. When this happens, you must steer firmly against the pull of the vehicle to keep it on its intended path. Take your foot off the accelerator. If the rear tires blow, the vehicle might fishtail. Grip the steering wheel firmly and ease off the accelerator. **Do not brake.** Steer straight ahead until you have control. Turn on your emergency flashers. Once you have control, try pulling your vehicle off to the side of the road.

BRAKE FAILURE

If your brakes fail, down shift to a lower gear, pump brake pedal, look for an escape route while slowing down and steer your vehicle off the roadway. On some vehicles use of the parking brake may help. Once you are off the roadway set the parking brake and wheel chocks. Do not move bus until repairs are completed.

ACCELERATOR LOCK

If the accelerator sticks, pump accelerator pedal with several hard jabs, apply the brakes, activate four way flashers, and choose an escape path that leads to a safe place off the roadway and continue braking. Shift to neutral or depress the clutch. Steer to the escape route and turn off the ignition.

LIGHT FAILURE

When driving at night and your headlights fail, switch to high beam. If these lights are also out, activate your 4-way flashers and pump the brakes to warn other drivers on the road. Stop the bus as far off the road as safe and set reflectors, and get help. Remember the bus must remain visible at all times.

COLLISION

Many drivers are never involved in a collision. Collisions, on the other hand, are sometimes unavoidable. If you know how to react, you can minimize the effects of the crash. If a car suddenly enters your path, slow down. If it is evident that you will collide, steer your vehicle to the right towards the shoulder. If you must hit something, hit a soft object such as a bush or snow bank. Hit the object on the side of the vehicle. The impact of a side collision is less severe than a head-on collision.

Practicing road courtesy is an important part of safe driving. Being courteous means signaling your intentions and realizing that the right-of-way is something you give - not take. School bus drivers can promote safe driving and improve the attitude of the public.

MECHANICAL BREAKDOWN

Whenever a vehicle is disabled upon the highway, certain measures should be taken to assure that the passengers are safe. If possible, steer vehicle to a location that is away from traffic - completely off road if possible. Activate four-way flashers, set out triangular reflectors and chock wheels. Assess problem and notify authorities.

If you should need to transfer students to another vehicle, use extreme care while doing so and park the vehicles as close together as possible. This procedure will enable you to make a quick and safe exchange.

IMPORTANT THINGS TO REMEMBER

1. Instruct students in safe practices and evacuation drills.
2. Evidence that the driver has left a student on an unattended school bus, without school district approval, shall result in the revocation of School Bus Driver's Certificate [Saf-C 1304.04(b)(19)]. All post-trip inspections should include inspecting the bus for students.
3. Never fuel the bus while passengers are on board. Turn off the engine while fueling.
4. Use of tobacco products, including smoking, shall not be permitted on school buses.
5. Drivers shall refrain from using foul language.
6. Drivers shall not leave the bus while the key is in the ignition. Remain within 100 feet of the bus and have the bus within your unobstructed view at all times while students are on board.
7. Operate at a safe rate of speed consistent with the volume of traffic, intersections, curves, railroad crossings and other conditions requiring special caution. The maximum speed shall not exceed the posted speed limit, but may be lower where highway signs or conditions indicate lower speeds. (RSA 265:60)
8. The bus driver shall reduce speed and pull off the road where safe to do so, giving opportunity for other vehicles to pass so that a line of not more than 5 vehicles shall accumulate to the rear of the bus. Vehicles passing the bus must be able to do so without crossing the center line of the road. (RSA 265:54 II)
9. The emergency door should not be used as an entrance or exit except in the case of an emergency evacuation drill. Drivers shall not allow students to operate the service door handle or other bus controls except in an emergency.
10. Carefully count the number of students unloading at a bus stop and account for each student before proceeding.
11. Be aware of the hazard of items, such as jacket drawstrings, backpacks, etc., catching on the handrail or other equipment in the area of the service door. Service door should remain open until you are certain all students have cleared the Danger Zone.
12. As a school bus driver, you represent the school district. Many people judge the school by their impressions of the drivers since, to most people, the driver is the representative from the school they see most often.
13. Always be courteous and cooperative. This not only promotes good public relations, it encourages safe driving practices.
14. Air bag safety dictates that whenever a student sits in the front seat of a multipurpose vehicle with a passenger side air bag the student should:
 - a. Be age 12 or older
 - b. Always wear his/her seat and shoulder belts
 - c. Never hold objects in his/her hands or lap which could become a projectile when an air bag inflates
15. School bus drivers shall properly wear the seat-belt assembly when operating the school bus.
16. Drivers shall dress appropriately and be neat in appearance. They shall wear closed-toe and heel shoes or boots.
17. Drivers shall not consume any food or beverage while the school bus is in motion or while students are on the bus.

DISCIPLINE TIPS FOR SCHOOL BUS DRIVERS

Teaching students to ride a bus in a safe and respectful manner is accomplished by respect, care, patience and student management, not by harsh discipline and punishment. Listed below are tips a school bus driver may employ to effectively manage student behavior on his/her bus.

1. Greet students with a smile and their name. Recognizing each as an individual goes a long way toward maintaining order on the bus.
2. Explain the reason for each safe riding rule. Students are more likely to follow the rules if they understand them.
3. Be consistent in enforcing the rules each and every day.
4. Be firm in your manner. Be confident. You are the “manager” of your bus.
5. Be courteous and caring when you enforce safe riding practices. Students do not like to be embarrassed, especially in front of their peers.
6. Be consistent with consequences for not following safe riding rules. State what those consequences are when you teach the safe riding rules.
7. Be fair. The safe riding rules apply to all. Students will respect fairness, but will be confrontational if they perceive unfairness, inconsistency or injustice.
8. Remain emotionally neutral. Do not allow students to push your “hot buttons”.
9. Listen to what a student has to say. Their perception of a situation may be different from yours.
10. Communicate effectively. Use eye contact, a pleasant tone, clear and understandable statements, and positive body language. Say what you mean and mean what you say.
11. If you have made a mistake, say so. Students will appreciate honesty.
12. Statements such as “You need to do the following” will work better than “Sit down and be quiet!”
13. If you have a serious behavior situation that you need to deal with immediately, pull the bus entirely off the road in a safe place and activate 4 way flashers. Let your dispatcher know what you are doing.
14. Follow your school district’s policy for dealing with student conduct on the bus. If you need help, let your supervisor know.
15. Avoid any physical contact with students.
16. Harassment of any kind - racial, religious, or sexual shall not be allowed and must be reported to your supervisor.
17. Children with disabilities, or “coded” students may be riding the bus without the driver being aware they are “coded”. Be suspect of ongoing, unusual behavior patterns. Ask for help. Sometimes a meeting of driver, supervisor, school administrator, parent and student is necessary.
18. Recognize and reinforce good student behavior. Let students know they have met your expectations and that you appreciate their efforts.

By explaining and teaching the safe riding rules and being consistent in enforcing them, the driver will prevent small problems from escalating into larger ones. The ride each day should be a pleasant one for all passengers so that they arrive at school ready to learn. Remember, you may be the first friendly person the student sees in the morning, and also you may be the last friendly person the student sees at night!

PUPIL RULES

The following is a list of rules that your school district or company may consider using when developing their own set of rules for the bus. Keep the rules short and to the point, as the student will not remember a long list.

1. Pupil shall follow directions of the driver the first time given.
2. Pupil shall arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive.
3. Pupil shall wait in a safe place, clear of traffic and at least 10 feet away from where the bus stops.
4. Pupil shall wait in an orderly line and avoid horseplay.
5. Pupil 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 (10 foot minimum crossing distance).
6. Pupil shall go directly to an available or assigned seat when entering the bus.
7. Pupil shall remain seated and keep aisles and exits clear.
8. Pupil shall exhibit classroom conduct at all times.
9. Pupil shall refrain from throwing or passing objects on, from or into buses.
10. Pupil is permitted to carry only objects that can be held on his/her lap.
11. Pupil shall refrain from the use of profane language and obscene gestures on the bus.
12. Pupil is prohibited from using tobacco products, alcohol, drugs, or any controlled substance on the bus.
13. Pupil shall refrain from eating and drinking on the bus.
14. Pupil shall not carry hazardous materials, nuisance items and animals onto the bus.
15. Pupil shall respect the rights and safety of others.
16. Pupil shall refrain from leaving or boarding the bus at locations other than the assigned stops at home or school.
17. Pupil is prohibited from extending head, arms or objects out of the bus windows.
18. Pupil is prohibited from hitching rides via the rear bumper or other parts of the bus.

PUPIL INSTRUCTION

One of the most important aspects of a school bus driver's job is to teach and maintain good student conduct on the school bus. Behavior on a school bus should parallel the same expectations of classroom behavior and should emphasize the student's role in ensuring the safety of all passengers. Teaching students to ride in a safe and respectful manner is a process which begins on the first day of school and continues every day throughout the school year. Student instruction in safe riding habits and pedestrian practices should include the following:

1. Safe walking practices to and from the bus stop. Procedures to deal with strangers while walking to the bus stop and at the bus stop.
2. Wearing of light-colored or reflective clothing if going to and from the bus stop in darkness.
3. How and where to wait safely for the bus.
4. What to do if the bus is late or does not arrive.
5. How to enter, leave and cross in front of the bus.
6. Safe roadway crossing before boarding or leaving the bus.
7. Problems with clothing, backpacks, etc. by the handrails and service door.
8. Procedures to be followed in emergency situations that could result in the evacuation of the bus.
9. Respect for the rights and privileges of others.
10. What to do if you need to take a different bus.
11. Safe riding procedures and pupil rules on the bus.
12. School policy if rules are not followed.

FIELD TRIPS

There is a substantial difference between driving a school bus on a route and driving a school bus on a trip. Field trips, athletic and extracurricular trips pose a different set of challenges for bus drivers. Always check local company/school district policy before driving any type of field trip.

CHALLENGES

1. Vehicle is unfamiliar to the driver.
2. Driver has not been to a particular destination.
3. Traffic and road conditions may be difficult.
4. Teachers/coaches, chaperons and students may be new to the driver.

ROUTE DRIVING VERSUS TRIP DRIVING

ROUTE DRIVING	TRIP DRIVING
Same route every day	Different destination each trip
Same vehicle	Possibly different vehicle each trip
Area is familiar	Constantly reading signs, looking for landmarks
Stop and parking predetermined	At times no place to park
Bus behavior/rules discussed with driver & students	Not always a clear understanding of rules and consequences

DRIVER RESPONSIBILITIES BEFORE LEAVING ON A TRIP

- Driver must have: proper driver license, school bus certificate, and DOT physical card.
- Unfamiliar vehicle: Check the bus out well. Check for registration and insurance card. Know all emergency exits and procedures.
- Have directions to your destination in advance. It is the driver's responsibility to know where he/she is going. Check the day before to see if there are any changes for the trip.
- Arrive early enough to warm up the bus and perform proper vehicle inspection.

DRIVER RESPONSIBILITY DURING THE TRIP

- Pick-up point - park the bus in the best and safest location for loading.
- Speak to the leader of the group, introduce yourself, check destination of trip and discuss responsibilities with the group leader(s).
- Introduce yourself to the passengers - name, bus number, describe the behavior expected on bus.

- Equipment/supplies carried on bus: No items allowed in aisles(s), - check all emergency doors. No items should be piled above the height of the seat backs or placed on the floor allowing sliding under the seats.
- Be courteous and pleasant to the customer.
- Change in itinerary: Follow routes as written. If there is any change, driver should get permission from company or school district.
- Remain on schedule: If road or traffic conditions are such that the bus will not arrive at the destination on time, tell the leader. If lost or a wrong turn is made, DO NOT drive more than 5 minutes - stop and get directions as soon as possible.
- Motor vehicle rules and regulations: The driver shall comply with the motor vehicle traffic rules and regulations. Posted speed limits shall not be exceeded. When traveling into another state review your company and school district policies for interstate travel, also check on speed limits for school buses in states to be traversed.
- At destination: Unload in a safe location. Inform leader where the bus will be parked. Give the leader a number to call if the bus is needed early. Check with leader on time of departure and clearly define where the group will re-load.
- Parking the bus: Park in a safe and legal location. Secure bus and chock rear wheels. Check company/school district policy about remaining with bus. If parked other than at destination, leave ample time for pick-up.
- Fuel/Check: If fuel is needed, purchase before return trip while there are no passengers.
- **DO NOT** drop passengers off except at their destination.

DRIVER RESPONSIBILITY UPON ARRIVAL AT ORIGINAL PICK-UP POINT

- Dismissal of passengers: Ask leader to remain near bus to check for any damage. (Suggestion: Ask leader to leave bus first. Dismiss group seat by seat after checking their seat area. Bus should not leave area until inside is checked for passengers, items, and damage.)
- Return bus to parking area - **DO NOT** leave it a mess for the next driver. Post-trip bus.

HAVE A SAFE TRIP

TRANSPORTING STUDENTS WITH DISABILITIES

NOTE

This section is designed to present only that information necessary and desirable for the driver depending on the type of school bus being operated. The following table shows suggested elements needed for specified groups of school bus drivers. This is not a complete or exhaustive list of all elements, conditions or characteristics found with all special needs students.

Driver Group	Section ONE	Section TWO	Section THREE
Full Size Bus	YES	NO	NO
Full Size & SPED	YES	YES	NO
SPED & Multi Purpose * Vehicles	YES	YES	YES

* In some cases this may mean full sized buses with many disabled students or those equipped with wheelchair lifts.

Section ONE (Elements all drivers should know)

Elements which impact all drivers of full sized buses with inclusion¹

Section TWO (For drivers of full sized buses)

Elements which primarily impact drivers of full sized buses with many disabled students or those equipped with wheelchair lifts

Section THREE (For drivers primarily operating Special Education [Sped] and Multi Purpose Vehicles)

Elements which primarily impact drivers of Sped Buses

HOW TO USE THIS SPECIAL NEEDS PORTION OF THE HANDBOOK

All drivers should read and become familiar with **section ONE**.

Drivers with many special needs students, with a wheelchair lift equipped bus, or drivers who transport highly disabled students should read and become familiar with **sections ONE and TWO**.

Drivers who primarily transport only special needs students need to read and become familiar with **all THREE sections** of this part of the handbook.

¹ Inclusion refers to "including" students with disabilities with their non-disabled peers in as many situations as possible.

SECTION ONE

(Elements all drivers should know - Elements which impact drivers of full sized buses with inclusion) For more in depth information drivers may also read sections 2 and 3.

ABOUT (SPECIAL NEEDS) STUDENTS WITH DISABILITIES

National figures provided by the U.S. Department of Education show that on average local school districts identify 14% of all students they serve as having a special educational need caused by some type of disability. These figures mean that each school bus driver can expect that 14% of the students they transport are identified as special needs students with an educational disability. On a bus load of 65 students approximately 9 students may be disabled.

The vast majority of disabled students require no additional help or attention from the bus driver, however, a small number of students with disabilities will require some additional assistance during the ride to and from school. This additional assistance may take the form of preferential seating, verbal encouragement, or even participation in a reward system being operated within the classroom.

School bus drivers will not likely know which students are identified as students with special educational needs since school departments are not allowed to provide you or your company with lists of disabled students. Confidentiality of personally identifiable information is guaranteed to students and their parents under New Hampshire and Federal laws. In some cases, more severely involved disabled students will make themselves known to drivers through their actions. When this occurs, it is your responsibility to keep such information confidential and not to discuss it with other drivers or the public.

One section of Federal law governing students with disabilities requires each school department to place students in the **“Least Restrictive Environment”** known as **“LRE”**. During the late 1970’s and 1980’s the school district response to this part of the law was known as “mainstreaming”. Current efforts refer to this placement of students into non special education classes as “inclusion”. It is inclusion which may bring more school bus drivers of large school buses into contact with disabled students who have significant and more obvious disabilities.

Inclusion is a national effort which results in students being placed in regular classes and receiving support services (such as transportation) in a way which is no different than that provided to non-disabled students. In the remainder of this section, we will address some characteristics and needs of disabled students, and their parents, which because of **“inclusion”** must now be addressed by drivers of large regular route school buses.

Interpersonal Communications (terminology)

We know, in part, that how people are viewed in our society will often influence how we treat those individuals. Drivers should understand how names for the disabled have set up mental images in peoples minds, and how these images have changed over time. How drivers address disabled students and their parents reflect directly on the school district or contractor. This is a critical area, which is often not given sufficient importance.

Historically, many terms we would now consider insulting have been used to describe disabled people. In the early 1900’s terms such as “imbecile”, “moron”, “idiot” were used to describe people with subnormal intelligence. In the 1960’s, common terms were “educable”, “trainable” and “custodial”, which described those individuals thought to be able to receive an education;

those thought to be able to be trained to perform some useful functions; and those who were believed to require permanent custodial care (unable to provide for themselves). In the 1970's the terms were changed to "mild", "moderate" and "severe".

Throughout recent time all disabled were generally referred to as "**handicapped**" a term used to describe any person regardless of their disabling condition whether it is intellectual, sensory or physical. Indeed in 1978 when the first Federal Law known as Public Law **P.L. 94-142** was passed requiring the education of disabled children, it was titled "The Education of All Handicapped Children Act." In the 1990's the very term "**handicapped**" has been abandoned in favor of the term "**disabled.**" In 1988 Public Law **P.L. 101-476** the "Individual with Disabilities Education Act" (called IDEA) replaced 94-142.

The term "handicapped" is thought to be derived from roots which stretch back a century or more, when street beggars would position themselves on street corners with upturned "cap" in "hand" seeking money or other assistance from passers by. The cap in hand was mutated over time to the term "handicapped."

Acceptable terms

School bus drivers should refer to students with disabilities as "**disabled**" and avoid the use of the word *handicapped*. When talking about a specific characteristic which a student exhibits, it is best to frame the term as being "**challenged.**" Thus a term such as a student is "emotionally handicapped" would be replaced by the term "emotionally challenged." Physically handicapped should be referred to as "physically challenged," the intellectually handicapped as "intellectually challenged," and so on for the many sub-groups of disabilities.

No driver today would arrive at a home and say to a parent "I'm here to transport your retarded son/daughter to school." It is just as wrong to say to a parent "I'm here to transport your handicapped son/daughter to school." It is best to say "I'm here to transport your son/daughter to school", and if necessary to refer to their condition, it should always be referred to as their "disability."

Confidentiality

School bus drivers, whether they are employed by a school department, school district or a private contractor, are all considered to be an extension of the school system. Drivers frequently receive personal information from students in a variety of ways. Drivers may receive information on everything from the negative social habits of students and their parents to positive awards and aspirations.

School bus drivers must not reveal, but keep confidential all personal information which they receive. Both Federal and State laws require that personally identifiable information be safeguarded at all levels of collection, dissemination and storage. Drivers are required to conform to these laws and regulations. A driver who discusses personally identifiable information at a local coffee shop, which then gets further disseminated when it is overheard at another table, has committed a breach of confidentiality. This action could cause the family or individual(s) harm. This breach of confidentiality if it is traced back to its source, the driver, will reflect poorly on the school district or the contractor. In some cases it may be grounds for legal action. Also, it is good to remember that not all information which a young student may divulge to a driver is accurate or true.

School officials are bound by confidentiality of information laws and regulations and are not able to give transporters personally identifiable information. School principals, teachers and others may not produce lists of disabled students on your bus for two reasons. First,

should the list be misplaced and fall into the hands of other students, then that information may be harmful to disabled students and or their parents. Second, the “**inclusion**” (assigning of disabled students to regular classrooms and services) effort requires that you as a bus driver treat each individual student riding the bus equally. If you are informed who each of the disabled students are, then your actions towards them may be different. It is part of their inclusion plan that disabled students learn to deal with the very same rules and regulations that all students on the bus must deal with.

Infectious diseases and Universal Precautions

On most school buses there may exist a number of infectious diseases, which must be approached with knowledge and caution. Universal precautions must be used in addressing each type of disease.

Although causes, methods of transmission and symptoms may vary, the use of universal precautions can protect you and/or your staff from contracting an infectious disease and can also stop the spread of the disease to others.

UNIVERSAL PRECAUTIONS

UNIVERSAL PRECAUTIONS should be used with any student who has an infectious disease. Unfortunately, the bus driver has no information on which students may have an infectious disease, and in many cases the students themselves may not be aware of their infection. Since this is true, the driver must treat every student who needs first aid assistance as if they were a known case of infectious disease. This is the principle of Universal Precautions. The bus driver must take the same precautions against becoming infected him/herself, or passing infection to another student when helping any student.

In a hospital setting medical personnel are advised to treat everyone as if they are infected. While some hospital precautions are not practical on a school bus, many of the following precautions are advised, but must be practiced in compliance with school and/or company policy. Where such a policy does not exist and students with infectious diseases are being routinely transported, a school district and/or company policy should be developed.

Suggested Universal Precautions for the school bus

1. Carry several pairs of latex rubber gloves in the bus. It is suggested that you keep these gloves in the first aid kit where they will be clean and easily available when performing first aid.
2. Carry paper towels for use in cleaning up the area of a body fluid (including blood) spill.
3. Several commercial kits are available for school buses which include absorbents, gloves, trash bags, scoops and sanitary wipes. If your school district or contractor does not supply such items, you can make up your own kit from this list of components.
4. Always put on the rubber gloves before helping any student with a body fluid spill. Use bandages, paper towels and clean up kit as necessary.
5. Upon returning to the terminal after a body fluid spill, the driver should clean the area with a water and bleach solution. One part bleach to ten parts water is suggested. Wash the area where the body fluids were present.
6. Wash your hands thoroughly after administering aid or cleaning the bus.

Among the many infectious diseases in the general population, the following are five major infectious diseases which may be encountered in transporting students. Other infectious diseases may be encountered from time to time and the school bus driver is advised to seek additional assistance from their transportation supervisor or to seek the assistance of medical staff when encountering infectious diseases.

CMV (Cytomegalovirus) is a virus which may affect a wide variety of organs and tissues and is spread through blood, urine, saliva, semen, tears and other bodily fluids.

HEPATITIS A is a virus which causes inflammation of the liver and is spread through feces.

HEPATITIS B is a virus that causes inflammation of the liver and is spread through blood, body fluids and semen.

AIDS/HIV (Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus) is a virus transmitted through blood and semen.

HERPES is a virus transmitted via direct skin contact. There are at least two types of Herpes Viruses. They cause recurrent painful blisters on the skin.

Types of Disability Conditions

General knowledge about several disability conditions may help drivers to assist students with disabilities who ride their bus. It is important to note that these types are not a complete listing but a general list. Each type can be broken down into numerous sub groups each with their own characteristics. While most students with disabilities will not present unusual difficulties on a short trip home, any student may have difficult days and need assistance. This is true of both disabled and non-disabled students. Some of the suggested conditions and recommendations which follow need to be adapted for younger or high school students.

Learning Disabilities is the most common disability condition found in schools and on school buses and is referred to as LD. Learning Disabilities is a global term which describes a student who has difficulty learning due to receptive, expressive or associative problems which are not attributable to any physical cause. This large group of disabled students does not generally present any difficulties on the bus of which a driver must be aware or provide assistance.

Intellectually Challenged students, depending on the severity, may generally present themselves as somewhat younger than they look at their chronological age. Intellectually challenged students will not typically present unusual difficulties on a short trip home. Occasionally, depending on the circumstances, these students can be the focus of ridicule or practical jokes. If this occurs, it is suggested that the driver establish preferential seating for the students involved.

Visual or Auditory Challenged students may need extra assistance in emergencies such as a bus evacuation. One potential solution is the use of a buddy who will help in an emergency. Do not forget the need for a backup (or a second buddy) in the event the first buddy student is absent. Another potential solution is preferential seating where the driver can easily observe the student and assist in the event of an emergency. It is also important to recognize that many challenged students have a strong desire for independence. The driver may wish to mark a preferred seat for a visually challenged student with a piece of duct tape, thereby allowing the student to feel the seat independent from driver or buddy assistant. It is also good to remember that auditory challenged students will often turn their hearing aids down, or off, during a bus ride since the noise level may be uncomfortable.

Physically Challenged students may be those temporarily or permanently on crutches, students with broken bones, or students in wheelchairs. Again, the main concern is a plan for emergency evacuation in the event of an emergency. The buddy system may be used for many physically challenged students, as may preferential seating. Wheelchair bound students present their own difficulties in evacuation plans. It is important for the driver to talk to the physically challenged student or his/her parent or the school district representative to determine just what their physical *ability* is. Drivers of regular route large buses who have disabled students with more complex problems, or who are interested in this topic, should see their supervisor for specific training needed for their route.

Emotionally Challenged students may sometimes present the greatest difficulty to drivers. It is important to know that emotionally challenged students may have their emotions fluctuate widely from trip to trip and from day to day. Because the AM trip was a problem does not mean the PM trip will be a problem or vice-versa. The driver who approaches each trip as a new trip may avoid an unnecessary confrontation which they inadvertently carry over from trip to trip or day to day. Avoid getting into power struggles with emotionally challenged students, use words like “You need to obey the rules” rather than “Sit in that seat NOW!”. When presented with an argument, try saying “I understand what you are saying, but...” or “You have a good point, but...” Also remember that adolescents play to a crowd. If possible, approach the individual away from other students.

SECTION TWO

(For drivers of full sized buses with many disabled students or those equipped with wheelchair lifts)

Elements which primarily impact drivers of full sized buses with many disabled students or those equipped with wheelchair lifts.

In addition to those elements we have covered in Section ONE, there are several issues around medical conditions, emergency wheelchair evacuation, and discipline which drivers may find useful.

Emergency Evacuation

As mentioned in the previous section, it is important for the driver to talk to the physically challenged student or his/her parent and/or school district representative to determine just what their physical *ability* is. A student the driver sees only in a wheelchair may have enough upper body strength to pull himself/herself out of the chair and down the aisle during an evacuation. Whether or not the student should be removed from the chair in an emergency must be part of a well thought out plan prior to the initiation of transportation services. Other methods of emergency wheelchair and student evacuation include easing the student down onto a blanket or winter jacket and sliding the student to the emergency exit. Most wheelchair lifts are designed to be lowered without power in an emergency. This will only help if you have only one wheelchair student to evacuate. If you have a second wheelchair student then you will need to use one of the other suggested methods. It is also possible on many lifts manufactured before 1993 to stop the lift in the half way down position. Many lifts manufactured after 1993 which comply with ADA standards are designed with hydraulic or mechanical foot plates which will not allow their use as a step in case of emergency evacuation.

Drivers must be knowledgeable of the type of lift and tie down system in use, including emergency lift operation in the event of power loss.

If you have wheelchair bound students, it is highly recommended that your bus be equipped with an emergency rescue seat belt cutter, or shears so that you may cut the tie down straps. Cutting the straps rather than manually releasing them will save substantial time in an emergency. It is strongly recommended that drivers who operate large buses with wheelchair lifts go through additional training with their company or school district.

Discipline of disabled students

Disabled students who are placed in classrooms and receive support services as part of an inclusion plan are expected to learn to function within the classroom and bus rules. Occasionally, however, some disabled students may be prone to test the limits in the classroom and on the bus. A *double standard* is one where it is permissible for one student to do something which other students are not allowed to do. A double standard is to be avoided since it makes the bus driver appear to play “favorites” among the students, and many students will interpret such favoritism as a lack of fairness on the part of the driver. The driver must enforce all bus rules regardless of a student’s disability or non-disability standing. It is precisely this learning which is desired for students on inclusion plans.

Discipline Reports

Reports should be completed by drivers on all students who fail to follow the bus rules. Discipline reports are best used when they go to teachers, principals, and parents. For discipline reports to be effective, the driver must take the time to write out specific information on the actions of the student. It is also wise for the driver to use the same discipline report form to commend the student for those days when the student has a good ride. Often when the student sees the driver as being fair, noting their bad and good days, it will give the driver an added ability to influence behavior on the bus before a discipline report is needed. Keep all of your old copies of discipline reports as part of your documentation of addressing the problem. This will help to support your request for assistance if the problem is not resolved or becomes worse.

Suspension of Disabled Students

Students can only be suspended at the direction of a school authority. This authority may be a principal or special education director. Disabled students can be suspended from school and from the bus under certain conditions. In general a disabled student cannot be suspended from the bus for more than 10 days cumulatively in any school year. Suspension of disabled students is still being defined by courts and other agencies. Suspension from the bus should not be recommended unless the infraction is a serious one. The driver will most likely be asked to provide documentation for the need for suspension, and your notes or old discipline report copies will be most handy. Suspension is not always helpful in all cases. Some students view a suspension as an extra vacation in which to watch TV or potentially to hang around the neighborhood. If this is the case, the driver may be better off with another alternative, since suspensions under these conditions may not be effective.

STUDENTS WITH MEDICAL CONDITIONS

Asthma

Asthma is a lung condition which is characterized by repeated periods of difficulties in breathing. This condition can be brought on by many factors including infection, exercise, emotions, and environmental irritants such as cigarette smoke. During an asthma attack, the breathing passageways in the body become constricted resulting in the child experiencing difficulty breathing; shortness of breath and wheezing may also develop.

When possible, the best treatment is to prevent the introduction of the irritant which brings on the attack. Many students who suffer from asthma carry small inhalators which provide them with a medication which reduces the constrictions in their breathing passageways. When a student has forgotten their inhalator, the driver should contact their dispatch center. In the case of a severe attack proceed to the nearest hospital emergency room unless other school district or company policies are in place.

Epileptic Seizures

Epileptic seizures come in many different forms and are caused by many different stimuli. Seizures can be very minor (petit mal) such as minor tremors or shudders to very major (grand mal) where the student displays gross involuntary muscle movement and may lose consciousness. Most seizures are self limiting and will pass without major damage to the child having the seizure.

Epilepsy is often called a disease, however, it is actually a series of symptoms caused by abnormal brain dysfunction. Individuals with a brain defect, whether inherited or from an accident, may be more prone to epilepsy. It is believed by many doctors that all of us are potentially disposed towards seizures. Accidents at birth or trauma after birth may bring out this difficulty in some individuals. The main cause of epilepsy for young children is birth trauma; teens to adults from head injury as a result of automobile accidents; and seniors from stroke.

As with most conditions affecting medically fragile children, it is important to have a plan developed to address seizures when they occur. It is important that the driver follow the directions of the parent, school or IEP (Individual Education Plan) requirements in dealing with any seizure.

Petit Mal

On the school bus, students with Petit Mal seizures are not likely, in most instances, to be noticed by the bus driver. These are non-convulsive seizures which are of short duration and may involve anything from a blank stare lasting only a few seconds to sudden brief, massive muscle jerks that may involve whole parts of the body.

Implications for Transportation: Recommendations for Petit Mal are that no first aid is needed, but should the driver observe such symptoms or should the symptoms be reported to the driver by another student, the driver should note the time, type of spasms and duration and report such to the school at the end of the trip. When Petit Mal seizures occur frequently, this may be significant and should be reported to the school nurse or appropriate school staff.

Grand Mal

- A student experiencing a Grand Mal seizure may exhibit some or all of the following symptoms.
- A sudden cry, muscle rigidity followed by muscle jerks.
- Frothy saliva on lips with shallow breathing or temporarily suspended breathing.
- Bluish skin and possible loss of bladder control.

The above may last for 2 to 5 minutes. Normal breathing starts again, and may be followed by some confusion and/or fatigue followed by return to full consciousness. Recommendations for Grand Mal is to safely pull the bus off the road into an area where the bus and passengers will be safe for several minutes. Turn off the ignition, taking the keys from the ignition so the driver may remove his/her seat belt and proceed back to the student having the seizure. First protect the student from any nearby hazards with which the student may come into contact during convulsions. If the student has a tight fitting shirt collar it is advisable to loosen it to assist easy breathing. If the student is prone, place a folded jacket under the student's head and turn the student on his/her side to keep the airway clear. Reassure the student as consciousness returns. After the seizure, breathing should resume normally. If not, start artificial respiration if qualified to do so. All Grand Mal seizures should be reported as soon as the driver reaches the school, and be prepared to state the time, type of convulsions and duration of the episode.

Implications for Transportation: An emergency plan should be in place for any student known to be prone to Grand Mal seizures. The driver should have written instructions to know when to request emergency medical assistance. In the absence of such a plan or specific school district or transportation policy, to the contrary it is recommended the driver use the following procedure in the event of the onset of unusual Grand Mal seizures.

In the event the student presents multiple seizures or has an individual seizure lasting more than several minutes, the driver should notify the school or company by radio that a student on the bus is having a severe epileptic attack and requesting that an ambulance respond to their location. If no communication is possible from the bus, the driver should divert to the nearest hospital emergency room and call the office or school as soon as they have seen to the needs of the child with the seizure and the children on the bus.

Your local school district or company policy may be different. It is important to know, understand, and follow the policy under which you must operate.

WHAT NOT TO DO during a grand mal seizure:

- Don't try to restrain
- Don't shout
- Don't expect verbal instructions to be obeyed
- Don't put anything in the mouth
- Don't try to give liquids just after any seizure
- Don't use oxygen unless there are symptoms of a heart attack
- Don't use artificial respiration unless breathing is absent after muscle jerks subside or unless water has been inhaled.

Allergies

Allergic conditions are very common with disabled students. Individuals with allergies may display from very mild reactions to severe reactions. Knowing the signs and appropriate responses to allergies is an important part of transporting the medically fragile child.

An allergy is an abnormal reaction by a student's natural immune system defenses to certain substances entering the body.

The source of irritant substances can be from a wide variety of man-made or natural sources. Many allergies are subtle and slow to appear. Of greatest concern to the school bus driver are those sources of allergic reactions which tend to produce severe and immediate reaction in the student. One common source of severe allergic reactions is insect bites or stings.

Students display symptoms from mild to severe reaction depending on their sensitivity to the particular substance released into their body by the bite or sting. Mild reactions include hives, nausea, runny nose, sneezing, watery eyes, a rash, or even vomiting. Any individual child may display one, several or all of the mild symptoms. Severe reactions are characterized by shortness of breath, fainting, increased pulse rate, and possibly decreased blood pressure. In the most severe case, the child could go into shock which could lead to death.

Implication for Transportation: The best course of action is to prevent the child from being bitten or stung. The school bus driver may take some precautions, such as keeping students with known allergic conditions close to the front of the bus where they can be more closely watched. When a bee or other potentially hazardous insect is seen in the

bus, the driver should take the time to attempt to protect the child from the insect. The driver's reaction to the potential hazard should be planned in advance. Air conditioning, if available, should be used to keep student windows closed which assists in the prevention of insect stings.

Once bitten, however, the driver should take the time to apply a cold compress to the immediate area of the sting. If stung by a bee, the driver should apply an ice pack and seat the child in a position where the driver can monitor the child's physical condition during the trip. If the sting is from a honey bee, the driver may remove the stinger if visible. If stung by a wasp it is important to leave the stinger alone.

Signs of an allergic response to bee sting are:

- Agitation
- Blueness or pallor of the lips, nails, or ear lobes
- Confusion, dizziness, or headache
- Rapid or pounding pulse
- Increased shortness of breath
- Pulling in of the muscles of the neck or chest
- A noticeable swelling at the location of the sting,
- Wheezing

In a severe reaction, the size of the airway may become constricted leading to an audible wheezing sound. Increased heart rate and decreased blood pressure can lead to severe shock. If medical treatment is not received quickly, pulse and respiration can stop.

Knowing that a child is bee sting allergic, which may cause the child to go into **anaphylactic shock**, will mean that the driver is prepared to radio for emergency assistance or proceed directly to a hospital emergency room. The driver's action will depend on the emergency plan, the school district or company policy, and the resources available in the area they are serving.

When the transporter is operating in largely rural areas where emergency medical treatment may be some distance away the school district, parents and transporter may wish to develop a plan to address such a known problem by providing the driver with a bee sting kit. Such kits require an injection and should only be used by a driver who has had specific training and has written authority to administer to the child signed by the parents. Communication, planning, and support of all involved parties is crucial before such an emergency occurs.

SECTION THREE

(For drivers primarily operating Special Education Buses and Multi Purpose Vehicles)

The Individual Educational Plan (IEP)

The IEP is an Individual Educational Plan developed for each student identified as having a disability. The IEP requires a meeting to take place which follows from a referral process.

Referral Process

The IEP flows from a referral process. This process may be initiated by any school person, the parent, a physician or the child themselves. Once a referral is made the child goes through a series of evaluations which will vary in scope and depth depending on the initial review of the child. A meeting is then called which may have different names depending on local use. Commonly, it is called the Special Education Team Meeting or an acronym such as the SPED Team (Special Education Team). This team contains experts from many fields (disciplines) and may also be called the multi-disciplined evaluation team.

Multi discipline refers to each speciality area represented at the meeting as a discipline. Medicine is considered a discipline, as is social work, psychology etc. It is fair to consider a transportation professional as also representing a discipline on the SPED team. Members of the team may be typically any combination of the following: Teacher(s), Principal, Parent(s), Child, Psychologist, Learning Specialist, School Nurse, Guidance Counselor, Special Education Director, or others who may have information of importance to the meeting. Unfortunately, there is usually not a transportation professional who represents transportation as a discipline at an IEP meeting. This is true even though specific requirements on how the child must be transported and what equipment may be required for the child on the bus may be specified in the plan.

INDIVIDUAL EDUCATIONAL PLAN COMPONENTS

1. Duration of up to 1 year prior to review.
2. Specific strengths and weaknesses to be addressed.
3. Specific methods and materials to address educational deficits.
4. Description of location where services will be provided.
5. Description of any related services such as speech therapy, physical therapy, occupational therapy, and assistive devices (transportation is listed as a related service under Federal Law).
6. Identification of achievement goals.
7. A quarterly report to show progress towards the goals.
8. Any other requirements the child may have to promote learning.
9. Any transportation requirements for the child. (Specialized transportation is usually considered a related service).

When the IEP is completed, the parent is requested to sign the plan indicating agreement with its contents. Once signed, the IEP is similar to a contract between the school, parent and child. The transporter is expected by nearly all school districts to provide any specific requirements in the IEP on transportation. Under IDEA² regulations, it is possible for a transporter to be part of the team meeting, but this rarely occurs.

When observing consistent changes in a child (positive or negative), it is important for the driver to make the school authorities aware of those changes. In this way the driver is seen as an active and interested team member.

Behavior Control of Disabled Students

It is crucial to check with your company or school district to determine that the suggestions listed herein support or augment their policy. Where your policy varies, be sure to follow your local district or company policy.

Most often the problems which lead to using this type of behavioral control list are the result of transporting a student with behavioral or emotional characteristics. Care must be taken by the school bus driver not to assume that every difficult problem on the bus is the result of an emotionally challenged child on the bus. There can be many reasons for behavioral problems which are totally unrelated to any type of emotionality or disability.

Even the most experienced and knowledgeable driver must seek assistance from company and/or school personnel when resistant and continuous problems occur. The following suggestions are in preferred order to address the problem, try the first followed by the others in sequence. Should all these fail and you need extra assistance, having made substantial effort to deal with the problem in a number of ways, your request for assistance should receive serious consideration from your employer.

Unless otherwise indicated as part of a coordinated plan, always approach each day as a new ride. Do not attempt to carry over the problems of yesterday afternoon to this morning's ride to school. Behavioral students react to their environment in an exaggerated manner and starting each ride anew will enhance your effectiveness.

Each time you, as the driver or in consultation with others, find it necessary to take a more intensive behavior control step, it must be seen as a loss for the child in growing toward maturity and a normal school program (remember that returning a child to their normal classroom is one of the main objectives of special education programs). It is critically important that as soon as progress is seen in the child being able to control their behavior, an effort be made to return the child to the less restrictive procedure on the bus. This encourages the child to make improvements and will assist both in his/her self image and their performance in school.

1. **Fill out-a discipline report.** If your company or school district has none, simply make up your own on a piece of paper. Describe the problem, what you have attempted, and request assistance in dealing with the conditions the child is creating

² IDEA (Individuals with Disabilities Education Act of 1990) Public Law 101-476

on the bus for yourself and the other children. The discipline report must be filled out and shared with supervisor, school, and parents on the day of the incident. Do not wait too long in asking for assistance when attempting to deal with behavior problems.

2. **Discuss the problem with the student's teacher** and ask for assistance. In many cases, students in special education classes are on specialized reward programs. By working with the teacher, you may be able to become part of the program with the child receiving credit at school for a good bus ride. Combining suggestions 2 & 3 may be desirable and can be achieved depending on the parents and teachers.
3. **Discuss the problem with the parent** with support of your supervisor. In many cases, the parent may have seen similar behavior at home and may have some ways of dealing with the problem, which you can modify for use on the bus. The parent may be able to offer incentives to the child for good bus behavior. On some occasions the parents may be frustrated by similar behavior and will not be able to offer assistance. By sharing your own observations and teacher ideas, you and the parent may find, or observe, some things which can help in addressing the problem. *Caution*, a small percentage of parents may be unwilling or unable to cooperate with you. When any reluctance is seen or sensed, the driver is advised to stop and seek assistance from their supervisor before any further attempts to approach the parent(s) directly.
4. With school, parent, and company or school district support, you may attempt **behavioral contracting**. This is often more useful with older students since it involves preparation of a written contract signed by student, driver, and teacher or parent. The concept involves making a formal commitment to exchange good behavior on the bus for some reward at school or at home.
5. **Suspension** of the child from the bus is an alternative which works for only a limited number of children. It is mainly effective when the behavior is not deep seated and a short "vacation" assists in resolving the difficulty causing the problem. Suspension might be considered, if in the best judgement of all the people who are working on the problem together, feel that it might be effective. You, as the driver, cannot suspend the child from the bus so be sure to follow appropriate channels. A driver should never threaten the child with suspension unless you are confident that your recommendation will be supported. Failure to enforce a suspension, once stated, will undermine your ability to control behavior on the bus.
6. Depending on the age of the student and the type of behavior, it may be necessary to put the student in an FMVSS (Federal Motor Vehicle Safety Standards) approved restraint. **Restraints** come in numerous configurations provided by several companies. Restraints of any kind should only be used with written parental permission, and as part of an approved IEP.

Student Restraints

Student restraints may be considered for preschool and elementary aged students where they are indicated. Use of restraints should not even be considered unless one of the following is true;

- (1) The driver, in cooperation with the transporter, school, and parents has exhausted all other less restrictive behavior control options, or
- (2) The student presents a significant physical danger to himself/herself or other students, or

- (3) The student actively exhibits behavior which may pose a safety issue in the daily operation of the vehicle.

Restraints are available in many forms and have the ability to restrict movement of torso, arms, hands, legs, or feet. In selecting a restraint, be sure that the restraint meets FMVSS approval and will not pose a danger to the student being restrained by its use or in the event of an accident requiring swift emergency evacuation of the student.

Restraints may only be used with clearly written parental permission which is signed by the parent and with approval of the school department. Such a permission should also state an expiration date set by joint agreement of those involved, which will require re-evaluation of continued restraint use. It is recommended that the maximum duration of time to be allowed in a restraint be one school year, but it is highly preferable that the time be shorter. Review by marking period, or via the special education quarterly report is an excellent option. In most circumstances, this will cause a review 4 times per academic year. Maintaining a child in a restraint may meet the need for order on the bus, but it is counter-productive for the student, since use of a restraint, by itself, does not foster independence and development of a student's ability to maintain self control.

Restraints are typically worn over winter clothing, and the child should put on the restraint with the parent in the morning and with their teacher or aide in the afternoon. The driver's responsibility is to make sure that the restraint is properly attached to the vehicle. When use of a restraint is approved by the school district and parent, it should become part of the normal daily routine. It should not be the responsibility of the driver to put on the child's restraint in the morning and again in the afternoon for the trip home. By making the restraint part of the daily routine, the child receives a message from all authority figures in their life that control over their own behavior is seen as important by everyone. It is important that the child not see the driver as "the disciplinarian," but as a member of a concerned team of adults.

Restraints are not "escape proof", and as students increase in age, their ability to be passively restrained effectively diminishes along with their tolerance for wearing a restraint in front of other children. Usually by age 12, a restraint is no longer a viable option, although individual circumstances may vary.

Unless manufacturer's instructions are to the contrary, the restraint should never be substituted for a seat belt in the vehicle. Restraints, though constructed of identical webbing as seat belt material, are not designed to perform in the same manner in a crash as is a seat belt.

Emergency Evacuation

The decision to evacuate any school bus must be made as a last resort when the situation is clear that remaining in the bus may be hazardous to the safety of the students. This is even more true when you are the driver of special needs students. Many special needs students present clear and difficult problems during an emergency evacuation. Consider the challenges presented by a wheelchair student, several primary aged autistic students, or elementary aged behaviorally maladjusted students. Take into consideration that you may at any time have a mix of such students, and the driver must be sure that the dangers of remaining in the bus exceed the potential difficulties of attending to the needs of the children in a less controlled situation outside the bus.

Planned Location. The driver should plan ahead and identify safe locations which can be used as an emergency unfolds. Clearly, in a sudden emergency such as a collision or

fire, the driver must get the bus into a safe position as soon as possible. Most emergencies, however, unfold over a short time and allow the driver to select a safe location for an evacuation.

Planned Diversions. The driver should plan for the unexpected by carrying inexpensive materials which children of the age they are transporting may find interesting, such as coloring books, hand held small toys, puzzles, etc. These can be used to assist in taking the attention of the students off the emergency, keeping the situation low key, and assisting to keep students together in a group. For diversionary materials to be effective, they must be kept away from the students at other times. Allowing students to normally play with them while traveling to and from school will diminish their effectiveness during emergencies.

Planned Student Assistance. Know the students you are transporting. It is important to know both their abilities and their disabilities so that the more able students may help you during an emergency evacuation. The driver will attempt to work with more capable students on the bus to enlist their assistance with the more involved or less able students on the bus. This is especially helpful for supervision of the group once evacuated from the vehicle. It is not recommended that a student assistant be given the task of checking that all students have been removed from the vehicle. This should be done by the driver.

Medically Fragile

The term **MEDICALLY FRAGILE** is in common usage, but is largely misleading. Better terms might be **HEALTH IMPAIRED** or **STUDENTS WITH SIGNIFICANT MEDICAL PROBLEMS**. The term medically fragile conjures up images of a child who may break easily if properly not cared for carefully. While this may be true in certain relatively rare bone diseases, it is an otherwise misleading label for children. Drivers need to be made aware of the special medical requirements of children with specific medical conditions, and children who depend on technology without being made fearful of providing care.

In no other area of special needs transportation is the need more critical for the transporter to work in close support of the school and the home than with medically fragile or technology dependent children. Transporters who are requested to provide services to medically fragile or technology dependent students should request to have a responsible member of the transportation staff as part of the IEP team in order to assure close coordination with school and home.

VENTILATORS

Some special needs students may require mechanically assisted ventilation equipment, commonly called ventilators. Ventilators are used when a student is unable to breathe independently. A ventilator may also be used by a student who is able to breathe but whose respiratory ability is inadequate. Such equipment is always placed close to the student, since it must be attached to the student to help him/her with breathing. When a child in a wheelchair requires a ventilator, it is frequently attached to the chair in some configuration, usually to the rear of the chair. When securing such a wheelchair with a ventilator, it is critical to make sure the chair will fit in the securement device used on the bus in such a way that the ventilator will be able to perform its function during the trip.

Wheelchairs with ventilators, placed in cam locks and backed up the vehicle wall may present some difficulties. Whether or not the student is in a wheelchair, the driver must make sure that the equipment is secured behind the wheelchair or on the seat next to the

student, so that in an crash it does not become a dangerous projectile within the vehicle. Care must also be taken by the driver to assure that the ventilator does not protrude into the aisle, both from the point of view of a clear aisle and to protect the child on the ventilator from having the equipment attached to their body jostled, thus injuring or discomforting the ventilated child. It is recommended that the driver be assisted in determining the best method of securement of the ventilator by their company supervisor. In the case of more sophisticated and unusual equipment, it is recommended that a sales representative of the company supplying the equipment be contacted for their input into appropriate methods of securement.

There are a number of types of ventilators with varying features. Drivers must become aware of the extent to which the child is ventilator dependent. Regularly checking the child is also necessary even though many ventilators are equipped with alarms to indicate high and low pressure, as well as loss of power. **ALARMS MUST NEVER BE TURNED OFF.** Ventilator air flow settings should be checked regularly.

Implication for Transportation: If the child shows one or more of the following conditions, the driver and/or attendant should be ready to put a pre-determined emergency plan into effect.

- Shortness of breath
- Agitation
- Blueness or pallor of the lips, nails, or ear lobes
- Confusion, dizziness, or headache
- Rapid or pounding pulse
- Retractions
- Becomes unconscious
- Increased secretions
- Wheezing

The emergency evacuation of a child on a ventilator presents unique difficulties with substantial risks to the child. It is recommended that such a plan should be prepared prior to the child being transported. The plan should be written and approved by the school and/or parent.

OXYGEN EQUIPMENT

Some special needs students may require oxygen during their bus ride to and/or from school. The transportation of oxygen in a metal cylinder under pressure in a school bus presents some substantial problems to transporters. Again the key to safe, secure transportation of student and equipment is comprehensive planning prior to initiating the transportation of such a student and their equipment. With planning, adequate training, and support such transportation can be accomplished with minimal potential for problems.

Most oxygen equipment is in the nature of a self-contained unit with oxygen bottle, pre-set regulator, and tubes to conduct the oxygen flow to the student. Securement must be accomplished, so that in case of a crash or sudden motion of the vehicle, the self-contained unit does not become detached from the student or become a projectile inside the vehicle. The following safety issues should be considered by transporters who carry oxygen for special needs students.

- Do not place oxygen close to heaters, radiators or any source of heat.

- Placarding is recommended for notification of emergency teams, although it is not required at this time by most states.
- Never change an adjustable flow meter. Use the flow meter prescribed for the child by the doctor.
- The gas cylinder should always be exposed. Never let a child put anything over the gas cylinder.
- Regularly check the oxygen tubing for kinks and make sure connections are secure.
- Secure the oxygen cylinder for transport.
- Never use oil to lubricate the valve, connections, or regulators. Do not allow oil to come into contact with the cylinder, tubes, or any part of the oxygen system.
- If a spare oxygen cylinder or spare parts are required, store them in a safe place.
- Know the needs of the child using oxygen and how long can they be off oxygen in the event of an emergency.

Know the signs and symptoms shown when the student is not receiving enough oxygen.

SECUREMENT. The oxygen unit must be securely fastened with a seat belt or other securement device in an upright position. Care must be taken that the valve stem and regulator are protected, in case of a crash, to assure that oxygen is not released into the vehicle.

SMOKING. Oxygen does not burn on its own, however, oxygen is an oxidizing agent and assists other materials to burn faster and at higher temperatures. No cigarette smoking or smoking of any kind may be allowed on the bus. All states have laws prohibiting smoking under normal circumstances, and a bus with oxygen in use is no exception.

STORAGE. When not in use make sure the oxygen bottle is not left in direct sunlight or placed on the floor near heaters or over certain sections of the floor which become heated as a result of exhaust pipes running close under the floor surface. Catalytic converters raise temperatures of emission gases to cut down on pollutants, and some vehicles transfer some heat through the floor of the vehicle. Never place an oxygen bottle close to an open flame of any kind.

VENTILATION. With oxygen in use, it is advisable to have a constant fresh air flow either using heater or air conditioner and opening a window slightly.

PLACARDING. It is advisable to place a placard on the bus (similar to hazardous material diamond shaped warning signs) indicating that oxygen is in use. In an emergency situation where the driver may be incapacitated, this precaution may assist rescuers. Placarding is not required by Federal law, since the amount of oxygen being transported is less than one thousand (1,000) pounds.

Emergency evacuation is a significant concern, and a written plan should be developed and approved. The plan should include appropriate training of the driver, and substitute drivers to deal with emergency evacuation of a special needs students and their oxygen supply.

TRACHEOSTOMY

A tracheostomy (trach) is a surgical opening into the trachea (windpipe) in the neck, which allows air to go in and out of the lungs. The opening in the neck is called a stoma. A metal or plastic tube, called a tracheostomy tube, may be inserted through the stoma into the trachea. Some children may not need a trach tube, even though they have a tracheostomy. There are various types of tracheostomy tubes which are held in place with a tie around the neck.

Some children will have a tracheostomy because of an injury or condition which requires bypassing the normal breathing passages. Other children require a tracheostomy because of neurological, muscular, or other conditions that make it difficult for them to breath effectively or to clear secretions or mucus out of their breathing passages without assistance.

Implication for Transportation: Students with tracheostomies may require from very little extra care to significant care with regular suctioning. When suctioning is necessary during the transportation to and from school, it should only be performed by an attendant with the proper training and licensure. In the process of suctioning a trach, there exists the potential for numerous emergencies involving blockages, dislodging the trach, breathing difficulties, bleeding, and bronchospasm. In some cases, the driver or attendant may need to initiate CPR.

Tracheal suctioning is a means of clearing the airway of secretions or mucus. This is accomplished by using a vacuum-type device through the trach tube. Tracheal suctioning is performed when a child cannot adequately clear secretions on his or her own. Signs that suctioning may be necessary are:

- Noisy, rattling breathing sounds.
- Secretions (mucus) visible and filling opening of tracheostomy.
- Signs of respiratory distress: difficulty breathing, agitation, paleness, excessive coughing, cyanosis (blueness), nasal flaring, retracting.
- No air moving through tracheostomy (listen for sounds).

APPENDIX A

DEFINITIONS

APPROVED SCHOOL BUS: A motor vehicle as defined in RSA 259:96 for the transportation of pupils to any school, or school related activity and which has been issued identification indicating that it has been approved as a school bus and meets the inspection requirements of RSA 266:7.

COMMISSIONER: Commissioner of the Department of Safety.

DEPARTMENT: Department of Safety.

DIRECTOR: Director of Motor Vehicles of the Department of Safety.

DIVISION: Division of Motor Vehicles of the Department of Safety.

FMVSS: Federal Motor Vehicle Safety Standards.

PUPIL/STUDENT: Any person enrolled in any school, kindergarten through twelfth grade, or enrolled in any program for children with special needs.

PUPIL INSTRUCTION: Instruction offered to pupils who are transported in a vehicle for educational activities.

SCHOOL BUS TYPE: TYPE “A” school bus is a conversion or body constructed upon a van-type or cutaway front section vehicle with a left side driver’s door.

TYPE “B” school bus is a conversion or body constructed and installed upon a van or front-section vehicle chassis, or stripped chassis, and 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 “C” school bus is a body installed upon a flat back cowl chassis in which all of the engine is in front of the windshield and the entrance door is behind the front wheels.

TYPE “D” school bus is a body installed upon a chassis, with the engine mounted in the front, midship, or rear and in which the engine may be located behind the windshield and beside the driver’s seat; or 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.

MULTIPURPOSE PASSENGER VEHICLE: A vehicle such as a van, station wagon, and passenger vehicle of a type that is not designed as a school bus and has a rated passenger capacity of a maximum of 10 passengers including the driver.

RSA: Laws passed by the State legislature.

SAF-C: Rules developed and enforced by the Department of Safety.

SCHOOL BUS DRIVER: A person who drives any school bus transporting pupils to and from any private or public school or school related activity, and is certified pursuant to RSA 263:29.

SCHOOL RELATED ACTIVITY: Any event or sports activity involving pupils, to include intramural events, sponsored by a school, school district, school board, or school administrative unit.

SPARE DRIVER: Any individual certified as a school bus driver who does not drive on a regular basis, but is available to fill in for a school bus driver who is sick, on vacation, or unable to drive for a temporary period of time.

APPENDIX B

NEW HAMPSHIRE MOTOR VEHICLE LAWS (RSA) FOR SCHOOL BUSES

259:96 SCHOOL BUS. “School bus” shall mean a vehicle owned by a public or governmental agency, or a privately owned vehicle, including a station wagon, suburban, panel body vehicle and vehicles converted to a school bus, but excluding a passenger vehicle, employed solely in transporting school children to and from school or school activity by virtue of a contract with a municipality, municipal board or school board authorities.

263:24 AGE OF SCHOOL BUS DRIVER; CERTIFICATION. No person shall drive a school bus as provided in RSA 266:7 unless he is 18 years of age or over and has been certified for said driving by the school board, as provided in RSA 263:29.

263:29 SCHOOL BUS DRIVER’S CERTIFICATE. The owner of any school bus transporting children to and from any private or public school shall submit to the authorities in the town or city or to the organization which pays for said transportation a list of the names of the persons who are to drive the school buses used in such transportation. Such authority shall submit the list of names to the department requesting an investigation of each driver’s criminal record and motor vehicle record. If such driver is found to be qualified to bear the responsibility of such transportation, the division shall cause said driver to be examined under the rules adopted pursuant to RSA 265:58. No person shall drive a school bus unless he has satisfactorily passed the special examination for said driving and received from the division a special school bus driver’s certificate. The director may revoke such special school bus driver’s certificate for good cause shown.

265:50 CERTAIN VEHICLES MUST STOP AT ALL RAILROAD GRADE CROSSINGS.

- I. The driver of any vehicle carrying passengers for hire, or of any school bus carrying any school child, or of any vehicle carrying explosive substances, before crossing at grade any track or tracks of a railroad shall stop such vehicle within 50 feet but not less than 15 feet from the nearest rail of such railroad and while so stopped shall listen and look in both directions along such track for any approaching train, and for signals indicating the approach of a train, except as hereinafter provided, and shall not proceed until he can do so safely. After stopping as required herein and upon proceeding when it is safe to do so the driver of any said vehicle shall cross only in such gear of the vehicle that there will be no necessity for changing gears while traversing such crossing and the driver shall not shift gears while crossing the track or tracks.
- II. No stop need be made at any such crossing when a police officer or a traffic control signal directs traffic to proceed, or by vehicles engaged in the common or contract carriage of passengers for hire, or school buses transporting school students, when such vehicles or buses are exempt by order of the commissioner of transportation.

265:54 OVERTAKING AND PASSING A SCHOOL BUS.

- I. The driver of a vehicle upon a way upon meeting or overtaking from either direction any school bus, plainly marked with school bus signs or such other distinguishing identification as the director may require, which has stopped on the highway for the purpose

of receiving or discharging school children shall stop his vehicle before reaching such school bus at least 25 feet away from such school bus. The driver shall not proceed until such school bus resumes motion, or until flashing red lights cease to operate.

- I-A. Testimony under oath from the school bus driver or other witness that a vehicle failed to stop and remain stopped as required by Paragraph I shall be sufficient evidence to prove that the owner of the vehicle was driving and has violated the provisions of Paragraph I, unless such evidence is rebutted or contradicted.
- I-B. A person who violated the provisions of Paragraph I shall be guilty of a violation and shall be fined not less than \$100 nor more than \$250 for a first offense, and shall be fined not less than \$200 nor more than \$500 for a subsequent offense within a 12-month period.
- II. Whenever road conditions and space permit and whenever the number of vehicles following a moving school bus is 5 or more, the driver of the school bus shall pull over and let the following vehicles pass. A driver passing the school bus must do so without driving any part of his vehicle to the left of or across any unbroken painted line marking on the highway.
- III. The driver of a vehicle upon a divided highway with separate roadways need not stop when meeting or passing a school bus which is traveling in the opposite direction on the other half of the divided highway, or when upon a controlled access highway if a school bus is stopped in a loading zone which is part of or adjacent to such highway and pedestrians are not permitted to cross the roadway.

265:55 APPROACHING BUSES, ETC. The driver of any vehicle approaching or passing a bus, streetcar, or other vehicle used for transporting passengers, which has been stopped to allow passengers to alight or embark, shall slow down his vehicle and if necessary for the safety of the public, bring it to a full stop.

265:56 SCHOOL BUS SIGNS. No school bus used for the purpose of transporting school children shall be driven upon the ways of the state unless it carries the designation "school bus" in a conspicuous place showing to the front and rear thereof in lettering not less than 8 inches in height, and has such other distinguishing marks as the director may prescribe. When a school bus is being driven upon a way for purposes other than the transportation of school children, all designating marks thereon indicating school bus shall be covered and concealed.

265:57 DRIVING OF SCHOOL BUSES. When taking on or discharging school children, the school bus shall be stopped on the extreme right of the highway. A school bus shall be stopped completely off the highway if facilities and stopping areas are available. The driver of a school bus, in bringing his bus to a stop to receive or discharge pupils, shall come to a stop in a place on the highway or shoulder where the flashing red warning stop lights are clearly visible to the driver of an overtaking or oncoming vehicle. The school bus driver shall not open the door or cause the flashing red warning stop lights to be in operation until all vehicles overtaking said bus at the time it comes to a halt shall have either passed the bus or stopped. Common sense and good judgment should be used in operation. If the driver of a school bus intends to remain stationary for an extended period of time, he shall switch off the flashing red warning stop lights so that traffic may proceed safely and legally by the school bus. A school bus driver shall not actuate flashing red signal lights in designated school bus loading areas if the bus is entirely off the roadway.

265:58 SCHOOL BUS DRIVING RULES. The director shall adopt pursuant to RSA 260:5 and enforce all needful rules to govern the driving of all school buses used for the transportation of school children when owned and driven by any school district, publicly or privately or driven while under contract in this state. The rules shall also apply to buses owned or used by a religious organization or a nonprofit organization used exclusively as a bus for the transportation of the organization's members in connection with functions of the organization.

265:59 VEHICLE FORMERLY USED AS A SCHOOL BUS TO BE REPAINTED. Any person who drives a vehicle formerly used as a school bus, as defined in RSA 259:96, on the ways of the state shall cause it to be painted a color readily distinguishable from national school bus chrome yellow.

266:7 INSPECTION OF SCHOOL BUSES. The director shall have authority, through his duly authorized agents, to inspect any motor vehicle used for the purpose of transporting school children to any school to determine its fitness for such purpose, and if he finds that such vehicle is unfit, he may refuse to permit it to be designated as a school bus. Said inspection shall be made before any motor vehicle transporting school children to any school is used for said transportation. The director shall cause to be issued some identification if such vehicle is approved as a school bus.

266:39 SCHOOL BUS STOP SIGNALS. The director shall adopt rules pursuant to RSA 260:5 requiring certain school buses to be equipped with automatic flasher-type stop lights located on the front and rear. Said stop lights shall be of such types and designs as approved by said director. No school bus shall be driven upon the ways of the state which does not carry the equipment which may be required by the director under the provisions of this section. It shall be unlawful to operate any flashing warning signallight on any school bus except when any said school bus is stopped on a way for the purpose of permitting school children to board or alight from said school bus.

APPENDIX C

NEW HAMPSHIRE DEPARTMENT OF EDUCATION LAWS ON STUDENT TRANSPORTATION

186-C:11 Transportation. Each school district shall furnish suitable transportation to all educationally disabled children whose individualized education plan requires such transportation. The school district may board a child near the place where instruction is to be furnished and shall provide transportation if required by the child's individualized education plan from the place where the child is boarded to the place of instruction.

189:6 Transportation of Pupils. The local school district shall furnish transportation to all pupils in grades 1 through grade 8 who live more than 2 miles from the school to which they are assigned. The local school board may furnish transportation to kindergarten pupils, pupils in grades above the eighth or any pupils residing less than 2 miles from the school to which they are assigned, when it finds that this is appropriate, and shall furnish it when so directed by the commissioner of education.

189:8 Limitations and Additions. Pupils entitled to transportation in accordance with RSA 189:6 may be required to walk a distance not to exceed one mile to a school bus stop established by the local school board. Pupils residing in areas which are inaccessible by a local school district's established mode of transportation may be required to walk a distance not to exceed 1-1/2 miles to a school bus stop, provided that the vehicle, route and schedule have been approved by the commissioner of education. School districts shall assure that pupils shall not be subject to unsafe conditions while walking the required distance to a school bus stop and that the school bus stop is established in a safe location.

189:9 Pupils in Private Schools. Pupils attending approved private schools, up to and including the twelfth grade, shall be entitled to the same transportation privileges within any town or district as are provided in public schools.

189:9-a Pupils Prohibited for Disciplinary Reasons. Notwithstanding the provisions of RSA 189:6-8, the superintendent, or his representative as designated in writing, is authorized to suspend the right of pupils from riding in a school bus when said pupils fail to conform to the reasonable rules and regulations as may be promulgated by the school board. Any suspension to continue beyond 20 school days must be approved by the school board. Said suspension shall not begin until the next school day following the day notification of suspension is sent to the pupil's parent or legal guardian.

APPENDIX D

PROCEDURES FOR LIFTING PASSENGERS

PURPOSE: The purpose of proper lifting techniques is to move the passenger without injury to yourself or the passenger.

BASIC RULES

1. Tell the passenger what you are going to do.
2. Estimate the weight of the passenger. Never attempt to carry a student alone who weighs more than half your own weight unless the safety of 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 a bus, and the necessity for an emergency evacuation develops, some districts suggest that the driver activate the alternating red lights, as the evacuation procedure is truly an unloading procedure. Such action can draw attention from motorists that you need assistance. District policy should determine if this procedure is appropriate.
4. Be sure your path is CLEAR.
5. Stand with both feet firmly planted, about shoulder width apart for good balance.
6. Always bend from knees, not from back, so that you use your thigh muscles rather than your back muscles to do the lifting.
7. When lifting and carrying, keep the student as close to your own body as possible.
8. Shift the position of your feet to move. **DO NOT TWIST YOUR BODY.** Take small steps to turn.

SINGLE PERSON LIFT

1. Follow the basic rules 1-8. Most strains, fatigue, and back injuries caused by lifting are due to using the **WRONG** muscles. Use your strong leg muscles (by bending at the knees and hips) **NOT YOUR BACK MUSCLES. KEEP YOUR BACK STRAIGHT.**
2. Keep equal weight on both feet and lower yourself to the level of the student by bending your knees before lifting.
3. Once in position, put one arm around the upper back and the other under both knees.

TWO PERSON LIFT

1. Follow basic rules 1-8.
2. **TO LIFT FROM A WHEELCHAIR:**
 - A. Position the wheelchair as close to your destination as possible. In an emergency situation, to save time and congestion, leave the chair where it is strapped and blanket pull or carry the student to the appropriate exit location.
 - B. One person stands in front to the side, the other in back.
 - C. The person in front removes the arm rest (if detachable) and folds up the footrest.

- D. The person in back removes the seat belt and any other positioning device.
- E. The person in front, bending from knees, lowers himself or herself to place one arm under the student's knees and the other under the occupants thighs.
- F. Person in back, places his or her arms under student's armpits, reaching forward to grasp both student's wrists firmly. (Your 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 to lift.)
- H. Walk to area where student is to be placed and lower on the count of 3, bending from the knees.

TO LIFT FROM A BUS SEAT

- A. Use the same procedure as above, but first, slide the student to the edge of the bus seat near the aisle.

BLANKET LIFT

1. Fold a blanket in half, place on the floor as close to the child as possible.
2. Follow basic lifting rules 1-8 and lower the student to the blanket.
3. ONE PERSON LIFT: Place the student's head toward the direction of exit, lift the blanket from head and slide to safety.

TO ASSIST A PERSON UP STAIRS

1. Follow basic rules 1-8.
2. Curl the student up as much as possible. Keep the student's arms and legs from flopping loosely. This flopping could throw you off balance, and cause a fall.
3. Support the student's head and neck as you would an infant's.
4. Do not lift student up by an arm or leg except in extreme emergency.
5. Slow rocking or a firm holding will help to relax a very "tense" student.

BASIC BODY MECHANICS

1. Size up load and do not hesitate to ask for help.
2. Be sure that the passenger knows you are going to lift him/her.
3. Plan ahead: How you will lift and where you are going.
4. Bend your knees instead of your back. Keep your back straight.
5. Keep your feet apart while lifting to give a board base of support.
6. Keep the person close to you.
7. If lifting with someone else, lift smoothly and together. Count 1, 2,3.
8. Take small steps. Never twist your body while lifting or carrying.

APPENDIX E

VEHICLE PRE-TRIP INSPECTION

The following outline is provided as a model for transportation personnel to use in developing a systematic inspection procedure. Some of the items may not be done in this exact order depending on the style bus that is being driven.

1. Vehicle overview: as you approach the bus, look for general condition:
___ signs of leakage ___ bus leaning ___ any damage
2. Under the hood: rear engine check during exterior circle check (4)
___ six fluids (remember RAW POT) - radiator, alcohol (for air brakes), windshield washer, power steering, oil, transmission
___ hoses - all connected, not cracked or leaking
___ belts - for wear and tightness
___ wires - all connected, not frayed
___ power steering components
3. Entrance Compartment:
___ service door (glass, hinges), steps and handrail
___ emergency equipment
 - a. ___ 3 reflector triangles
 - b. ___ fire extinguisher - secured and fully charged
 - c. ___ first aid kit - complete
 - d. ___ spare fuses if bus so equipped
 - e. ___ registration and insurance card___ Turn headlights on low beam, and four way hazards
4. Exterior Circle Check - The Division of Motor Vehicles will require the engine off, key in hand, wheels chocked, for the CDL pre-trip walk around inspection.

Front:

- | | |
|--------------------------------|-----------------------------|
| ___ step pegs up if applicable | ___ headlights - low beam |
| ___ hood latched | ___ hazard lights |
| ___ mirrors secure | ___ bumper secure |
| ___ school bus sign | ___ license plate |
| ___ windshield and wipers | ___ inspection stickers (2) |

Wheel area: Front - left and right

- ___ tires - front - 4/32", no recaps, no bulges, no cuts, wear, pressure
- ___ lug nuts - no rust or shiny areas, none missing
- ___ rim - gap has not separated, no dents
- ___ hub - no grease, leaking valve stems and cap
- ___ leaf springs - not cracked, u-bolts, hanger
- ___ slack adjuster - take brakes off, pull should not be more than 1".
- ___ mud flap
- ___ shocks not leaking
- ___ air hoses, canisters, clamps

Left Side:

- mirror secure
- stop sign
- steering components
- damage to side of bus
- air tanks
- reflectors
- battery compartment,
- no corrosion, secure, cover locks

Underneath: left side

- air tanks - drain
- drive shaft - intact, one hanger per section

Dual wheel area:

- tires - 2/32" tread, no mismatched sizes, tires must not be touching, no debris between duals
- lug nuts, rim, valve stems and cap, hub
- mud flap
- air brake hoses, clamps on canisters
- slack adjusters
- leaf springs
- shocks

Rear:

- a school bus sign
- windows
- hazards lights
- tail lights
- emergency door hinges
- bumper
- tail pipe secure
- license plate

Dual Wheel Area: Repeat as before

- chock blocks on rear wheels

Underneath - right side

- exhaust system, muffler and pipe
- fuel tank, and cage

Right Side:

- Repeat as before
- fuel cap

Go back inside check high beams and turn lights and hazards off

5. Driver Compartment: Turn key to accessory - close door

- horn
- light indicators - high beam, directional
- steering wheel - no more than 2" of play
- seat belt - secure to floor and works
- switches - check all low and high, heaters, defrosters, washer/wipers, fans, and dome lights. Turn clearance light switch and master switch on and leave on.
- press manual eight way warning system button - check front amber eight way warning system

6. Passenger Compartment:

- ___ seats - both top and bottom, secured to floor and not damaged
- ___ floor clean
- ___ windows, emergency windows and buzzer - at one window check clearance light on each side
- ___ roof hatch - open and buzzer
- ___ emergency door - condition, light, buzzer
- ___ check rear clearance light and yellow amber eight way warning system
- ___ put item on brake pedal - open door - check front red eight way warning lights, stop sign, rear check brake lights - red eight way warning system

7. Start Engine:

- ___ Gauges
 - a. ___ temperature
 - b. ___ oil pressure
 - c. ___ volt meter and/or amp meter
 - d. ___ air pressure
 - e. ___ fuel gauge
 - f. ___ tachometer and speedometer
 - g. ___ put in reverse - check backup lights (with assistance) and listen for back up alarm

8. Brake Test: Test all braking systems before driving any vehicle

- ___ Hydraulic Brakes
 - a. ___ pump brake three times and apply firm pressure and hold for 5 seconds
- ___ Air Brake Test
 - a. ___ low pressure light / buzzer test
 - b. ___ spring brake test
 - c. ___ air pressure build up test
 - d. ___ air leakage rate test
- ___ Hydraulic and Air Brakes:
 - a. ___ parking brake test
 - b. ___ service brake test

APPENDIX F

BUS DRIVER'S VEHICLE CONDITION REPORT

A typical inspection report should be filled out in duplicate in the following manner:

Company _____ COMPLETE FULL NAME _____ Bus No. _____ # ON VEHICLE _____

Odometer Reading _____ MILEAGE BEFORE STARTING _____

End Mileage: _____ END OF DAY OR TRIP _____ Date: _____ MM/DD/YY _____

Start Mileage: _____ SAME AS ODOMETER _____ Time: _____ TIME START AND COMPLETED _____ AM PM _____

Total Mileage: _____ SUBTRACT START FROM END MILEAGE _____ Location: _____ WHERE VEHICLE IS PARKED CITY, STATE _____

Inspect Items Listed - If Defective, Number and Describe in "Remarks"

- | | |
|--|--|
| <input type="checkbox"/> Fluid leaks under bus | <input type="checkbox"/> Emergency door & buzzer |
| <input type="checkbox"/> Loose wires, hose connections or | <input type="checkbox"/> Headlights, flashers & 4-way flashers |
| <input type="checkbox"/> Belts in engine compartment | <input type="checkbox"/> Right front tire and wheel |
| <input type="checkbox"/> Oil Level | <input type="checkbox"/> Front of bus - windshield |
| <input type="checkbox"/> Radiator coolant level | <input type="checkbox"/> Left front tire & wheel |
| <input type="checkbox"/> Battery | <input type="checkbox"/> Stop arm (school bus) |
| <input type="checkbox"/> Transmission | <input type="checkbox"/> Exhaust system |
| <input type="checkbox"/> Unusual engine noise | <input type="checkbox"/> Left side of bus - windows & lights |
| <input type="checkbox"/> Gauges & warning lights | <input type="checkbox"/> Left rear tire & wheels |
| <input type="checkbox"/> Switches | <input type="checkbox"/> Rear of bus - windows & lights |
| <input type="checkbox"/> Horn | <input type="checkbox"/> Tail pipe |
| <input type="checkbox"/> Fans & Defrosters | <input type="checkbox"/> Right rear tires & wheels |
| <input type="checkbox"/> Wipers & washers | <input type="checkbox"/> Right side of bus - windows & lights |
| <input type="checkbox"/> Stop arm control (warning control) | <input type="checkbox"/> Driver's seat and belt |
| <input type="checkbox"/> Inside & outside mirrors | <input type="checkbox"/> Directional lights |
| <input type="checkbox"/> Brake pedal and warning lights | <input type="checkbox"/> Parking brake or service brake |
| <input type="checkbox"/> Operation of service door | <input type="checkbox"/> Clutch |
| <input type="checkbox"/> Emergency Equipment | <input type="checkbox"/> Steering |
| <input type="checkbox"/> First aid kit | <input type="checkbox"/> Wheelchair lift |
| <input type="checkbox"/> Entrance step | _____ |
| <input type="checkbox"/> Cleanliness of interior | _____ |
| <input type="checkbox"/> Condition of floor | _____ |

Remarks _____ NUMBER AND EXPLAIN ABOVE DEFECT _____

Condition of Above Vehicle: (check one) Satisfactory Unsatisfactory

Driver's Signature: _____ MUST BE SIGNED LEGIBLE SIGNATURE _____

Above Defects Corrected

Above Defects Need Not Be Corrected For Safe Operation Of Vehicle

Mechanic's Signature: _____ Date: _____

Driver Reviewing Repairs: _____ DRIVER MUST SIGN IF REPAIRS ARE DONE _____ Date: _____

Notes